



UVALDE LOVE MOSAIC

UNIT PLANS

This unit plan was created for the purpose of aiding in the processing of trauma and grief after a school tragedy. The plans were written and compiled by former art educators and current trauma-informed art therapists.

Written in honor of the children, teachers and families impacted by the tragedy of Robb Elementary on May 24, 2022.

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Uvalde Love Project



UNIT PLAN

2-day unit

Lesson: Uvalde Love Mosaic

Grade: K-12

Day 1

Objectives:

Students will learn what a community art project is, and be able to identify different ways that a community art project can be created (mosaic, mural, collage).

Students will process emotions connected to the Robb Elementary tragedy.

Students will be able to connect emotions to visual colors, shapes, and textures.

Students will create a community collage within the classroom using colored paper.

Materials:

3 blank index cards per student (or copy paper cut 3x5 inches), markers, colored pencils, crayons, scissors, glue, large sheet of poster paper (any color at least 3x5 ft)

Day 2

Objectives:

Students will learn how to work with clay, making marks and images on the clay using clay tools and stamps.

Students will learn the different stages of clay (clay, leatherhard, greenware, bisque).

Students will create tiles for a community mosaic in memory of Robb Elementary Students.

Materials:

Clay (in its different stages- soft, bisqued, glazed), clay tools, drywall pieces for drying clay, plastic table cloth to protect tables and easy cleanup, music, powerpoint

Special Note to the Teachers and Staff:

Please watch this video first: [Uvalde Mosaic Introduction to Teachers and Staff](#)

When working with big feelings around grief and trauma, it is important to provide structure and predictability for your students. Please watch the attached video for tips on how to help teach these lessons in a trauma-informed way.

To help provide predictability, the class before you start the lesson, let your students know that you will be starting a lesson that has to do with the Robb Elementary tragedy. That could go something like, "Next class we will begin a new project. We will be joining with a community arts program called the Uvalde Love Project, and creating a mosaic mural in honor of the Robb Elementary tragedy."

If you feel it is important, we also recommend letting parents know, so they can be prepared for further processing at home. Another recommendation is to have a safe adult in the classroom with you, such as the school counselor, in case a student checks out or gets triggered. Having an extra adult in there gives you a chance to keep on with the lesson and the other adult to help with emotional needs of students.

One final note: you may have students who do not want to participate. Due to the sensitive nature of this project, it is important to allow students to opt out of the lesson. If this happens, we are providing some links to coloring pages in the additional resources that they can do instead while the other students follow along.

Additional Resources:

[Google Drive folder with Mosaic Lesson Plan templates and posters to print](#)

[Google Drive folder with Grief and Trauma Resources for Parents and Professionals](#)

[Texas Coloring and Activity Books](#)

[Mandala Coloring Pages and Activity Books](#)



LESSON PLAN

Day 1

Lesson: Paper Mosaic Mural

TEKS: 117.102.K.2.C, 117.105.1.2.C, 117.108.2.2.C, 117.111.3.2.C, 117.114.4.2.C, 117.117.5.2.C

Grade: K-5

Objectives

Students will learn what a community art project is, and be able to identify different ways that a community art project can be created (mosaic, mural, collage).
Students will process emotions connected to the Robb Elementary tragedy.
Students will be able to connect emotions to visual colors, shapes, and textures.
Students will create a community art paper collage using colored paper.

Arrival Activity

Dance video (See powerpoint)

TEKS

Students will use a variety of materials to identify, develop, and practice skills necessary to produce drawings, constructions, and sculpting.

Differentiation

Dance video seated option.
Pre-cut shapes for students who may need extra help with cutting.
Coloring or activity books for those who need a different project.

Materials:

- 3 blank index cards per student (or copy paper cut 3x5 inches)
- markers/colored pencils/crayons
- scissors
- glue
- large sheet of poster paper (any color at least 3x3 ft)
- tile template (provided)

Prep ahead:

- The class before, let students know that their next project will be to work on a Community Mosaic Mural with the Uvalde Love Project (see special note for teachers in unit overview).
- Draw out the mock up of the Uvalde Love mosaic on a 3x5 ft sheet of butcher paper (or posterboard).
- Laminate Tile template (provided in Google Drive link in Unit Outline Resources) and cut out shapes. Print off enough for each student to have at least one tile template piece.
- If not using index cards, cut copy paper into 3x5 inch pieces.
- Print off enough exit slips for each student (provided in Google Drive link in Unit Outline Resources).
- Review Powerpoint and pick out any videos you know your students would relate to if the videos provided aren't age appropriate. Pick out instrumental songs that could go with emotions if the provided songs will not work for your students. We have provided videos and music ideas for this lesson that are geared more towards elementary. You know your students better than we do and finding something the students will connect to will have a bigger impact.
- Watch this video: [Day 1](#)

Powerpoint Overview

Slide 3&4 Dance videos for start of class	Slide 5-7 Description of Community Art and mosaics	Slides 8-9 Examples of Mosaic and the Uvalde Love Project Mosaic mock up	Slides 10-11 Feelings song Feelings wheel
Slide 12 Uvalde Love Mock up	Slide 13 Exit Slip		



LESSON PLAN (CONT.)

