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Lesson 11: Divide and Conquer!

Description: An introduction to using mosaic technique to create community art.





**Upon completion
of this lesson
students will be
able to:**

**Work together
to create a
work of
community art.**

Concepts:

1. Mosaic technique has been used for centuries.
2. Using mosaic technique enables artists to stretch limited resources.
3. Everyone working together can make big things happen.

Outcomes:

Upon completion of this lesson students will be able to:

1. Describe the history of mosaic technique.
2. Demonstrate use of the mosaic technique.
3. Work together to create a work of community art.

Outline:

- I. Set up (20 min.)
 - II. Introduction (5 min.)
 - a. Learner Level Assessment
 - b. Behavior Guidelines
 - III. Using Mosaic Technique (35 min. See timing note in this section)
 - a. Use of Mosaic Technique by Washed Ashore and Earlier Artists
 - b. Technique Stations
 - IV. Conclusion and Review (5 min.)
 - V. Follow-up Activities
 - a. Modern Mosaic Artists
 - b. Mini Mosaics
 - VI. Additional Resources
 - a. Sources
 - b. Vocabulary
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The plastic mask represents the habits of the throwaway lifestyle that have resulted in plastic pollution in nearly every ecosystem on earth.

I. Set up (20 min.)

Background:

Masks have been made from various materials in many cultures over thousands of years. They have been used for protection, disguise, entertainment, rituals, storytelling, to scare off enemies, in ceremonies and in theaters. They have also been used as symbols of certain attributes of people, animals or ancestors.

Through this curriculum, we are going to create a giant plastic mask and a giant eco mask. The plastic mask represents the habits of the throwaway lifestyle that have resulted in plastic pollution in nearly every ecosystem on earth. The eco mask represents the alternatives to the throwaway habits that can stop plastic pollution at its source. These masks will serve as reminders in the classroom to create earth friendly habits.

In this lesson, we will continue working on the masks by creating the skin and noses for both.

The lesson requires a screen and projector to show visuals to the class. Before this lesson, make sure to download the Art Lessons IAMDC PowerPoint. You will be using slides 15 through 25.

In order to prepare for this lesson, all activities from lesson nine need to be complete. Lesson eleven will focus on finishing the masks that were started in that lesson.

Materials:

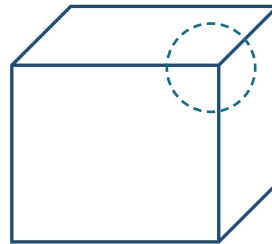
- **Cardboard masks with hair and eyes attached and mouth sketched in**
- **Additional cardboard to create mask noses**
- **Thin cardboard boxes and packaging materials (cereal boxes, egg crates, tissue boxes, etc.)**
- **Thin plastic containers (yogurt/dairy containers, takeout containers, etc.)**
- **Strong sharp scissors**
- **White school glue**
- **Acrylic latex caulk plus silicone in a squeeze tube***
- **1 Large rock**
- **1 Jar of gravel**

* For this we recommend Alex Plus Acrylic Latex Caulk Plus Silicone. It is relatively inexpensive, safe to use, easily found in a squeeze tube, and works well on plastic. You can view the material safety data sheet for more information on use recommendations. **White school glue does not work on plastic.**

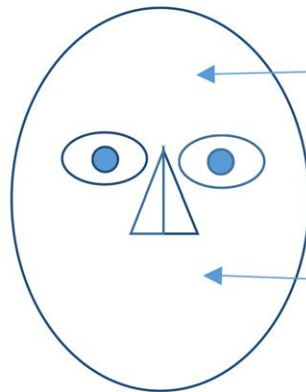


Before this lesson, create the noses of the masks.

Before this lesson, create the noses of the masks. In order to do this, cut cardboard triangles of an appropriate size for the masks' noses. Bend these triangles in the middle to create a 3D pyramid shape. Another option for creating the noses is to cut the corner out of an intact box to create your pyramid shape, like this:



Use the buttonhole technique from lesson nine to attach this piece of cardboard at the top and on each side. Before this lesson, your masks backgrounds should look something like this:



You should also have hair attached here before this lesson.

Sketch a mouth on your mask that won't be covered using mosaic technique.*

*The mouth you sketch does not necessarily need to show the final expression your mask will have, but will act as a placeholder. In general, the plastic mask will have an unhappy expression and the eco mask will have a happy one. Sketching a smile on one and a frown on the other will help to properly attach mosaic materials around the mouths. We will finalize the expressions in lesson twelve.

PLEASE NOTE: DURING THIS LESSON, PARENT OR COMMUNITY VOLUNTEERS WILL BE NEEDED TO HELP AT EACH STATION. A MINIMUM OF 4 ARE REQUIRED TO HELP TEACH TECHNIQUES AND MONITOR SAFETY.



