

HOME

Grade Level: 9 th

Lessons

1. History of Mosaics
2. Subway Mosaics & Create your own
3. Paper making & Mosaics

Central focus of the Unit/Big Ideas:

- Develop a proposal and create sketches or a model for an installation, artwork, or space design that transforms the perception and experience of a particular place.
- Analyze, select, and curate art and artifacts for presentation and preservation.
- Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- Investigate how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in other fields.

New York State Learning Standards for the Arts:

Creating	Presenting	Responding	Connecting
VA:Cr1.2.HSI a. VA:Cr2.1.HSI a. VA:Cr2.2.HSI a. VA:Cr2.3.HSI a.	VA:Pr4.1.HSI a. VA:Pr5.1.HSI a.	VA:Re7.1.HSI a. VA:Re7.2.HSI a. VA:Re8.1.HSI a.	VA:Cn10.1.HSI a. VA:Cn11.2.HSI a.

Lesson #1 - History of Mosaics

Unit Title: HOME

Lesson Plan #	Grade	Length of each period	Number of days
1/3	10 th	90 min	1

Essential Questions:

1. What is a mosaic?
2. What are some mosaic works have you noticed in everyday settings?

Lesson Objectives:

- Students will learn about how mosaics are made.
- Students will learn about the history of the subway mosaics.

Assessments:

- Pre-assessment: Take notes on the history of the mosaics.

Overview:

Day 1 : Students will be taking notes throughout the lesson.
Students will learn about the history of mosaics.

Materials –Artist/ Visual Text /Technology/ Resources:

Handouts

Academic Vocabulary:

Mosaics, tiles, mortar, basilica

Student Support and Differentiation:

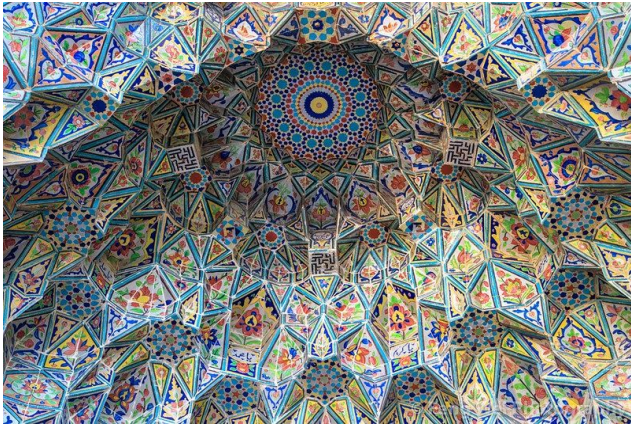
- Whole Class: The whole class will have a tiered lesson. Students will be given access to the slides and presentation used in class.
- Individual students: Students will take note on the handout to help understand, and also will be given access to the slides and presentation used in class.
- Students with IEP's or 504 plans: The lesson will be modified for students with IEP's or 504 plans on a case by case basis.

NYS Visual Arts Standards:

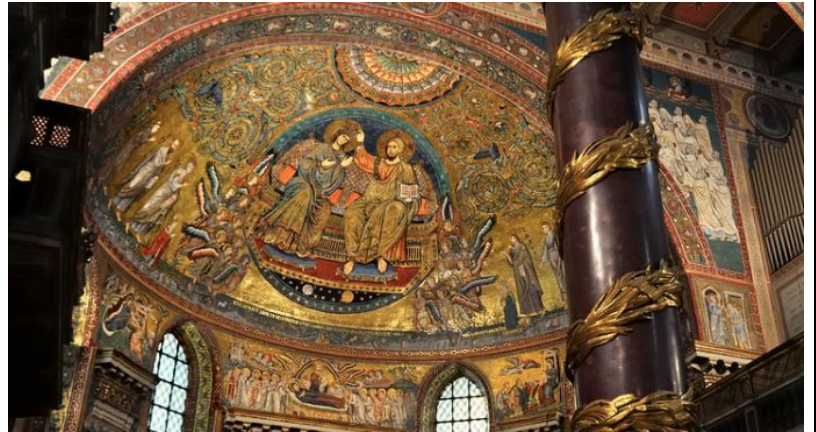
Creating	Presenting	Responding	Connecting
VA:Cr1.2.HSI a. VA:Cr2.3.HSI a.		VA:Re7.2.HSI a. VA:Re8.1.HSI a.	