Day 1 (cont.)

Lesson: Paper Mosaic Mural

Grade: K-5

Introduction:

The class before, let students know that their next project will be to work on a Community Mosaic Mural with the Uvalde Love Project to honor those affected by the Robb Elementary tragedy. This provides predictability.

(Slide 3-4)

Start class with a dance video to get students regulated and connected to their bodies. For secondary students, consider just playing a song that has a beat or something the students know that they can connect to.

Some options:

[SEATED CHA CHA WIGGLE DANCE](#) | [Koala Bop \(if you need students to stay in their seats\)](#)

[Freeze Dance Song](#) | [Songs for Kids](#) | [Dance Along](#) | [GoNoodle](#)

[Zumba kids - Nathan Evans - Wellerman remix](#)

I DO:

(Slide 5)

"Today we are going to learn about Community art projects. Community art projects are creations where multiple people come together to create something. The purpose can be a variety of things such as unity, celebration, memorials, etc. Some can be painted murals like the ones we see in our community. A mural is a large scale image, usually put on a wall and can be both inside or outside."

(Slide 6)

"We will be helping with something called a mosaic mural."

What is a mosaic? A mosaic is an image or pattern created using small pieces of hard objects such as glass, tile, or stones.

<https://www.communityarttherapy.com/deep-eddy-mural>

(Slide 7-8)

"The Deep Eddy mosaic mural was started by an artist named Wanda Montemayor. She has started a new community mosaic mural in our own community, called the Uvalde Love Project. We are joining with the Uvalde Love Project to help create a mosaic mural like the one above in honor of those affected by the Robb Elementary shooting last school year. This mosaic is meant to bring hope to the community to help us all heal. We will get to create the little tiles that will be added to the mosaic and put on a wall at Jardin de los Heroes park here in town."

(Slide 9)

Here is an image of the design idea for the mosaic.

WE DO:

"Because this mosaic is about community healing and hope, we are going to check in with our emotions and feelings. I am going to play a video, and encourage you to check in and see how you are feeling right now. In front of you, there is a small piece of paper (index card or other). When you see the emotion that you are feeling in the video, draw or write in on the paper. It is ok if you don't feel any of those. You can leave it blank if you would like."

(Slide 10)

[squiggle dot video](#)

Check in with students, "Does anyone want to share what they are feeling?" Again, okay if no one wants to share. Feelings can be vulnerable and hard to express to others.

(Slide 11)

"Up on the screen I have a feelings wheel that has a few more emotions. We will be practicing making tiles for the mosaic today on pieces of paper by drawing different lines, shapes, and colors to emotions. These pieces of paper will then be going onto our paper mosaic here in the classroom."



LESSON PLAN (CONT.)

Day 1 (cont.)

Lesson: Paper Mosaic Mural

Grade: K-5

YOU DO:

(Slide 11)

"I am going to play a 30 second song, and I want you to just listen to it the first time and then choose an emotion from our feelings wheel that matches that song. Then I will play the same song again and I want you to pick a color and lines or shapes that you think would match that song. (This gets students grounded again and in their bodies while they connect to the music. Leave the feelings wheel up for reference if students need it)."

Some song ideas:

<https://www.youtube.com/watch?v=1Y3t2vEKA6E>

<https://www.youtube.com/watch?v=xEWy02U9yU4>

<https://www.youtube.com/watch?v=XgxRHa26JLo>

After doing 3-4 songs, pass out tile templates for students to trace onto their papers. Then students will cut out tiles to place onto large butcher paper to create a paper mosaic in the classroom in preparation for their participation in the larger tile mosaic.

(Slide 12)

"You can pick some tile shape templates to trace onto your paper. Fit as many on each page as you can, then you will cut them out and glue them onto our classroom mosaic. Try to match the colors you used to the image."

