

# Bead Mosaic

## MATERIALS

**FOR STUDENT:** (one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam Block, cut from large Foam Block to 6" x 6" x 1" thick (See "FOR TEACHER")
- Pony beads (6 x 9 mm barrel), five - ten different colors to give students choices, in the following amounts: Center 7, two petals 45, two petals 45, leaves or small petals 30, and border/background 80
- Pencil
- Scissors
- Glue stick
- Paper plate
- Paper towel
- Small plastic cups, five (to hold beads)



## FOR TEACHER:

- FloraCraft® Make It: Fun® Foam Block, 1" x 12" x 36" (can get twelve pieces per block)
- Sheet of white address labels
- Copy paper (for patterns)
- Pencil
- Ruler
- Scissors
- Serrated knife
- Cutting mat or stack of newspapers
- Optional: Buckets, one per color bead (for students to scoop out beads with cups)
- Paper towels
- Wet wipes
- Glue gun (for teacher only)

## TEACHER PREPARATION

*Note: Read through all the instructions first and check out the TIPS! Plan for two class sessions, just to give students a break. Have a glue gun plugged in but out of student reach.) This can give you immediate adhesion when you're in a hurry to help students. It is also recommended that you make one sample first, before preparing the materials for any others, since knowing how the parts fit, might affect how you prepare the rest of them.*

**[1]** To cut the horizontal foam block, use a ruler and pencil to measure and mark twelve 6" squares. On a cutting mat or stack of newspapers, use a serrated knife against the edge of a ruler to cut the foam block with several passes of the knife.

To mark the center of each 6" block, diagonally place the ruler, from one corner to the opposite corner. (Example: Top left corner to bottom right.) Make a short line near the center. (It's not necessary to run the line along the entire length of the ruler.) Then place the ruler going the other way, corner to corner. (Example: Top right to bottom left.) Make a short line near the center. This "X" will show the student the center of the block.

**[2]** Print patterns and cut them apart, one petal pattern per student.

**[3]** Decide how to handle the beads. Ideally, students should have a range of colors from which to choose for their various areas, but this takes a lot of beads. If

you must limit to five colors, purchase enough beads of each color for students to choose which colors they want in which areas so that all mosaics do not look alike.

(Exception: If you intend to have the students make a large wall mural with their combined blocks, then, standardizing the colors and positions would be appropriate. Explain to them that repetition is needed for a wall mural, so that originality and color choice is being sacrificed.)

If you do standardize the color, count out the first student's set of beads and then look at the cups and estimate the number of beads for the rest of the students (instead of counting them).

**[4]** Cut apart the sheet of labels. Prepare for each student a paper plate with: Foam block, pencil, scissors, glue stick, paper towel, name label and stacked cups of beads (or empty cups if you're going to have the students gather their own beads.)



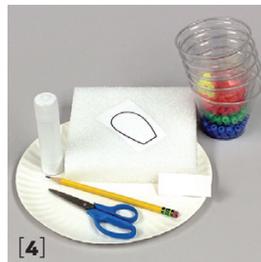
[1]



[2]



[3]



[4]

## ART

GRADE LEVEL  
FOURTH – FIFTH

## COMPLETION TIME

- Two 50 minute sessions

## OBJECTIVES

Students:

- Understand how traditional mosaics are made
- Create design through close placement of beads
- Increase their fine motor skills
- Recognize and appreciate mosaics in their environment

## STANDARDS

- Process, analyze, and respond to sensory information through the language and skills unique to the visual arts
- Develop perceptual skills and visual arts vocabulary
- Describe how negative areas and positive forms are used in a chosen work of art

## LESSON INTRODUCTION

- Explain a bit about the long history of mosaics, showing examples and explaining that the purpose was both practical and decorative. Show photos of how traditional mosaics are done with glass or stone pieces and grout, but that today, we use all kinds of materials to copy the look of mosaics. (Students especially like seeing the jelly bean mosaics on line!) Show your model and explain that they will be able to select their colors to make a simple design. Explain that you'll be using foam instead of grout, and pushing beads into it.



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# INSTRUCTIONS



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**[1]** Have the students use their scissors to cut out the petal pattern. Also ask them to write their name on their label in pencil and attach it to the back of their foam block, which is the side without the pencil "X" mark.



**[2]** Demonstrate and have the students center their glue stick (with the cap on) onto the "X" and lightly trace around it in pencil, to make a center circle.

Demonstrate how to set the straight bottom of the petal on the line so that the top of the petal is in line with one corner of the foam block. Then show them how to lightly trace around the petal in pencil. Have the students trace their first petal and then repeat the tracing in the other three corners.