Art References

Lesson # 1



Jame Atiq Mosque, Shiraz, Iran (875)



Santa Maria Maggiore, Rome (1295)



National Geographic (History of Mosaics)

<https://www.youtube.com/watch?v=uGrwxSztKQM>

Teaching Procedure/Task Analysis - Lesson#1/Day 1

Time Allotment 90 min	Task
10 min	A. Motivation/Spark/Launch Share what they know about mosaic. *Key Questions: What kind of mosaics have you seen around the city?
70 min	B. Presentation of Lesson Objectives <ul style="list-style-type: none">• Slides and presentation on Mosaic
10 min	E. Closure <ul style="list-style-type: none">• Slides and presentations used in the lesson will be posted on the website.

Lesson # 2 - Subway Mosaics & Create your own

Unit Title: HOME

Lesson Plan #	Grade	Length of each period	Number of days
2/3	10 th	90 min	1

Essential Questions:

1. What are some subway mosaics you remember?
2. What kind of mosaics would you create and why?

Lesson Objectives:

- Students will research about New York City subway mosaics.
- Students will brainstorm on what 'home' means to them.
- Students will sketch out a significant event, object, place or person that reminds them of home to design their own subway mosaics.
- Students will create a name for their subway stops.

Assessments:

- Pre-assessment: Include a discussion to assess a student's prior knowledge of the NYC subway mosaic artworks, Brainstorm idea around 'home.'
- Formative assessment: Idea Sketch handouts, completed by the individual student during their class time research.

Overview:

Day 1 : Students will learn different mosaic artworks done by different artists in the subway.

Materials –Artist/ Visual Text /Technology/ Resources:

Idea sketch handouts, pencils, erasers, handouts, black paper, white paper, brown paper.

Academic Vocabulary:

Sketch, murals, historic events.

Student Support and Differentiation:

- Whole Class: The whole class will have a tiered lesson. Students that finish quickly will be encouraged to think of the color palettes of their final products. Students that work slower have the opportunity to work on it at home or open studio time in school.
- Groups of students with similar needs: Groups of students with similar needs will be seated together so they can share and discuss their research with each other. If needed, students will receive additional instruction.
- Individual students: Students who work quickly will have the opportunity to move on to the next step, which is picking out color palettes for their mosaics. Students who work slower will be given the opportunity to work on it at home or open studio time in school.
- Students with IEP's or 504 plans: The lesson will be modified for students with IEP's or 504 plans on a case by case basis.

NYS Visual Arts Standards:

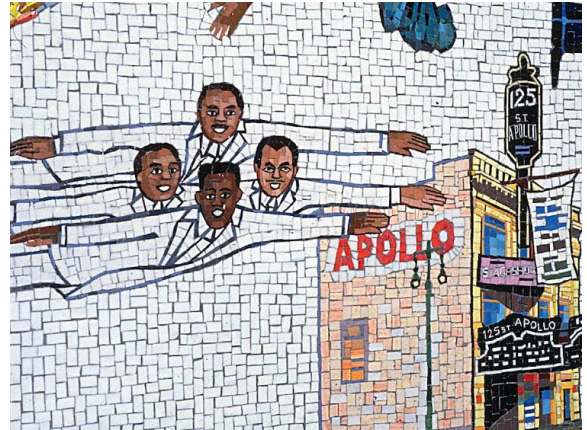
Creating	Presenting	Responding	Connecting
VA:Cr1.2.HSI a. VA:Cr2.3.HSI a.		VA:Re7.2.HSI a. VA:Re8.1.HSI a.	