CLOSURE:

5-7 minutes before end of class, have students glue the last pieces of collage onto the mural and begin to clean up (put away scissors, and glue; pick up any extra paper trash off floor, etc.). You will want to leave some markers or pencils on the tables with them for their exit slip.

(Slide 13)

Give each student an exit slip:

When we think about helping create something new with your community for the Uvalde Love Project, how does that make you feel? Color in or circle all that apply.

LESSON PLAN

Day 2

Lesson: Clay Tiles

TEKS: 117.102.K.2.C, 117.105.1.2.C, 117.108.2.2.C, 117.111.3.2.C, 117.114.4.2.C, 117.117.5.2.C

Grade: K-5

Objectives

Students will learn how to work with clay, making marks and images on the clay using clay tools and stamps.

Students will learn the different stages of clay (clay, bisqued, glazed).

Students will create tiles for a community mosaic in memory of Robb Elementary Students and Teachers.

Arrival Activity

Display paper mosaic made during previous classes.

Mood Walk video

On screen: close up of mosaic

TEKS

Students will use a variety of materials to identify, develop, and practice skills necessary to produce drawings, constructions, and sculpting.

Differentiation

Pre-cut tiles for younger students.

Writing encouraging words on the board for students to copy.

Materials:

- Powerpoint images
- clay (in various stages)
- drywall boards
- clay tools
- 2 buckets
- hand sanitizer
- paper towels
- table cloths for protecting tables

Prep ahead:

- Roll out slabs of clay.
- Cut out tile templates and laminate (if not done in the previous lesson; provided in Google Drive link in Unit Outline Resources).
- Print off Exit Slips (provided in Google Drive link in Unit Outline Resources).
- Print off "clean up" procedure (if using) to post next to clean up area.
- Set up clean up area- tray or cup for tools, drywall sheets for finished tiles, 2 buckets (one with water in it, the other for left over clay), paper towels, hand sanitizer
- Sample clay- soft, bisqued, glazed
- Watch this video: [Day 2](#)

Powerpoint Overview

Slide 16 Mood Walk Video	Slide 17 Close up of Mosaic Mural	Slides 18 Uvalde Love Project screenshot	Slides 19-20 Stages of clay
Slide 21 Clay in the everyday	Slide 22 Close up of mosaic	Slide 23-24 Clay Rules and Procedures	Slide 25 Demonstration video of how to make clay tiles for Uvalde Love Project
Slide 26 Brainstorm words of Encouragement	Slide 27 Clay rules and procedures together	Slide 28 Exit Slip	



LESSON PLAN (CONT.)

Day 2 (cont.)

Lesson: Clay Tiles

Grade: K-5

Introduction:

Have the paper mosaic created with classes hanging up for students to see.

(Slide 16)

[Mood Walk - Learn Emotions](#) | [Activities For Kids](#) | [Dance Along](#) | [GoNoodle](#)

(Slide 17)

Show close up of mosaic tiles from Deep Eddy Pool.

"During our last class we made a paper mosaic mural. We connected lines and colors and shapes to different emotions and made paper tiles to glue onto the mosaic. You can see how the mosaic now looks when the rest of your school community was able to add their own tiles."

(Slide 18)

"Today we are going to be creating clay tiles for the Uvalde Love Project. This project is about bringing hope to the community of Uvalde. The organizers of the project have asked us if we would like to be a part of creating tiles that can go on the big mosaic that will be put up at Jardin de los Heroes park."

"Before we start, we need to learn a little about clay and why we are using this for the mosaic mural."

I DO:

Walk around the room with a ball of clay and let students who are sitting quietly touch the clay as you walk around.

(Slide 19-20)

What is clay? (see if any students can describe the clay- soft, squishy, slimy, etc)

Clay is a special kind of mud. Clay can be squished and molded and marked and smoothed out (do all these things for the students to see while you are describing). This is what we get to use today.

The more we handle the clay the dryer it will get, so we don't want to handle it too much or it will dry out and get hard and crumbly.

Once clay is dry, it becomes really fragile and crumbles like dirt. To keep it from crumbling, it can be put into a kiln (clay oven that gets super hot) and fired. This makes the clay really hard (show students a bisqued piece of clay and allow them to touch it). This piece can still break, but it doesn't turn into dust anymore.

After clay has been bisqued like this, it can be glazed. Glaze is a special paint that goes onto clay. The glaze glues itself to the clay and makes an even harder surface that can be shiny. (Show students a glazed piece of clay).

(Slide 21)

What are some things that we may use every day that are made out of clay? Dishes, coffee cups, tiles on the floor, decorations.