To make the leaves, demonstrate and have them lightly draw straight lines from the middle of each side, down to meet the petals.



**[3]** Demonstrate and have the students apply glue stick to the center circle, twisting glue into the foam. Then have them press one bead into the center of the circle, followed by six more beads surrounding it. Have them press the beads in about half way down – which will be down far enough to hold, but up high enough to be above the level of the foam for dimension.



**[4]** For the first petal, demonstrate how to take a different color of bead and place it near the center beads, but staggered. Explain that the beads fit better when the students arrange them in staggered rows, going out from the center. Show them your example or draw on the board for them to see what you mean by staggered.

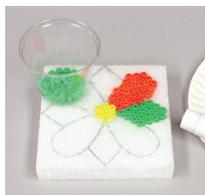
Remind them not to put a bead in, if it will go more than halfway beyond

the pencil line. (Draw this on the board, too.) Explain that a bead may go a little past the line, but if it's more than half the width of the bead, it shouldn't be placed there. Caution them not to push in the beads until they are sure, because the foam does not bounce back if they remove the beads – there will be a hole left.

Have the students fill one petal, working from the center out, staggering the rows.



**[5]** Demonstrate how to position a row of beads in an adjacent leaf area, running along the edge of the petal and then working from the center out. Explain to the students that this keeps the petals and leaves fitting together. Also, call to their attention that the leaves probably won't have a point because they will come to the edge before a final bead can be added. Have the students fill the adjacent leaf.



## SECOND SESSION

**[6]** Remind students of the basic information in working with the beads, as they did in the previous session. Have them work to fill the areas, going clockwise – petal, leaf, petal, leaf, etc.

**[7]** After they finish filling the petals and leaves, they can do the border, starting in one corner with a single bead. They should make a single row around the edge of their foam block until they get to a leaf and then they should stop going in that direction. They should start again at the opposite corner, until reaching the other side of the leaf. If they always start at the corners, they should have an even design.



## MODIFICATIONS

### To simplify project:

- Have the students just fill in the flower and leaf area and not the background.
- Use a 4" square of foam and smaller "Perler" type straight-sided beads.

### To expand project:

- Encourage the students to design other basic shape designs, such as butterflies or abstract designs, but keep the areas large enough for the beads to fit.
- Cut larger pieces of foam, but keep the beads the same size. This allows for more detail and less of a pixelated look to the lines created by two colors meeting.

### For multiple ages:

- Younger and older students can work side-by-side, with younger students making this project and older students creating their own designs in larger foam pieces.
- Have the older students research more about "real" mosaics, even making their own with tile mosaic pieces and grout from a craft store.

## ADDITIONAL IDEAS

- Allow students to use leftover beads to design another mosaic using multi-colors within each color area. (Remind the students that there still needs to be an obvious color difference or the areas will visually all run together.)
- Have students research for examples of mosaics – of all types: Paper, glass, tile, beans, seeds, plastic, etc.
- Similarly, make jelly bean mosaics (with a maximum number of jelly beans that can line their stomachs!)
- Call to the students' attention the similarity of the look of Lego projects to mosaics.
- Have several groups of students (or all of them) combine their projects to create a large mosaic wall.

**REFERENCES** *Making Mosaics* by Leveled Books

*Making Mosaics: 15 Stylish Projects From Start To Finish* by Martin Cheek

*Mini Mosaics* by Aimee Harman

For a complete range of examples of bead mosaics, type into the search: "bead mosaics"

# INSTRUCTIONS

## TIPS

- Optional: Explain that before inserting beads, you want to show them how to compress the cut edges of the foam. Place the foam block, on the table. Gently press the edge down, to round it, rocking it back and forth a little to make a slightly rounded edge.
- If students have difficulty seeing where to position their petal pattern, have them turn the block so that a corner is on the top, for them to see whether or not the petal is straight up and down, and in line with the corner point.
- As the students use pencils to trace petals and draw leaves, caution them to press very lightly so that the pencil lines are not too dark. If they are, they will show later.
- You can fill buckets with beads and let students scoop up half a plastic cup of beads, as they need them, returning beads that aren't used.
- Call attention to the fact that students need to leave a little space between the beads when pressing them into the foam, because of the shape of the beads. They are rounded and stick out farther in the middle than they do on the top and bottom, so that when they set the beads side-by-side and press them in, the beads push out as they go down into the foam, because of the widening shape and lack of room. If the students put their beads too close together, some will start popping out.
- Have students use paper towels if their fingers get gluey. (Also, have wet wipes ready, if needed.)



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# PATTERN



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Pattern  
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