Art References

Lesson # 1



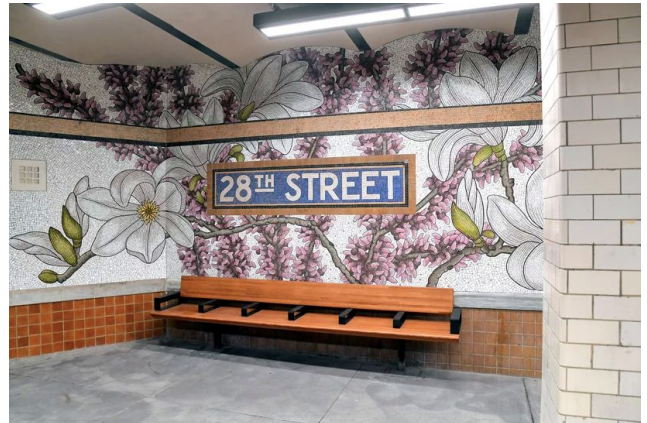
William Wegman- 23rd st. station



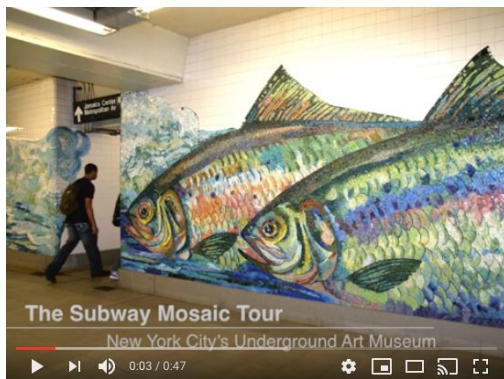
Faith Ringgold



Yoko Ono



Nancy Blum- 28th st. station

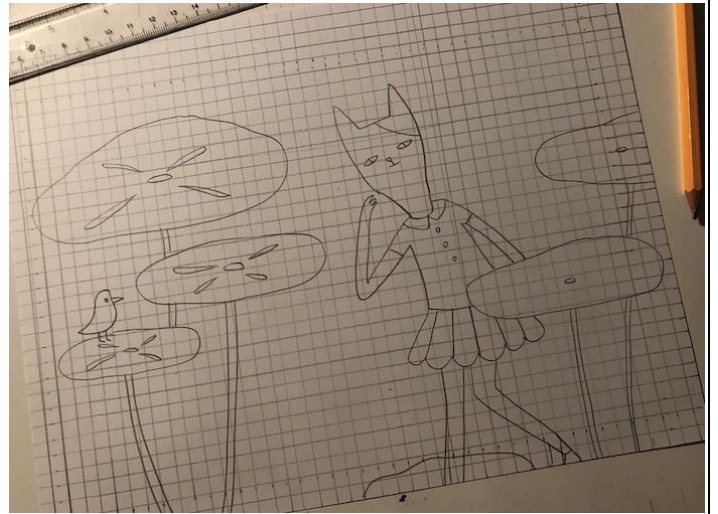
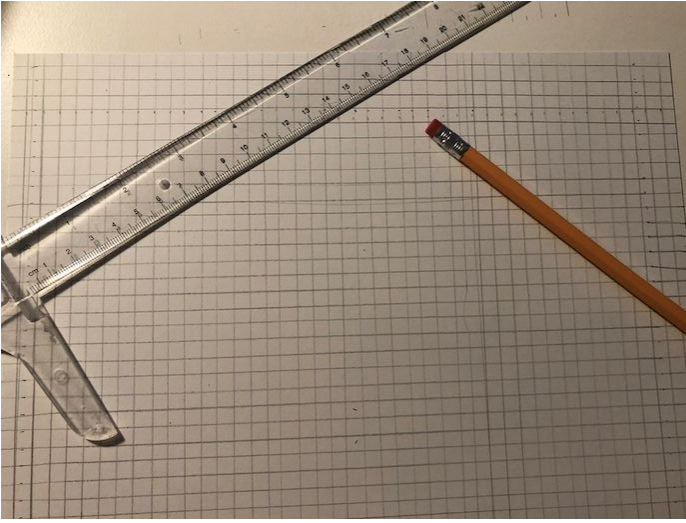


