

Tessa Sutton

Title: Storytelling with Paste Paper Mosaics

Level or Course: Elementary, 3rd grade

Time Needed: 4, 55 minute classes

Overall Goals:

- **Big Idea:** Imagination, Storytelling, Play
- Students learn about ancient cultures that used mosaics and a short history of them. They create a story that they want to preserve and save for the future.
- Students experiment with paste paper and create a mosaic using value as an Element of Art.

NAEA Standards:

Creating: Anchor Standard: Refine and complete artistic work. Elaborate visual information by adding in details in an artwork to enhance emerging meaning, VA:Cr3.1.3a.

Presenting: Anchor Standard: Convey meaning through the presentation of artistic work. Identify and explain how and where different cultures record and illustrate stories and history of life through art, VA:Pr6.1.3a.

Record and illustrate stories and history of life through art, VA:Pr6.1.3.a.

Objectives:

1. TLW construct and refine a mosaic out of paste paper and add details to create a story about their lives while engaging in a gallery walk, VA:Cr3.1.3a, VA:Pr6.1.3.a.
2. TLW examine mosaics in ancient history such as Pompeii to discuss in think, share, expand to discover how these cultures show life through mosaics, VA:Pr6.1.3.a.

Elements of Art: Value

Visuals: Venetian mosaics, Pompeii mosaics, Islamic mosaics

Vocabulary: mosaic, value, tessera, assemblages, paste paper, detail, story

Materials:

3 papers per student for paste paper = 225 papers

Elmer's methyl-cellulose paper mache paste

Plastic/rubber combs, plastic forks and spoons, textures from the dollar store (a set per table, reused each class)

Large brushes for applying and mixing paint/paste (or plastic spoons)

Acrylic or tempera paint of assorted colors (requires a small amount)

Large bucket with lid to mix paste in a few days in advance

Small sealable containers for the paste - one for each table (will keep for weeks unrefrigerated)

Folder for each student's pieces

Scissors

Glue

Colored construction paper

Rulers

TEACHING PROCEDURE PLAN

DAY 1

A. Launch: Students come in and sit on carpet. Teacher does class plus points by choosing a helper in body basics. Teacher shows slides of paste paper and explains later they will be making mosaics. Teacher chooses helpers to place two primary color paints on each table and newspaper. Students gather at a nearby table for demonstration. (7 min.)

B. Instruction or Demonstration with Problem: Teacher gives demonstration of playing with paste paper and using value and asks students if they have questions. (5 min.)

C. Create: Students mix colors together at their tables in teams and then raise hands when done. Teacher comes around and fills container with paste and passes out paper., asking them to put names on paper. Students apply paste with a brush and use tools provided to experiment. They can use three sheets of paper. When finished with one paper, they raise hands to get another one from teacher. (28 min.)

D. Closure: Gallery walk of paste paper and students are asked to talk with a peer about their process. (5 min.) Students return to carpet and share then teacher asks helpers to clean up. (10 min.)

DAY 2

A. Launch: Students come in and sit on carpet. Teacher does class plus points by choosing a helper in body basics. Teacher shows slides of mosaics and explains they will be showing value in the colors of their mosaics and including details. Students are asked how each culture in the slide tells a story about life, spending more time on Pompeii mosaics. Students use think, share, expand to talk to each other about the stories. Students gather at a nearby table for demonstration. (12 min.)

B. Instruction or Demonstration with Problem: Teacher explains that they will be first drawing a plan of their mosaic in pencil on colored construction paper of their choice. Teacher gives demonstration of cutting pieces into “thumb-sized” mosaics choosing for value, gluing and asks students if they have questions. She chooses helpers to pass out the construction paper and pencils. She passes out their papers from day 1 and the construction paper. (5 min.)

C. Create: Students make a plan for their image on construction paper and after teacher approval they are given scissors by the teacher to cut up their pieces, and rulers, if needed. Glue is not given at this point, so they can play with how they want their pieces laid out (30 min.)

D. Closure: Gallery walk of mosaics then students return to carpet and share then teacher asks helpers to clean up. (8 min.)

DAY 3

A. Launch: Students come in and sit on carpet. Teacher does class plus points by choosing a helper in body basics. Teacher asks if students have questions about the mosaics. (5 min.)

B. Instruction or Demonstration with Problem: Teacher gives demonstration of cutting and gluing again. Teacher chooses helpers to pass out papers/folders with pieces and scissors, glue. (5 min.)

C. Create: Students continue to work on their mosaics, cutting and doing the layout. If they are ready, they can get glue from the teacher. (35 min.)

D. Closure: Gallery walk of paste paper and students are asked to talk with a peer about their process. Students return to carpet and share then teacher asks helpers to clean up. (10 min.)

DAY 4

A. Launch: Students come in and sit on carpet. Teacher does class plus points by choosing a helper in body basics. Teacher asks if students have questions about the mosaics. (5 min.)

B. Instruction or Demonstration with Problem: Teacher gives demonstration of cutting and gluing again. Teacher chooses helpers to pass out papers/folders with pieces and scissors, glue. (5 min.)

C. Create: Students continue to work on their mosaics, cutting and doing the layout. If they are ready, they can get glue from the teacher. They complete their mosaics. (35 min.)

D. Closure: Gallery walk of paste paper and students are asked to talk with a peer about their process. Students return to carpet and share then teacher asks helpers to clean up. (10 min.)

Key Critical Questions:

How does each culture show a story or describe their lives through mosaics? How can you include a story of your life in your mosaic? How can you show color value and details in your mosaic story?

E. Rubric/Assessments/Evaluation/Feedback:

Formative: Informal--Teacher will circulate and listen as students are working and observe to check for understanding as they create. Students or teachers can answer their questions. During gallery walk, teacher listens and questions students as they walk around.

Summative: Students receiving a 2 (approaching proficient) use the Element of Art of value in their work. A grade of 3 (proficient) is given if they use value, details and show evidence of participating in gallery walks.

F. Accommodations, Enrichments & Extensions

- **Students who may have difficulty with this lesson:** Students may not understand how to mix colors for the paste or how to show value in their mosaic colors. Teacher can demonstrate tertiary colors and value scales. Some special education students might need more time. ELL students might need others who speak their language to explain it to them. Table members can assist.
 - **Advanced Learners:** Can write a short story about their mosaic, real or imagined.
 - **Students who finish early:** Can make a second smaller mosaic, explore more with paste paper or free draw.
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G. References:

<https://mymodernmet.com/how-to-make-a-mosaic>
<https://www.pompeionline.net/pompeii/mosaic.htm>
<https://www.trekearth.com/gallery/Europe/Italy/Campania/Naples/Naples/photo653868.htm>
<https://www.flickr.com/photos/mirjam75/1231188774>
<http://www.electrummagazine.com/2011/11/platos-circle-in-the-mosaic-of-pompeii/>