

Howard Finster's Mosaics

Grade level: 7th

Estimated Time: 3-5 class periods

Resources/Materials:

- Access to technology
- Clear coat spray paint
- Disposable aluminum pie tins
- Mosaic stone cement (dries to a smooth white finish in 1 hour)
- Mosaic tiles, buttons, bottle caps, beads, etc.
- Students should bring in objects of personal meaning to them as mosaic pieces

National Core Visual Arts Standards and Essential Questions:

Creating

VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

EQs: How do artists work?

How do artists and designers determine whether a particular direction in their work is effective?

How do artists and designers learn from trial and error?

VA:Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

EQs: How do objects, places, and design shape lives and community?

How do artists and designers determine goals for designing or redesigning objects, places, or systems?

How do artists and designers create works of art or design that effectively communicate?

VA:Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.

EQs: What role does persistence play in revising, refining, and developing work?

How do artists grow and become accomplished in art forms?

How does collaboratively reflecting on a work help us experience it more completely?

Responding

VA:Re.7.1.7a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

EQs: How do life experiences influence the way you relate to art?

How does learning about art impact how we perceive the world?

What can we learn from our responses to art?

VA:Re7.2.7a Analyze multiple ways that images influence specific audiences?

EQs: Where and how do we encounter images in the world?

How do images influence our views of the world?

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VA.Re8.1.7a Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

EQs: What is the value of engaging in the process of art criticism?

How can the viewer "read" a work of art as text?

How does knowing and using art vocabularies help us understand and interpret works of art?

Connecting

VA:Cn11.1.7a Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

EQs: How does art help us understand the lives of people of different times, places, and cultures?

How is art used to impact the views of a society?

How does art preserve aspects of life?

Objectives:

- The students will discover the life, work, and influences of Howard Finster using available technology.
- The students will explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
- The students will analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.
- The students will design and produce a mosaic that clearly communicates personal information or ideas.
- The students will reflect on and explain important information about
- personal artwork in an artist statement.
- The students will interpret one another's mosaics to identify ideas and mood conveyed.

Terms:

- Artist statement — an artist's written description of their work to give the viewer understanding
- Critique — to review or analyze critically
- Folk art — artistic work created by untrained artists often having such attributes as highly decorative design, bright bold colors, flattened perspective, simplified forms, and obvious meaning
- Mosaic — a picture or decoration made of small, colorful pieces of inlaid stone, glass, etc.

Mini Lesson:

- The teacher will lead students through discovery of the life, work, and influences of Howard Finster using technology appropriate to their situation.
- <http://paradisegardenfoundation.org/>
- <https://www.youtube.com/watch?v=vW0LgFxGt2s>
- <https://www.high.org/highlights/howard-finster/>
- The students will be able to communicate how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
- The students will analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

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- The teacher will explain and demonstrate examples of the project.



Activating Thinking Strategies:

- The students will discuss essential questions daily appropriate to class pacing.
- The teacher will provide students with a daily agenda appropriate to class pacing.

Instructional Activities:

- The students will choose mosaic pieces that either represent themselves personally or can be combined into an image that reflects their personality.
- The students will arrange those mosaic pieces into an image inside of the pie tins.
- As students complete their compositions, they will take a picture of it with their technology (sketch if necessary) and empty the pie tin of the mosaic pieces.
- The teacher will mix the grout for each student and pour it into their pie tin (about 1 inch high).
- The students will quickly place their mosaic pieces into the grout using their picture as reference.
- The mosaics will be completely dry in 24 hours.
- The students will pop them out of the pie tins and spray them with a protective clear coat.

Summarizing/Closing Strategies:

- The students will write an artist statement explaining the meaning behind their chosen images and/or mosaic pieces.
- Artist Statement Flow Chart:
- https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKFwjAov3ak8vYAhWhY98KHYkWDDUQjBwlBA&url=https%3A%2F%2Fwww.theartofed.com%2Fcontent%2Fuploads%2F2015%2F09%2Fartist-statement-flow-chart.jpg&psig=AOvVaw1qF6wvw6yHmHy19D_S-lbq&ust=1515596669305193
- The students will participate in a whole group critique of the completed mosaics.

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Assignment Assessment:

- Formative assessment will occur through teacher observation and discussion with students. Summative assessment will occur through creation of a personal mosaic, participation in a whole group critique, and writing an artist statement.
 - The students will explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
 - The students will analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.
 - The students will design and produce a mosaic that clearly communicates personal information or ideas.
 - The students will reflect on and explain important information about their mosaic in a written artist statement.
 - The students will interpret one another's mosaics to identify ideas and mood conveyed during an art critique.