

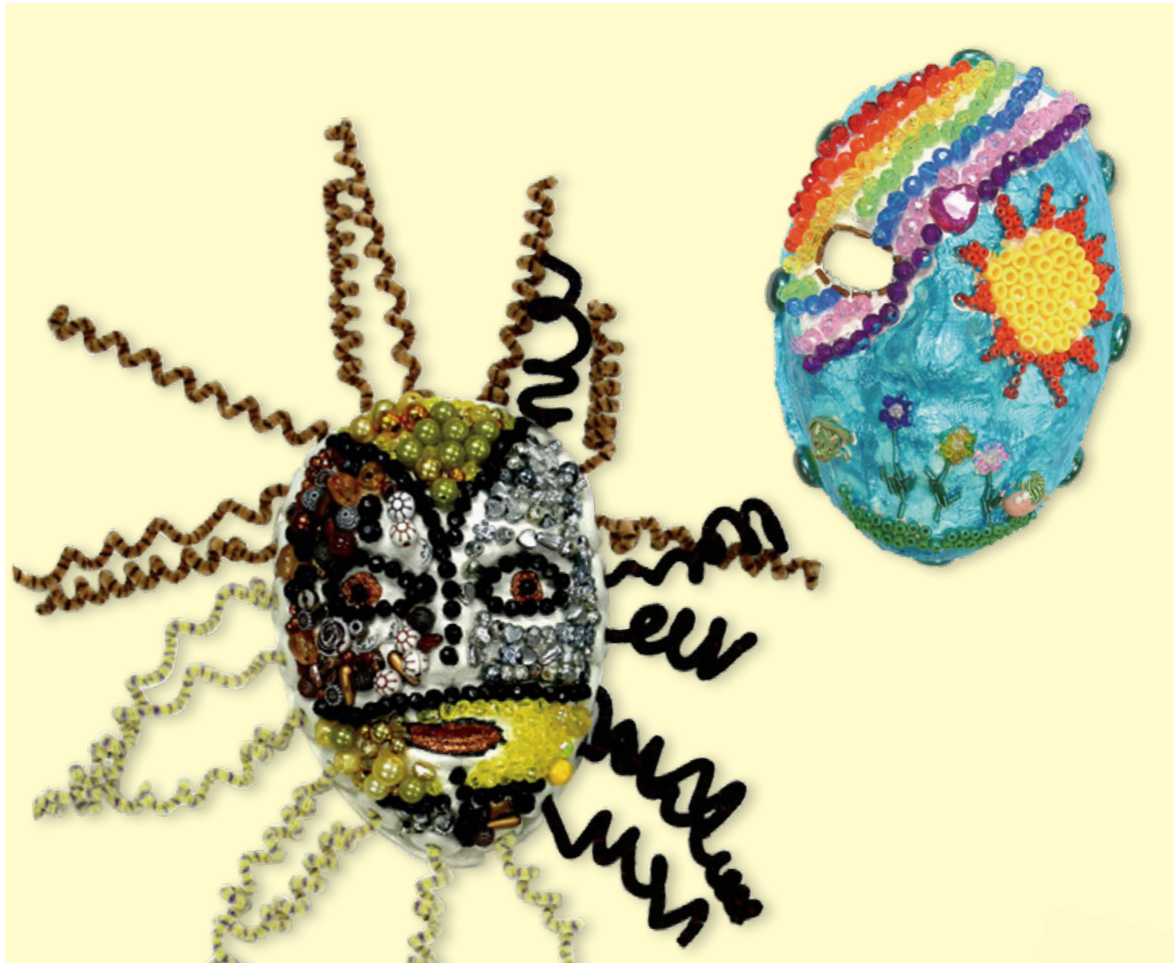


Developed with Catherine Hagen, Johnson Creek, WI

# Mosaic masks

Volume 43 | Gr. 4-7

Time: 6 class periods  
(45 mins. each)



## Standards

- C.4.1** — Explore the elements and principles of design.
- C.4.6** — Use sketching to develop ideas for their artwork.
- C.4.7** — Develop basic skills to produce quality art.
- E.4.1** — Communicate basic ideas by producing art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics.
- H.4.3** — Show differences among colors, shapes, textures, and other qualities of objects in their artwork.