Mosaic technique uses materials that may be difficult to create art from by breaking them up into color and texture palates.

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II. Introduction (5 min.)

a. Learner Level Assessment

As an introduction to mosaic technique, we are going to take students back to another time in which nobles commissioned artist to create their likenesses from available materials.

Stand in front of the class, put on a hat, and hold up a large rock. Proclaim to the class, "I am the (king or queen) of (school's name) and want you to use this rock to create a portrait of me. By the end of the day, I want to hang it on my wall!" Ask students to strategize on how they are going to do this.

After a few minutes of stomping around the room in the king or queen role and scoffing at ideas, take off the hat and step out of the role. Hold up a jar of gravel and ask the class if doing this to the rock would help. Mosaic technique uses materials that may be difficult to create art from by breaking them up into color and texture palates.

Another advantage of mosaic technique is that it allows many artists to work together. This enables much faster work than one artist could do alone. Test/demonstrate the idea that many hands make light work with students. Challenge ten students to a race to prep materials for our mosaic technique activities.

Using two equal size pieces of thin cardboard, (egg cartons are preferred because the color works well when used on cardboard) challenge the group of students to see if they can prepare materials faster than you. The goal is to tear the cardboard piece into half inch to one inch squares. Build this up for effect, let them know you're a cardboard tearing champion. Conduct the race. Students should beat you by a fair amount. Let them know we are going to use this concept, that many hands make light work, to do our mosaic work later in the lesson.

b. Behavior Guidelines

Some lessons and activities in this curriculum require tools and/or physical activity, so there may be a need to discuss behavior expectations before activities. In this lesson, students will be using scissors. Sharp scissors will work best and can be dangerous if students are not familiar with how to use them. If they don't have much experience with scissors, or if you're teaching this lesson to younger students, you may want to go through scissor etiquette and technique when you reach that point in the lesson.

Scissor etiquette and technique points include:

- Don't ever cut toward your hand.
- If possible, keep the material you're cutting stretched tight.
- It will be easier to cut with scissors using the back of the blade, closest to the handle.

Students will also be using nails to poke holes in cardboard. Discuss keeping hands out of the way of the sharp end of the nail.

Remind students to be especially respectful of their classmates' ideas and opinions by trying not to alter other people's ideas with their own. Art can and will affect people differently, and this should be allowed.



**Community art
is about
everyone
working together
towards a
common purpose
and putting
all the small
parts together to
form a whole.**

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III. Using Mosaic Technique (35 min. See timing note below)

Timing note: the goal of this lesson is to help students learn techniques that will be used to create the giant masks and also to attach their created materials to the cardboard masks blanks. The time of thirty-five minutes for this section refers to the time it may take students to learn these activities. While it is possible that students may complete this work in one lesson, it is likely additional class time will be needed to complete this stage of the mask before the next lesson of this unit. Plan two to three class periods for this lesson.

a. Use of the Mosaic Technique by Washed Ashore and Earlier Artists

Background Knowledge:

The Washed Ashore project relies on thousands of volunteers to work on many small parts of the large sculptures. Washed Ashore staff often cut large pieces of plastic into smaller pieces to spread the color and texture over a large surface. Community art is about everyone working together towards a common purpose and putting all the small parts together to form a whole.

Mosaic Technique has been used by many different cultures for thousands of years. Some countries have whole buildings made of mosaic ceramic tiles, glass pieces or stone. Rocks, shells, and wood are often still used. In the last few hundred years, broken ceramic dishes and glass were repurposed into mosaics for decorative and functional purposes. Mosaic faces have been part of large murals in buildings, and used for storytelling and decoration. In addition to spreading out the resources, mosaic is often used to create an overall texture or pattern to the work of art. Repeated texture creates unity.

Use slides 15 through 25 of the Art Lessons IAMDC PowerPoint to show how the Washed Ashore Project uses mosaic technique and how it has been used throughout history.

Assessment (Outcome 1) Discuss the history and function of the mosaic technique as a class

b. Technique Stations

Students will rotate between four stations to create materials and attach them to the giant masks to form skin.

PLEASE NOTE: PARENT OR COMMUNITY VOLUNTEERS WILL BE NEEDED TO HELP AT EACH STATION. A MINIMUM OF 4 ARE REQUIRED TO HELP TEACH TECHNIQUES AND MONITOR SAFETY.

Space needed: Set up four stations with a large table for each technique. These stations can stay up longer than the lesson and students can work at them when time allows.

NOTE: This project can be set up like a factory assembly line in which each person does one job over and over rather than each person doing all the different jobs and rotating between stations.

NOTE: The mouths of the masks will be created in lesson twelve. Leave space for them when using the mosaic technique to create the background.



**Good
craftsmanship
means materials
are well attached
and thoughtfully
spaced.**

Teachers or volunteers should demonstrate techniques at each station or assembly line step before students begin.