NYC Subway Mosaics
<https://www.youtube.com/watch?v=CkOWijbnuwo>



NYC Subway Mosaics
https://www.youtube.com/watch?v=xIM4OJmc_X4

Teacher's Work Samples
Lesson # 2



Teaching Procedure/Task Analysis - Lesson #2/Day 1

Time Allotment 90 min	Task
5 minutes	<p>A. Motivation/Spark/Launch</p> <ul style="list-style-type: none"> ● Students will share and discuss what 'home' means to them. <p>*Key Questions:</p> <ul style="list-style-type: none"> ● What does the word 'home' mean to you? ● What, or who reminds you of home? ● If you were to create a mosaic piece for NYC subway stations, what would it be? ● What will be the name of the station?
20 min	<p>B. Presentation of Lesson Objectives</p> <ul style="list-style-type: none"> ● Slides on different kinds of subway mosaics. ● Slides on different methods to make mosaics. ● Enlarged photos of mosaic artworks done by various artists in NYC subway platforms. ● Short video on subway mosaics- https://www.youtube.com/watch?v=Ck0Wijbnuwo https://www.youtube.com/watch?v=xIM4OJmc_X4
10 min	<p>C. Modeling/Demonstration</p> <p>Students will be given demonstrations on how to make grids on the base page and draw their final ideas.</p>
50 min	<p>D. Transition and Work Period (practice and application)</p> <ul style="list-style-type: none"> ● Students will research more about the NYC subway mosaics using articles provided, or their mobile devices. ● Students will fill out the worksheet (See Appendix B) and brainstorm around the word 'home.' ● Students will choose a place they relate most to and do rough sketches on what they would design as mosaics. ● Students will divide 8 inch x 12 inch paper into 2 inch x 2 inch square grids. ● Students will transfer their rough sketch to the final paper (black, white, or brown) with grid drawn in the previous.
5 min	<p>E. Closure</p> <p>Students will clean up. 3 or 4 volunteer students will discuss and share their progress.</p>

Lesson # 3 - Paper making & Mosaics

Unit Title: HOME

Lesson Plan #	Grade	Length of each period	Number of days
3/3	10 th	90 min	4

Essential Questions:

1. What is the color scheme of your artwork?
2. What methods worked for you to make mosaics using paper tiles?

Lesson Objectives:

- Students will make color painted papers using paints.
- Students will cut out strips of papers they have made previously.
- Students will arrange cut out paper mosaic tiles on to their final sketches using glue.

Assessments:

- Formative assessment: Students will be asked to make certain colored papers for the whole class to share.
- Summative assessment: Students will turn in their artworks and also the rubrics at the end of the lesson.

Overview

Day 1 : Students will be given example artworks done by artists for the subway tiles. Students will paint papers and draw patterns as many as possible. Students will be assigned colors.

Day 2 : Students will use the pre-cut paper tiles to make their mosaics.

Day 3 : Work day

Day 4 : Work day & finish up. Students will write rubrics at the end of the class.

Materials –Artist/ Visual Text /Technology/ Resources:

Papers, paints, paint brushes, sponges, palettes, gluesticks, scissors, papers, magazines, envelopes.

Academic Vocabulary:

Mosaics, Paper making, Mark-making, patterns, color palettes.

Student Support and Differentiation:

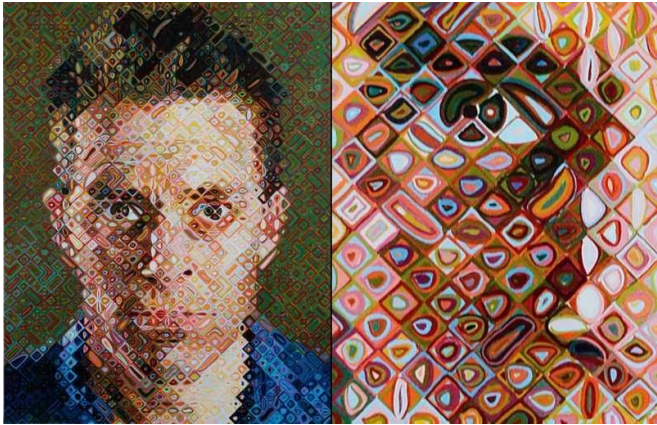
- Whole Class: The whole class will have a tiered lesson. Students that finish quickly will be encouraged to write a short poem or a quote that goes with the finished artwork. Students that work slower have the opportunity to work on it at home or open studio time in school.
- Groups of students with similar needs: Groups of students with similar needs will be seated together so they can share and discuss their research with each other. If needed, students will receive additional instruction.
- Individual students: Students who work quickly will have the opportunity to write a poem or a short quote that describes the artwork on a separate sheet of paper. Students who work slower will be given the opportunity to work on it at home or open studio time in school.
- Students with IEP's or 504 plans: The lesson will be modified for students with IEP's or 504 plans on a case by case basis.

NYS Visual Arts Standards:

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Art References

Lesson # 3



Chuck Close



Katherine Forst



Helen Miles

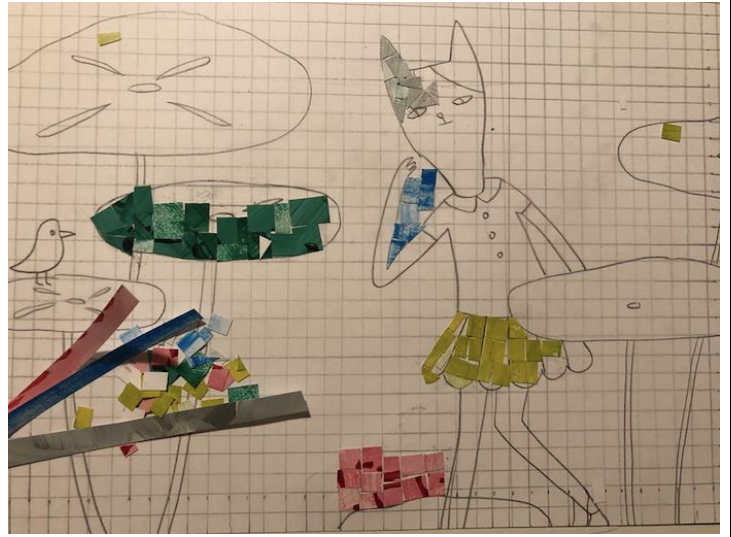
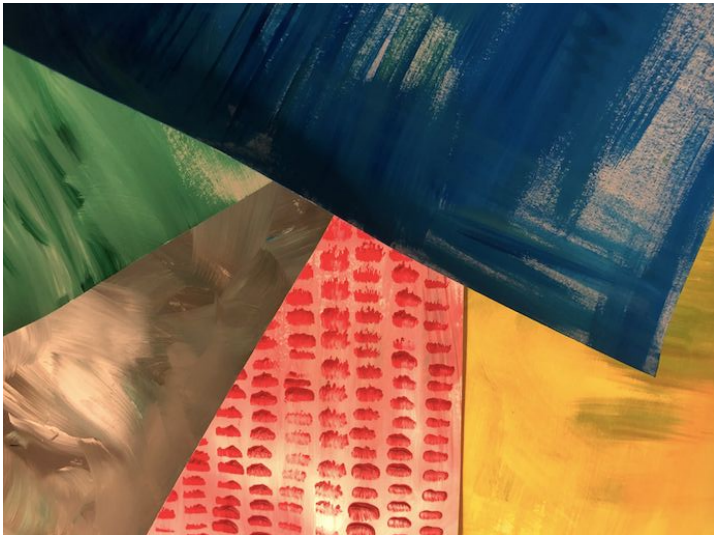
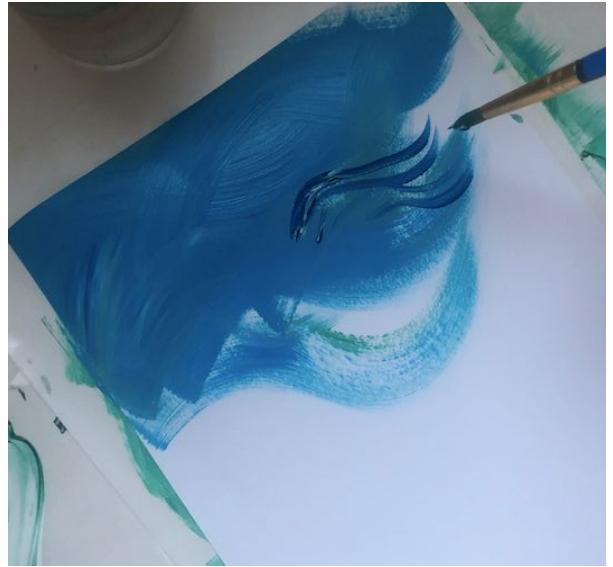