## Objectives

*Students will...*

- Be introduced to the history of mosaics
- Create a mosaic mask
- Gain experience using color, pattern, texture, and variety to create unity

## Vocabulary

Mosaic  
Texture

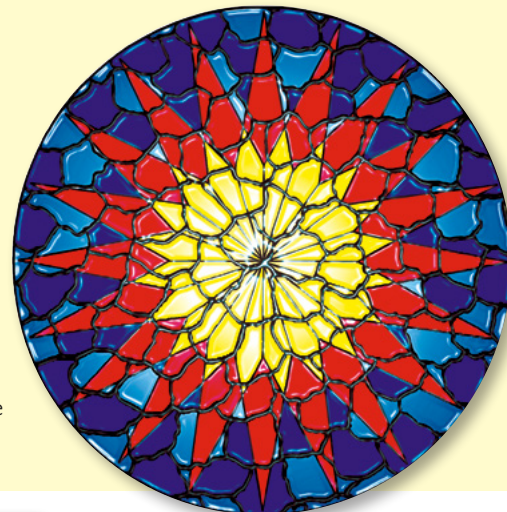
Form  
Variety

Pattern  
Unity



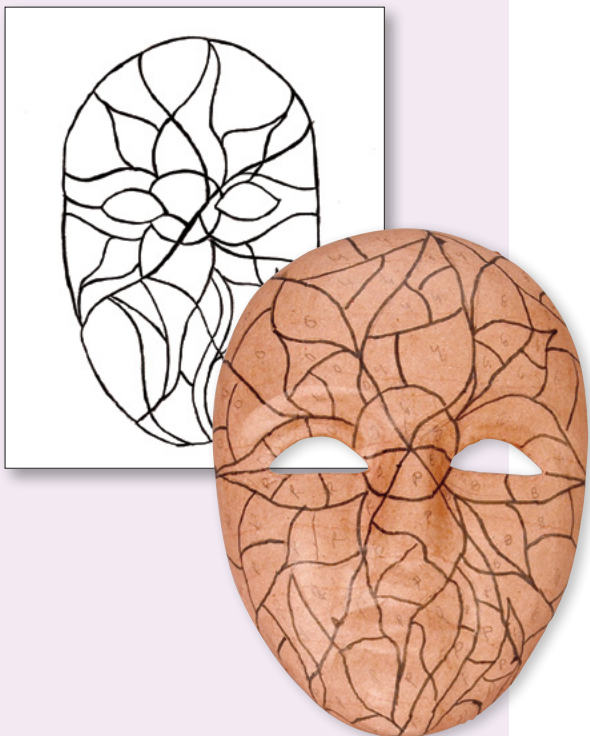
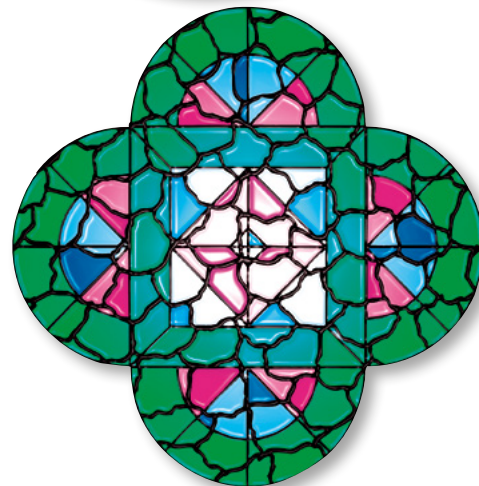
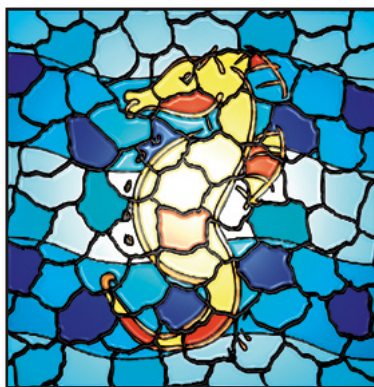
## Lesson specifics

- Focus this lesson on color, pattern, texture, and variety while keeping the theme totally open. Students will learn how to create a mask using a mosaic technique and how to use color, pattern, texture, and variety to create unity. There are many themes you could use for this project: cultural, animal, ritual, fantasy, self-portrait, etc.
- Because you want students to have a little bit of experience using the mosaic technique before jumping into a more challenging project, first assign a paper mosaic project. This allows students to become familiar with the mosaic technique. There are a lot of cool papers you can use for a paper mosaic: animal prints, rainbow paper, holographic foils, metallic paper, rain forest paper, marble paper, paper mosaic squares, etc.



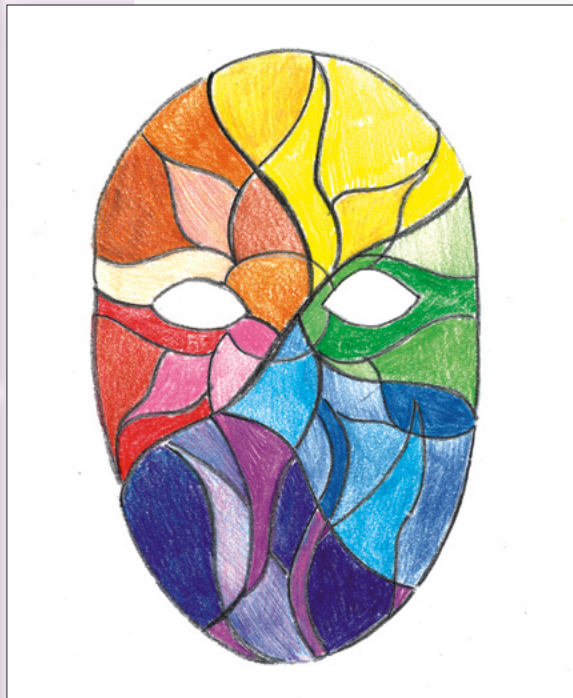
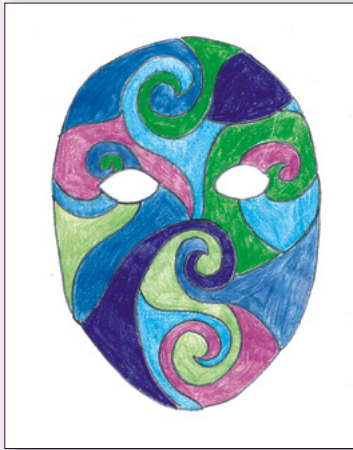
## Introduction

