

# Crestwood Mosaics

An All-School Art Experience

## Stage 1 - Desired Outcome

### Established Goals:

\* The entire school community from K-5 will participate in designing and constructing clay tile mosaics as outdoor signs for the living stage, the school gardens, and plots in the woods.

NCCAS Standards:

**K:** VA:Cr1.1.Ka, VA:Cr1.2.Ka, VA:Cr2.1.Ka, VA:Re7.1.Ka

**1:** VA:Cr1.1.1a, VA:Cr2.1.1a, VA:Cr2.2.1a, VA:Re8.1.1a

**2:** VA:Cr2.2.2a, VA:Pr6.1.2a, VA:Re7.1.2a, VA:Re9.1.2a

**3:** VA:Cr2.2.3a, VA:Pr4.1.3a, VA:Re7.2.3a, VA:Re9.1.3a

**4:** VA:Cr1.1.4a, VA:Cr1.2.4a, VA:Cr2.2.4a, VA:Cr3.1.4a, VA:Pr5.1.4a, VA:Re7.2.4a, VA:Re9.1.4a

**5:** VA:Cr1.1.5a, VA:Cr2.2.5a, VA:Pr5.1.5a, VA:Re7.1.5a, VA:Re8.1.5a, VA:Cn10.1.5a

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### Understandings:

*Students will understand that...*

\*...large collaborative projects can be accomplished by students of all ages and abilities.

\*...focusing on specific and specialized tasks allows diverse groups to each play a crucial part in making a cohesive work of art.

\*...no single individual or group needs to exert control over the whole project. Each group or grade level can be trusted to do their part for the good of the whole.

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### Essential Questions:

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\*How can an entire student body work together toward a single artistic goal?

\*In the process of making mosaic signs for outdoor viewing, what kind of design elements will make an image that is bold and easy to decipher?

*Students will know . . .*

**K**

\* An assortment of ceramic processes, including: slab rolling, relief design and glazing.

\* Design techniques related to developing bold, simple imagery for outdoor viewing.

\* Mosaic construction skills.

\* Proper use of ceramic tools, glaze, mosaic adhesives and grout.

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## Stage 2 - Assessment Evidence

### Performance Tasks:

**Students will be evaluated based on:**

**K/1:** The quality of the

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### Other Evidence:

**K/1:** Students build on prior knowledge from discussions of pattern and texture.

**OE**

tiles they create:

- \*Is the size consistent?
- \*Are the tiles a consistent thickness?
- \*Has the student developed interesting or original relief designs on each tile?

**2/3:** Clear, careful and consistent glazing technique.

- \*Did the student apply 2 even coats of glaze?
- \*Did she/he cover the entire surface including areas of relief?
- \*Was the student careful not to get glaze on the back of the tiles?

**4/5:** Clarity of design and quality of craftsmanship in mosaic assembly.

- \*Did the student create a bold, simple design taking into account the challenge of making an image using 1" sq. tiles?
- \*Are the tiles placed and glued neatly to make the image clear?
- \*Does the student apply the grout and clean off the excess carefully.

\*Kindergarteners create a follow-up project making similarly textured clay pieces and then using them as stamps in a simple printmaking lesson.

\*1<sup>st</sup> graders compare and analyze the various 4<sup>th</sup> and 5<sup>th</sup> grade mosaic design sketches to see the different approaches that different students take to the same imagery.

**2/3:** Glaze and other finishing techniques are revisited in a more elaborate manner for a 2<sup>nd</sup> grade pottery project and 3<sup>rd</sup> grade sculptural piece later in the year.

**4/5:** Every student submits at least one design for the mosaics. Students help select Not every student design can be used, but the final design is often based on three to four different students' work.

## Stage 3 - Learning Plan

### Learning Activities:

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- K:** \*The teacher rolls out a slab of clay approximately 3/8" thick, and cuts it into 3"x3" squares.  
 \*Each student takes a square of clay and uses a large craft stick to cut it into 9 equal 1"x1" tiles.  
 \*The student uses a variety of ceramic tools to create designs or textures on each tile.  
 \*Cut some finished tiles diagonally to make triangles. These triangular tiles can be used by the older students accommodate some of the finer details in their mosaic designs.  
 \*The teacher fires the tiles in a kiln.
- 1:** \*Same directions as Kindergarten, but allow 1<sup>st</sup> graders to roll their own slabs of clay to cut.
- 2:** \*Students look at 4<sup>th</sup> and 5<sup>th</sup> grade mosaic designs and work together to decide which colors are needed

and how many tiles will need to be glazed in each color.

\*The students carefully apply one coat of glaze to the textured/designed surface of 5 – 10 tiles.

\*When the first coat dries, they apply a second coat.

\*Repeat the process until an appropriate quantity of tiles has been glazed.

\*The teacher fires the tiles again.

**3:** \*Same directions 2<sup>nd</sup> grade.

**4:** \*The teacher and students discuss the idea of designing mosaics for outdoor viewing. What qualities of a design make a “good” image for an outdoor mosaic? How will the materials affect the types of design that are possible?

\*Each student submits at least one full color sketch (using pencils, colored pencils, crayons or markers) as a proposed mosaic design.

\*Students analyze and evaluate the designs to determine whether the images are strong and whether they would be feasible as mosaics built with 1” square tiles.

\*The students, or teacher, or a combination of both select an image or composite of images that make for the strongest design, and sketch it out onto the board that will become the mosaic.

\*Students use adhesive to place the tiles into the design, taking into account the details and colors of the original design.

\*After the adhesive has dried and the image is complete, the teacher mixes outdoor quality grout.

\*Students use rubber gloves to carefully spread grout across the surface of the mosaic and into the spaces between the tiles. They wipe away the excess with sponges.

\*The teacher applies at least two coats of Spar Urethane to the entire mosaic for water resistance.

**5:** \*Same directions as 4<sup>th</sup> grade.