Nancy Blum



Mosaic Techniques- <https://www.youtube.com/watch?v=w3DUYeGSQss>

Teacher's Work Samples
Lesson #



Teaching Procedure/Task Analysis - Lesson#3/Day 1

Time Allotment 90 min	Task
10 minutes	A. Motivation/Spark/Launch Review or Transition from Previous Period Discuss the class expectations for this lesson.
10 min	B. Presentation of Lesson Objectives <ul style="list-style-type: none">• Students will view enlarged photos of artworks using unusual color schemes.• Students will discuss how artists' used colors to create their mosaics.
8 min	C. Modeling/Demonstration <ul style="list-style-type: none">• Students will be given demonstrations on how to make patterns and textures.
52 min	D. Transition and Work Period (practice and application) <ul style="list-style-type: none">• Students will see the sample of instructors color schemes draft.• Students will be asked to make diverse colored papers with patterns so they can share for the next lesson.
10 min	E. Closure Students will clean up and store finished papers on the drying rack.

Teaching Procedure/Task Analysis - Lesson#3/Day 2

Time Allotment 90 min	Task
10 minutes	A. Motivation/Spark/Launch Share ideas on their color schemes. *Key Questions: How will you work mosaics with papers?
10 min	B. Presentation of Lesson Objectives <ul style="list-style-type: none">• Students will view enlarged photos of artists who used unusual color schemes on their artworks on slides.• Short video on mosaic making process https://www.youtube.com/watch?v=w3DUYeGSQss
10 min	C. Modeling/Demonstration <ul style="list-style-type: none">• Students will be shown example artwork in progress by the instructor.• Students will be given demonstrations on how to do an outline of the sketch they have created.
50 min	D. Transition and Work Period (practice and application) <ul style="list-style-type: none">• Students will collect pre-cut paper tiles in the bins provided.• Students will start their mosaic works by going over outlines.• Students are allowed to cut up pre-cut paper tiles to fit into their designs.
10 min	E. Closure Students will clean up and store leftover pieces in envelopes with their names on.

Teaching Procedure/Task Analysis - Lesson#3/Day 3

Time Allotment 90 min	Task
80 min	D. Transition and Work Period (practice and application) <ul style="list-style-type: none"> ● Students will work on their projects and finish up. ● Optional: Students will write poems or quotes that describe their artwork.
10 min	E. Closure Students will clean up and store leftover pieces in envelopes with their names on.

Teaching Procedure/Task Analysis - Lesson#3/Day 4

Time Allotment 90 min	Task
7 minutes	A. Motivation/Spark/Launch Students will discuss the challenges and accomplishments from previous lessons. *Key Questions: How did you overcome your challenges while creating the mosaics?
N.A.	B. Presentation of Lesson Objectives <ul style="list-style-type: none"> ● Students will keep working on their projects.
N.A.	C. Modeling/Demonstration <ul style="list-style-type: none"> ● Students will be given one-on-one demonstrations if asked.
68 min	D. Transition and Work Period (practice and application) <ul style="list-style-type: none"> ● Students will work on their projects and finish up. ● Optional: Students will write poems or quotes that describe their artwork.
15 min	E. Closure Students will clean up and feel out the rubrics.