

Grade 3 Art Assessment: Exploring Patterns in Our World

Learning objective: To demonstrate understanding of pattern, symmetry, and repetition in visual arts.

Read each question carefully. Answer in full sentences where required. Show your creative thinking in the drawing section.

Zara the zebra is an artist who loves looking at patterns. She notices that patterns are everywhere: in the stripes on her own coat, in the petals of a flower, and even in the tiled floor of the school hall. A pattern is created when a motif—a single design or shape—is repeated over and over again. Some patterns are geometric, using straight lines and shapes, while others are organic, inspired by shapes found in nature.

Word bank: Symmetry · Repetition · Motif · Geometric · Organic · Tessellation · Contrast

1. Define the term 'motif' in your own words. Why is it important when creating a pattern? (2 marks)

2. Look around the room. Describe one example of a geometric pattern you can see and explain why it is geometric. (3 marks)

3. What is the difference between a repeating pattern and a symmetrical pattern? (4 marks)

4. If you were designing a piece of wrapping paper for a gift that costs £5, how would you use 'contrast' to make your pattern stand out? (3 marks)

5. Explain how an artist might use 'tessellation' to cover a large surface area, such as a wall or a floor. (3 marks)

6. Extended Task: Imagine you are designing a new pattern for a school mural. Describe your design in detail. What motif will you use? Will it be organic or geometric? How will you arrange your motifs to create interest for the viewer? (5 marks)

Draw: In the space below, create a repeating pattern using a simple geometric shape (like a triangle or square) and one organic shape (like a leaf or a cloud). Ensure your pattern covers the box completely.



Extension challenge: Total: /25. Challenge: Explain how changing the size or the color of your motifs would change the mood of your mural design.