

**UNIT 3** *Paper as a technique. Shapes: paper mosaics and stained glass.*

Sessions 7, 8, 9 and 10

4 hours

**SESSION 7**

- **Warming up** game: *Body letters*: students follow the instructions of the teacher to form the letters of the word MOSAIC with their bodies.

When they guess the word, make questions about it: have they made/seen any? Is there one nearby, school, locally, main city... and reach a definition

(*Mosaic: a surface decoration made by inlaying small pieces of variously coloured material to form pictures or patterns*)

*Surface* (2 dimensions), *purpose* (decorative, abstract or realistic pictures, patterns), *material* (coloured stones, tiles, paper...), *size and shape of the material* (small, polygonal). Stress the importance of recycling.

- **Activity 1.** *Differences and similarities.* Ask them to read the handout ([Worksheet 3.1](#)) and watch the section of [Power Point](#) on mosaics. After seeing the PP, answer the questions on the other side and comment together on mosaics.

- **Activity 2** *Patterns.* Students describe in pairs one of the patterns ([Worksheet 3.2](#)) to each other, draw, check it and complete the series the way they like in any direction and colour

- **Activity 3** *Modern or old?* Teacher shows one sample of a mosaic ([TeachingSupport 3.1](#)) and reflects and ask questions about its period of history. Hand out ([Worksheet 3.3](#)) and in groups organize the mosaics chronologically, and then justify their decisions..

- **Activity 4.** *Make your own mosaic.* Students are given some time to practice on-line to compose a virtual mosaic. Make a print out for next session.

<http://gwydir.demon.co.uk/jo/mosaic/easy.htm>

**SESSION 8 HANDS ON**

- **Warming up.** The students show their own mosaic from last sesión, display them on the wall, and then create their own 2D mosaic.

- **Activity 5.** *Mind map* In pairs ,fill in the mind map and work it out. ([Worksheet 3.4](#)) The empty spaces might include auto, individual or collective. (See [TeachingSupportMindMap](#) for solution)

- **Activity 6.** *Making a Mosaic.* The students make a class mosaic, by adding the individual mosaics given to them, and placing them in order. See [TeachingSupport 32](#)

**SESSION 9**

- **Warming up:** listen to the music. Draw what feelings, place or objects it suggests. (Any sort of “church” music will be adequate. I suggest “Locus Iste” by Anton Bruckner. While they are finishing, start to set next activity: write on the blackboard : “full circle”, “circle of friends”, “square the circle”
- **Activity 7: Circles.** The students talk about the images on the worksheet, ([Worksheet 3.5](#)) they write underneath each what they are and find the odd ones out. Talk about circles: relation with art, everyday life, and language expressions (“full circle”, “circle of friends”, “square the circle”, ...)
- **Activity 8: Circles and cathedrals.** For activity A give each student a sentence of the text ([Teaching Support 3.3](#)) They have to find 3 others, and when in a group, order the sentences. Then check ([Worksheet 3.6](#)), read it and complete the gaps with the words from the list. Finally, do activity B.
- **Activity 9: Rose Windows** Students look at the pictures ([Worksheet 3.7](#)) from a distance ( on blackboard p.e) and then it hand-out. After they identify the picture as a collection of rose windows, teacher comments on the function and construction of them ([Teaching support 3.4](#)) They will construct one: what difficulties can they predict? How can they construct one? By using paper. Ask students to bring material for next session (in red).

**SESSION 10 – HANDS ON**

- **Warming up: Passing it.** Students to pass to their next neighbour a given object following the rhythm of a song. At the signal, the one who has it must remember a word from last session about the subject.
- **Activity 10. Data Circle.** Each students write in a circle ([Worksheet 3.8](#)) three words related to paper, mosaics or stained glass and partner gives the definition. Then they cut the circle and stick it on the wall.
- **Activity 11. Paper Stained Glass.** Making a simulated stained glass rose window, using paper with symmetrical cut outs using classroom scissors (System A) Begin by showing examples of rose windows ([Worksheet 3.9](#)) and discussing symmetry from nature. Then have students cut a circle first, from a pre-cut, 30x 30 cms, square of black (card) paper ([Teaching Support 3.5](#)). Students fold and cut out their design, like a large snowflake, however do not cut from the outer edge from the circle, or it will be a black snowflake as opposed to a rose window.  
Fill shapes symmetrically by glueing any of the many colours of tissue or cellophane paper available. The window can be laminated and then hung in a window for display. Alternatively, use System B

Related web sites: (accessed 06.01.10)

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#### MOSAICS

<http://www.thejoyofshards.co.uk/history/index.shtml>

<http://www.bamm.org.uk/>

<http://www.americanmosaics.org/>

<http://www.mosaicmatters.co.uk/gallery/gallerylist.asp?ArtistName=Lynn%20Moor>

<http://qwdir.demon.co.uk/jo/mosaic/index.htm>

#### STAINED GLASS & ROSE WINDOWS

<http://www.stainedglassmuseum.com/>

<http://art-of-stained-glass.com/>

<http://www.therosewindow.com/>

<http://www.dartmouth.edu/~matc/math5.geometry/unit9/unit9.html>

[http://www.abelard.org/france/cathedral\\_stained\\_glass.php](http://www.abelard.org/france/cathedral_stained_glass.php)

[http://dragon\\_azure.tripod.com/UoA/Med-Arch-Rose-Window.html](http://dragon_azure.tripod.com/UoA/Med-Arch-Rose-Window.html)