Begin by talking about the history of mosaics, and how they have impacted our world today. Where do we see mosaic designs? Choose several pictures of mosaic designs and talk about the variety of patterns, textures, and color schemes. Pass out several mosaic books and encourage students to look through them to help spark ideas for their own designs. Talk to students about how artists use originality, creativity, and imagination to come up with their own designs. Because students will be using nontraditional materials for their mosaic masks, talk about the mosaic technique and the many different materials that can be used to create a “mosaic” look.



## Instructor directions

- 1 Draw several different mask shapes on the chalkboard, showing both the front and side view and emphasizing form.
- 2 Show students how to divide the space in interesting ways using different types of geometric and organic patterns (swirls, flames, polka dots, stripes, etc.).
- 3 Talk to students about how color, pattern, texture, and variety affect unity.
- 4 Choose a color scheme and label each area accordingly.
- 5 Talk to students about mosaic materials and how to incorporate a variety of materials and textures into their mask design. For instance, maybe students want to use pasta, beads, and feathers. Also, remember that students may have cool materials from home they'd like to use.
- 6 Talk to students about the importance of good craftsmanship. In mosaic designs, the spacing between materials is kept uniform. In other words, students should be careful not to have large spaces or gaps in their designs.



## Student directions

Before students begin, encourage them to look at the variety of mosaic materials that are available and to look through a few mosaic books for ideas. Provide students with an egg carton to store their selected mosaic materials. Then have them do the following:

- 1 Sketch several mosaic mask ideas on paper.
- 2 Choose a color scheme and label each area accordingly using markers or colored pencils.
- 3 Choose a variety of mosaic materials and store them in an egg carton.

4 Begin gluing mosaic materials onto the mask. If necessary, lightly sketch the design onto the mask with a soft pencil; however, be sure to cover up the pencil lines by gluing materials on top of the lines.

5 Poke a hole in the top of the mask for hanging purposes.

6 Display the finished mosaic mask.



## Tips

- Remind students to work on one area at a time. Because students will be gluing materials onto a 3-D form, they need to work in steps. Students can prop up the form while working on the sides so the materials won't slide or roll off.
- Assist students in poking holes into the mask for safety reasons.
- Students can also start with painting the mask. It would be interesting to paint a design onto the mask and then cover it with beads and other materials.



## Materials

- Mask Form
  - Paper Pulp Mask (9711113)
  - Papier-Mâché Mask (9708291)
- Aleene's® Tacky Glue®
  - 4oz. (9702899)
  - 8 oz. (9702900)
  - 1 pint (9702901)
  - 1 gallon (9702902)
- Heavy-Duty 5/8" Awl (9723871)
- Variety of materials for gluing onto mask
  - Chenille Stems, box of 1,000, 12"L, 10 assorted colors (9703947)
  - Chenille Stems/pipe cleaners, 12"L, assorted colors [0500592(G)]
  - Pony Beads, translucent colors (9714995)
  - Pony Beads, multicolored opaque (9727983)
  - Basic Glass Beads (9730007)
  - Roylco® Straws to String, pkg. of 218 (9739576)
  - Sequins/Spangles, 8-oz. pkg. (9726693)
- Feather Classroom Pack (9718639)
- Rhinestones & Jewels, 12-oz. pkg. (9726692)
- Egg Flats, pkg. of 70, 12" x 12" (9716631)
- Paper clips, stick pins, or other material for hanging purposes
- Mosaic books



## SEL Power-up Reflection

Suggested questions for an SEL-focused discussion after you finish your creations.

### GROUP REFLECTION:

1. Why do we see mosaics in different forms of architecture? What meanings do the mosaics convey?
2. What message did you try to convey in your work?
3. What techniques did you use to communicate your theme or message? Were they effective?
4. How did the colors you chose influence the way others read the emotions in your artwork?
5. In looking at the mosaics of classmates, what can you learn about those people around you?
6. What emotions did you experience while working on this complex project? What emotions did you witness in those around you?

### SELF-REFLECTION:

1. Did I try my best on this project?
2. How did I feel as I worked on this project?
3. What role does art play in my life?