

Class Size Mosaic

Summary Description: Children create a class size mosaic by moving around a blanket (background) and placing their material onto the blanket when the music stops.

Michigan Early Childhood Standards of Quality: Creative Arts – 3. Early Learning Expectation: Movement and Dance. Children show how they feel, what they think, and what they are learning through movement and dance experiences.

HighScope Curriculum content: KDI 40. Art, KDI 42. Movement and KDI 44. Appreciating the Arts. Also: KDI 38. Patterns and KDI 41. Music

HighScope COR Advantage items: X. Art and Z. Movement. Also: V. Patterns and Y. Music

Time of day: Large-group time

Materials:

- Instrumental music, i.e., *Big Beats for Young Peeps*
- Enough colorful materials you have available so that all children have 1-2 pieces each, i.e., Magna tiles, various colors of construction paper
- Medium size blanket (materials given to children should be able to fit on the blanket when they are all laid down on it at once)
- Examples of mosaic art reproductions from the DIA (for links to mosaics from the DIA, please see page 4)

Definition: A MOSAIC is a picture made from many small pieces of various materials.

Vocabulary words/topics to focus on while conversing with children:

mosaic, pattern, assemble, color, size, shape, and texture.

Beginning: Briefly talk with the children about the DIA field trip and show them the pictures of mosaic art reproductions. Tell the children that today they will play a game that involves making a class size mosaic. Lay the blanket down in the middle of the group and explain to the children that the blanket is the background for their mosaic. Then show them the materials (magna tiles or construction paper) and say, "This is the material we are going to use to make our class size mosaic." Then tell them that you are going to play some music and they can move however they would like around the blanket while the music is playing but, when the music stops, they will stop and place their material(s) on the blanket. Start the music and, after several seconds, hit the pause button. Remind children to place their material(s) on the blanket.

Middle: Once all children have placed their material on the blanket and while the music is still paused, encourage children to look at the class size mosaic they made and describe what they see. If children do not point out patterns in colors or shapes, bring this to their attention. Have children pick up, from the blanket, the same number of materials you originally passed out (if each child had one piece, have each child pick up 1 piece) and then let children know you are going to do it again and make another class size mosaic. If, when making the first mosaic, the children do not lay their pieces down so that they are connecting, let them know this time when they lay their material down that it must touch someone else's materials. Choose a child to tell everyone how we should move our bodies (skip, gallop, hop) around the blanket while the music plays this time. Repeat the game according to children's interests.

The chart below offers an example, at each developmental level, of what children may say and do, along with ideas for scaffolding (supporting and gently extending) their learning.

Scaffolding Learning at Each Developmental Level		
Earlier	Middle	Later
<p>Children may:</p> <p>Hold their material when the music stops and/or start and stop moving without synchronizing their actions to the music.</p>	<p>Children may:</p> <p>Place their material on the blanket unconnected to other children's materials and share a simple observation when looking at the mosaic, e.g., "I see a lot of blue over there."</p>	<p>Children may:</p> <p>Watch where other children lay their materials and then decide specifically where to place their material and/or connect material pieces together that other children have laid down.</p>
<p>Adults can:</p> <p>Occasionally repeat the directions "stop your body when the music stops and put your material on the blanket," but without expecting children to follow this or pressuring them to do so.</p>	<p>Adults can:</p> <p>Label and imitate children's positions: "I placed mine so that it is touching Rosie's."</p>	<p>Adults can:</p> <p>Comment on what children did last time and what they are doing differently this time.</p>
<p>Gentle Extension:</p> <p>Say something like "I wonder what our mosaic is going to look like when the music stops this time."</p>	<p>Gentle Extension:</p> <p>Saying something like "I wonder how our mosaic will look different this time."</p>	<p>Gentle Extension:</p> <p>Encourage children to compare the mosaic made by the class to the examples of mosaic art reproductions from the DIA.</p>

End: Tell children you will play and stop the music one more time, so that they can create one more class size mosaic. Tell children to connect with another child and move together to the next activity.

Follow up: Place the blanket outside and encourage children to make a mosaic on the blanket using materials they collect outside.

Links to mosaics from the Detroit Institute of Arts:

Viewing this as a printed resource? You can find the art pieces listed below by visiting <https://dia.org/collection> and searching for each art piece by name.

- *Quilting Time, 1986*
- *Mushhushshu-dragon, Symbol of the God Marduk, 604 - 562 BCE*
- *Roundel of Mosaic Tile, 15th - 16th century*
- *Mosaic Tile Wall Revetment, 15th century*
- *Fish, 4th century*