(Slide 23-24)

Because clay is a special material, it has special rules.

3 clay rules- 1. Only touch your clay. 2. No throwing clay. 3. No clay leaves this classroom.

When we are finished with the clay, we also have special rules for cleaning our hands. Because clay is like mud, it can't go down our sinks or it will clog them up. So we have a special clean up area where you will clean up.

1. Carefully place your clay tiles on the drywall boards.
2. Put your tools away in the cups.
3. Put any extra clay in the first bucket.
4. Rinse hands off in the next bucket of water.
5. Dry hands with paper towels.
6. Use 1 squirt of hand sanitizer.



LESSON PLAN (CONT.)

Day 2 (cont.)

Lesson: Clay Tiles

Grade: K-5

I DO (CONT):

(Slide 25)

I will first show you how to make a tile, and then you will then get to make your own. (Watch [demo](#) video in the powerpoint)

If you are not using the provided video, here is a description of how to make the tiles:

To start with, you will have a slab of clay in front of you. (For younger grades, you can cut the tile shapes ahead of time, or cut the tile shapes after they have made marks on their slab). I will play some music and I want you to think about what lines and shapes match that music, like we did last class. Experiment with the different tools to see what textures or marks they make in the clay. If something doesn't work for you, you can smooth it out with your finger (like an eraser).

If you think of words that can go with that music or messages of hope that you want other people to read when these are on the wall, you can put those on there too using stamps or the needle tool.

Once you have your slab covered with words and textures, you will take these tile templates and trace them onto your clay. Then you will cut the clay with one of your tools like so (demonstrate how to cut the clay into tile shapes).

When you are all finished, you can begin the clean up process. We will place our clay on the drywall sheets to keep them flat and help them dry out without crumbling. Then you can put your tools and extra clay away and begin washing your hands (show how this is done).

WE DO:

(Slide 26)

Before we start, what are some words of hope or encouragement that we could put into the clay? (write words down on the board for students so that they don't have to worry about spelling). *Giving a list of words for students helps to create structure for them. For those who have difficulty identifying emotions and connecting those emotions to their body or lines and shapes, they can still refer to the words and use those words on their clay instead.*

YOU DO:

(Slide 27)

Display the rules and procedures for clay and then pass out clay and clay tools and tile templates to students. Play music for students to listen to while they make their marks in clay.

Keep an eye on time. You will want at least 7-10 minutes for clean up and closure.

If students finish early, have coloring pages ready for them and colored pencils (can be easily washed off if they get clay on them)

CLOSURE:

7-10 minutes before end of class, have students begin clean up.

You will want to leave some colored pencils or pencils on the tables for their exit slip.

(Slide 28)

Give each student an exit slip:

How did it make you feel to make clay tiles for the Uvalde Love Project? Color in or circle all that apply.



LESSON PLAN

Day 1

Lesson: Paper Mosaic Mural

TEKS: 117.202.MS1.2.C, 117.203.MS2.2.C, 117.204.MS3.2.C

Grade: Middle School

Objectives

Students will learn what a community art project is, and be able to identify different ways that a community art project can be created (mosaic, mural, collage).
 Students will process emotions connected to the Robb Elementary tragedy.
 Students will be able to connect emotions to visual colors, shapes, and textures.
 Students will create a community art paper collage using colored paper.

Arrival Activity

Dance video (See powerpoint)

TEKS

Students will create artwork including drawings and ceramic tiles using a variety of materials.

Differentiation

Dance video seated option.
 Pre-cut shapes for students who may need extra help with cutting.
 Coloring or activity books for those who need a different project.

Materials:

- 3 blank index cards per student (or copy paper cut 3x5 inches)
- markers/colored pencils/crayons
- scissors
- glue
- large sheet of poster paper (any color at least 3x3 ft)
- tile template (provided)

Prep ahead:

- The class before, let students know that their next project will be to work on a Community Mosaic Mural with the Uvalde Love Project (see special note for teachers in unit overview).
- Draw out the mock up of the Uvalde Love mosaic on a 3x5 ft sheet of butcher paper (or poster board).
- Laminate Tile template (provided in Google Drive link in Unit Outline Resources) and cut out shapes. Print off enough for each student to have at least one tile template piece.
- If not using index cards, cut copy paper into 3x5 inch pieces.
- Print off enough exit slips for each student (provided in Google Drive link in Unit Outline Resources).
- Review Powerpoint and pick out any videos you know your students would relate to if the videos provided aren't age appropriate. Pick out instrumental songs that could go with emotions if the provided songs will not work for your students. We have provided videos and music ideas for this lesson that are geared more towards elementary. You know your students better than we do and finding something the students will connect to will have a bigger impact.
- Watch this video: [Day 1](#)

Powerpoint Overview

Slide 3&4 Dance videos for start of class	Slide 5-7 Description of Community Art and mosaics	Slides 8-9 Examples of Mosaic and the Uvalde Love Project Mosaic mock up	Slides 10-11 Feelings song Feelings wheel
Slide 12 Uvalde Love Mock up	Slide 13 Exit Slip		



LESSON PLAN (CONT.)

