



## Write an Artist's Statement:

Have students caption their personal creation (or the entire mosaic) with an Artist's Statement. See templates and samples.

## During the Experience:

Have students take a picture with the iPad and use the app Skitch to annotate the shapes that are included and the flower that they made.

## App Smash: PicCollage & Skitch

Have student use an iPad take a photo of the plant or flower he created out of glass. Take a photo of the actual plant in the garden (or import picture of the plant). Put them side-by-side in PicCollage. Use Skitch to annotate the photo with the plant's name and distinguishing features.

## ThingLink

After the project is mounted- take a photo of the mosaic. Upload it to ThingLink. Tag the photo with names of the plants represented. Or, tag each plant with a link with more information about that plant. Or, have each student research and write a paragraph about the link.

## K-2: S.T.E.A.M. lesson

In this lesson, students use stained glass window designs to identify shapes. Students create their own stained glass window using their knowledge of shapes and two-dimension composition strategies. <http://bit.ly/2fc4HnY>

## Read about Stained Glass:

### 3rd & 4th grade:

Newsela Article: *One man found the secrets to making beautiful glass*  
<http://bit.ly/2ftfHAY>

## Emphasize the Process:

Point out connections between the writing process, the scientific method, and the artistic process. The artistic process will be on display during the experience.

## Growth Mindset

- Celebrate and point out flexible thinking

## During the Experience:

Use a T chart. Have students trace the shapes individually on one side, and then together on the other side to show their creation.

## Math 3rd & 4th:

- Identify right, acute, & obtuse angles.
- Classify quadrilaterals

Arts Integration Ideas  
for Glass Mosaics



## Incorporate FCAs into an artist's statement

This is a reflective piece. The audience is anyone who views their art. Choose two or three components you'd like students to focus on, and those become your FCAs.

*During the experience, my students created an assigned flower using certain shapes and colors.*

### FCAs:

1. Explain the flower that was created
2. Explain the shapes that were used
3. Explained why the colors were chosen



Students respond to sentence frames.

1. Do you notice...?
2. Look for...
3. What obstacles did you have, and how did you persevere through them?



## Artistic Process

**Purpose:** Organize your ideas.  
(What would you like to make?)

**Research:** Look at examples and study artists.

**Hypothesis:** Plan how to carry out your ideas.

**Materials:** Select the media you will use in your artwork.

**Procedure:** Create your artwork.  
Result: Self-evaluation and critique.

**Conclusion:** Exhibit your finished piece of art.

## Writing Process

**Prewrite**

**Draft**

**Revise**

**Edit**

**Publish**

## Scientific Method

**Questions/Research**

**Hypothesize**

**Observation**

**Data Collection**

**Conclusion**