

SESSION 4.3: ART ACTIVITY - 40 minutes (x 4 class periods)

DAY 1:

- As students enter the classroom, have the photo of The Blizzard of 1888 mosaic by Reynal displayed on the smart board.
- Ask students to quietly study the artwork for 30 seconds to a minute.
- Break into class discussion with the following guided questions:
(Guided questions can be with table partners first then discussed with the whole class or just begin with a whole class discussion).
 - What do you see? Have them support their answer.
 - What do you think this is about? Have them support their answer.
- Using the Teaching Poster, give students a brief summary about the artwork that is located on the Blizzard Poster.
- Looking at Reynal's Mosaic again, ask students what medium they think is used for the artwork. Zoom into the photo to see the different shapes, sizes and patterns of the mosaic. Once they have made their guesses, (if no one gets it) give them the answer and discuss what a mosaic is. (Mosaic is an art medium that is usually created with pieces of tile or glass. It is placed on a surface with a special type of glue. Usually the pieces of tile are laid down with a slight space between. These lines are filled in with a material called grout. A mosaic can be purely decorative (nonrepresentational) or have images of things from the natural world that are recognizable (representational).
- Looking at Reynal's mosaic, discuss whether the students would consider this artwork as:
 - nonrepresentational or representational? What qualities do you see that would make you say this? (recognizable images: people, blowing snow, snow drifts)
 - abstract or realistic? What qualities do you think makes this piece abstract? (simplified shapes; flattened shapes.)
- Exit Ticket (for dismissal at the end of class)
 - Who was the artist that created the mosaic?
 - What is a mosaic?
 - What is the mosaic about?
 - When did this blizzard happen?
 - Where is this mosaic located?

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DAY 2:

- As students enter the classroom, have Reynal's Mosaic displayed on the smart board.
- Transition by asking students to recall information learned on Day 1.
- Guided discussion of Natural Disasters in Nebraska. (Guided questions can be with table partners first then discussed with the whole class or just begin with a whole class discussion).
 - What is a natural disaster?
 - What are some natural disasters that Nebraskans are very familiar with?
 - How do these natural disasters occur? What causes them? (quick science lesson review for cross curriculum connection)
 - What was a recent natural disaster to hit our town, community, region, or state?
 - Did you experience this disaster or hear about it on the news?
 - How did the community come together to help each other out?
- Begin sketches on 8x8 paper. (Students will be required to create 3 quick sketches and choose their favorite one for their paper mosaic.)
 - The subject matter for their artwork must include:
 - an abstract design telling the story of a natural disaster that happens/happened in Nebraska, our town, community, or region.
 - how the community came together in a crisis or responded to the crisis.
 - Quick class review on what a mosaic is.
 - Their sketches need to be developed by using squares (like Minecraft).

DAY 3:

- Transition by asking students to recall information learned on Day 2.
- Students may require some time to finish up their three sketches.
- Students who are finished will show their sketches to the teacher in groups of two or three and explain their visual story.
 - Guided questions about their sketches may include:
 - Which sketch is their favorite and why?
 - Does the subject matter in their sketch include:
 - An abstract design telling the story of a natural disaster that happens/happened in Nebraska, our town, community, or region.
 - how the community came together in a crisis or responded to the crisis.
 - Does this sketch look finished or would you change it in any way to make the artwork better? Consider how the student used:
 - Line, shape, positive space and negative space.

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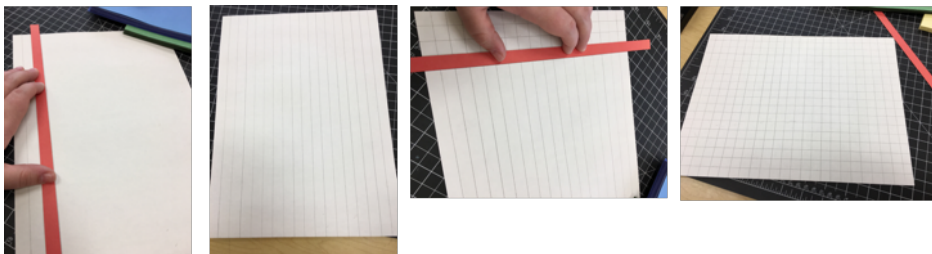
DAY 4: STUDIO DAY - CREATE YOUR OWN MOSAIC

What You Need:

- 12 x 12 white paper (3 per student for sketches. 1 per student for best sketch transferred to make paper mosaic during studio days)
- ½ inch strips x 12 (1 for each student, cut from cardstock or tag board; used to create grid & paper mosaic tiles)
- assorted colored construction paper for paper tiles
- glue sticks
- pencils
- scissors
- envelopes (to store paper tiles that have been cut out but not glue down)

What You Do:

1. Have students pick 1 sheet of each color they will need.
2. On each sheet, create a 1/2 x 1/2 inch grid.



3. Have students only cut squares from the colors they will be using right away. (Tell them not to cut out all the squares at once, just a couple lines to start. They can always cut more when they run out. If they have extra at the end of the class they can store paper squares in the envelopes.)
4. Using the sketch they chose for their final, they may begin gluing down their squares. (Remind them to leave a little paper showing through between each square. This resembles the grout that is used in glass or tile mosaics.)



Additional Instructions:

- Teacher will connect with each student to answer any questions and check for understanding.
- Students will complete paper mosaics as time allows.
- At the end of class, students will title their paper mosaic and write an artist statement or short narrative explaining their visual story.

Student Gallery:

You can see great examples of student mosaics on the Extension Lesson Website.