Cardboard tearing station

Supplies:

- A variety of brown tones of cardboard, egg cartons, cereal boxes, and paper packing for the skin tone of the Eco Mask.

Tear cardboard into squares and rectangles no larger than one by one inch. Create a demo set of pieces for students to refer to. Pieces should be a variety of sizes, but should have clean edges. Separate different shades/tones of cardboard into different piles.

Cardboard attachment station

Supplies:

- Cardboard pieces from the cardboard tearing station
- Cardboard giant mask with recycled paper eyes and braided cotton hair
- White school glue

Use a minimum amount of glue to attach pieces keeping these points in mind:

1. Have the background color of the cardboard show as a thin line around each piece applied to the face. This creates a unified line of color throughout the mask.
2. Use the various shades of color, and textures to outline the eyes, and nose. Start by attaching one color of cardboard all around the eyes in a mosaic line and then add more lines going from the center out. Use the same technique for the eyebrows.
3. Select one type of material or color of material for the nose that is a just slightly different than the rest of the face.
4. Good craftsmanship means materials are well attached and thoughtfully spaced.
5. Attaching any writing side down may help eliminate a chaotic look to the masks. Otherwise be selective to use only two colors of writing showing and use it as a design feature to outline a feature of the face.

NOTE: Have the group decide on a strategy for using the various tones of cardboard before they get started so there are no disagreements along the way. Teach collaboration and cooperation.

Plastic preparation station

Supplies:

- A variety of tones of white thin plastic, dairy containers, and plastic packaging for the skin tone of the Plastic Mask.
- Scissors

Use the spiral cut technique from lesson nine to create long strips of plastic roughly one inch in width. Cut plastic into squares and rectangles no larger than one by one inch. Create a demo set of pieces for students to refer to. Pieces should be a variety of sizes. Separate different shades/tones of plastic into different piles.



Have the group decide on a strategy for using the various types of white plastic before they get started so there are no disagreements along the way.

Plastic attachment station

Supplies:

- Plastic pieces from the plastic preparation station
- Plastic giant mask with homemade plastic eyes and braided plastic hair
- Acrylic latex caulk plus silicone in a squeeze tube*

* For this we recommend Alex Plus Acrylic Latex Caulk Plus Silicone. It is relatively inexpensive, safe to use, easily found in a squeeze tube, and works well on plastic. You can view the material safety data sheet for more information on use recommendations. White school glue does not work on plastic.

Use a minimum amount of glue to attach pieces keeping these points in mind:

1. Have the background color of the cardboard show as a thin line around each piece applied to the face. This creates a unified line of color throughout the mask.
2. Use the various shades of color, and textures to outline the eyes, and mouth.
3. Select one type of material or color of material for the nose that is a just slightly different than the rest of the face.
4. Good craftsmanship means materials are well attached and thoughtfully spaced.
5. Attaching any writing side down may help eliminate a chaotic look to the masks. Otherwise be selective to use only two colors of writing showing and use it as a design feature to outline a feature of the face.

NOTE: Have the group decide on a strategy for using the various types of white plastic before they get started so there are no disagreements along the way. Teach collaboration and cooperation.

Assessment (Outcome 2) Students successfully use the mosaic technique to create the background/skin of two masks.

When all glue and caulk has dried, hold the masks up to get perspective on the progress made. Look at the masks up close and at a distance. Does it look different? If so, why? As a class discuss the importance of perspective in mosaic.



When these two masks are finished we are going to use them to create a message about what we have learned about plastic and alternatives.

IV. Conclusion and Review (5 min.)

During this lesson, students learned about the use and history of the mosaic technique. They practiced the technique to create the background of the two giant masks. Finishing the backgrounds of both masks may take more time than is allowed for in this lesson. If that is the case, leave stations set up in the back of the class for students to work at independently or arrange for an additional lesson with these stations.

When these two masks are finished we are going to use them to create a message about what we have learned about plastic and alternatives. How we place their eyebrows and mouth and what type of expression we give them will make a difference.

Assessment (Outcome 3) Students work together to complete the backgrounds of both masks while keeping design elements and principles in mind.

Assessment (Outcome 3) Discuss as a class how the work we did in this lesson is similar or different than what Washed Ashore does when creating a sculpture.

V. Follow-up Activities

a. Modern Mosaic Artists

During the introductory slideshow of this lesson, we mainly looked at ancient mosaics. However, mosaic technique is still being used around the world to create art. In addition to the Washed Ashore artwork, research other modern mosaic artists like Emma Biggs, Saimir Strati, or Sonia King.

Assessment (Outcome 1) Have students present one work of a modern mosaic artist to the class. Ask them to describe the design elements and principles used to create it and, if possible, the artist's intent.

b. Mini Mosaics

During this lesson, we practiced the mosaic technique to create the background of our large masks. Mosaic technique can also be used to create small works of art. Ask students to use the same material set used in class to create a personal sized mask. Discuss as a class what will need to change and what will stay the same as we shrink the scale of the work.

Assessment (Outcome 2) Students use mosaic technique to create a personal mask and present it to the class.



Community Art:
Art, often constructed through a conglomeration of small pieces brought together into a larger work, created through the collaboration of artist and volunteers based in a community location.

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VI. Additional Resources

a. Sources

- **Emma Biggs**
<http://emmabiggsmosaic.net/>
- **NOAA Marine Debris:**
<http://marinedebris.noaa.gov/>
- **Sonia King**
<http://mosaicworks.com/>
- **This is Marvelous, Saimir Strati**
<http://thisismarvelous.com/7-time-guinness-world-record-holder-saimir-strati-mosaic-artist/>
- **United Nations World Ocean Assessment:**
<http://worldoceanassessment.org/>
- **Washed Ashore**
www.washedashore.org

b. Vocabulary

In this lesson, these are words that may be unfamiliar to students. In this context, they have the following definitions:

Community Art: Art, often constructed through a conglomeration of small pieces brought together into a larger work, created through the collaboration of artist and volunteers based in a community location.

Mosaic: "A surface decoration made by inlaying small pieces of variously colored material to form pictures or patterns." Merriam-Webster.

Language of the Arts: At Washed Ashore, we believe that the arts are a language that can be learned and used to communicate with, just as any other language can be with practice. In visual art, design elements are the letters of this language, and design principles are the words.

Design elements: The building blocks of visual art, which include line, shape, form, color, texture, space, etc.

Design principles: These are ways to arrange the building blocks which include repetition, pattern, balance, movement, focal point, contrast, unity, etc.

Materials: Items or substances used to create visual art.

Techniques: Methods of creating visual art including painting, drawing, sculpting, photography, weaving, etc.

Expression: The underlying ideas, issues, and moods communicated through visual art.



2016 Washed Ashore Fact:

**Over 35,000
pounds of
marine debris
have been
processed.**

Washed Ashore Mission Statement:

Washed Ashore builds and exhibits aesthetically powerful art to educate a global audience about plastic pollution in oceans and waterways and spark positive changes in consumer habits.

How We Fulfill Our Mission:

Our travelling exhibit of sculptures made completely of marine debris moves around the country in order to reach as many people as possible. Through both educational programs and interactions with our art and signage, we help audiences understand the problems of plastic pollution and marine debris. We offer educational programming at exhibit sites and support materials to educators interested in spreading awareness about plastic pollution through community art.

In order to create the sculptures we build, we first collect trash that has been removed from beaches through community beach cleanups and individual volunteers. This trash is then washed, sorted and prepared for the creation process. Each sculpture is designed and directed by a lead artist and then created through a collaboration of Washed Ashore team members, volunteers, students and artists.

Washed Ashore Facts as of 2016:

- Over 65 giant sculptures have been created.
- Over 35,000 pounds of marine debris have been processed.
- Over 12,500 volunteers have contributed to this project.

Marine Debris Facts as of 2016:

- Every ocean and every marine environment contain pieces of our trash.
- 80% of marine debris comes from land; from streets to streams to rivers to oceans.
- Plastic pollution is becoming one of the most common items in the sea and has entered the bottom of the ocean food chain.

National Standards Addressed:

National Curriculum Standards for Social Studies

- **Thematic Standard #1) Culture:** Include experiences that provide for the study of culture and cultural diversity.
- **Thematic Standard #2) Time, Continuity, and Change:** Include experiences that provide for the study of the past and its legacy.
- **Thematic Standard #3) People, Places and Environments:** Include experiences that provide for the study of people places and environments.

National Core Art Standards

Creating: Conceiving and developing new artistic ideas and work.

- **Anchor Standard #1:** Generate and conceptualize artistic ideas and work.
- **Anchor Standard #2:** Organize and develop artistic ideas and work.
- **Anchor Standard #3:** Refine and complete artistic work.

Presenting (visual arts): Interpreting and sharing artistic work.

Producing (media arts): Realizing and presenting artistic ideas and work.

- **Anchor Standard #4:** Analyze, interpret, and select artistic work for presentation.
- **Anchor Standard #5:** Develop and refine artistic work for presentation.
- **Anchor Standard #6:** Convey meaning through the presentation.

Responding: Understanding and evaluating how the arts convey meaning.

- **Anchor Standard #7:** Perceive and analyze artistic work.
- **Anchor Standard #8:** Interpret intent and meaning in artistic work.
- **Anchor Standard #9:** Apply criteria to evaluate artistic work.

Connecting: Relating artistic ideas and work with personal meaning and external context.

- **Anchor Standard #10:** Synthesize and relate knowledge and personal experiences to make art.
- **Anchor Standard #11:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.