Day 1 (cont.)

Lesson: Paper Mosaic Mural

Grade: Middle School

Introduction:

The class before, let students know that their next project will be to work on a Community Mosaic Mural with the Uvalde Love Project to honor those affected by the Robb Elementary tragedy. This provides predictability.

(Slide 3-4)

Start class with a dance video to get students regulated and connected to their bodies. If your students are turned off by dance videos, consider playing a song that they can connect to.

Dance video options:

[SEATED CHA CHA WIGGLE DANCE](#) | [Koala Bop \(if you need students to stay in their seats\)](#)

[Freeze Dance Song](#) | [Songs for Kids](#) | [Dance Along](#) | [GoNoodle](#)

[Zumba kids - Nathan Evans - Wellerman remix](#)

Song options:

[Black Eyed Peas, Shakira, David Guetta - DON'T YOU WORRY \(Official Music Video\)](#)

[OneRepublic - Sunshine \(Official Lyric Video\)](#)

I DO:

(Slide 5)

"Today we are going to learn about Community art projects. Community art projects are creations where multiple people come together to create something. The purpose can be a variety of things such as unity, celebration, memorials, etc. Some can be painted murals like the ones we see in our community. A mural is a large scale image, usually put on a wall and can be both inside or outside."

(Slide 6)

"We will be helping with something called a mosaic mural."

What is a mosaic? A mosaic is an image or pattern created using small pieces of hard objects such as glass, tile, or stones.

<https://www.communityarttherapy.com/deep-eddy-mural>

(Slide 7-8)

"The Deep Eddy mosaic mural was started by an artist named Wanda Montemayor. She has started a new community mosaic mural in our own community, called the Uvalde Love Project. We are joining with the Uvalde Love Project to help create a mosaic mural like the one above in honor of those affected by the Robb Elementary shooting last school year. This mosaic is meant to bring hope to the community to help us all heal. We will get to create the little tiles that will be added to the mosaic and put on a wall at Jardin de los Heroes park here in town."

(Slide 9)

Here is an image of the design idea for the mosaic.

WE DO:

"Because this mosaic is about community healing and hope, we are going to check in with our emotions and feelings. I am going to play a video, and encourage you to check in and see how you are feeling right now. In front of you, there is a small piece of paper (index card or other). When you see the emotion that you are feeling in the video, draw or write in on the paper. It is ok if you don't feel any of those. You can leave it blank if you would like."

(Slide 10)

[squiggle dot video](#)

Check in with students, "Does anyone want to share what they are feeling?" Again, okay if no one wants to share. Feelings can be vulnerable and hard to express to others.

(Slide 11)

"Up on the screen I have a feelings wheel that has a few more emotions. We will be practicing making tiles for the mosaic today on pieces of paper by drawing different lines, shapes, and colors to emotions. These pieces of paper will then be going onto our paper mosaic here in the classroom."

LESSON PLAN (CONT.)

Day 1 (cont.)

Lesson: Paper Mosaic Mural

Grade: Middle School

YOU DO:

(Slide 11)

"I am going to play a 30 second song, and I want you to just listen to it the first time and then choose an emotion from our feelings wheel that matches that song. Then I will play the same song again and I want you to pick a color and lines or shapes that you think would match that song. (This gets students grounded again and in their bodies while they connect to the music. Leave the feelings wheel up for reference if students need it)."

Some song ideas:

<https://www.youtube.com/watch?v=1Y3t2vEKA6E>

<https://www.youtube.com/watch?v=xEWy02U9yU4>

<https://www.youtube.com/watch?v=XgxRHa26JLo>

After doing 3-4 songs, pass out tile templates for students to trace onto their papers. Then students will cut out tiles to place onto large butcher paper to create a paper mosaic in the classroom in preparation for their participation in the larger tile mosaic.

(Slide 12)

"You can pick some tile shape templates to trace onto your paper. Fit as many on each page as you can, then you will cut them out and glue them onto our classroom mosaic. Try to match the colors you used to the image."

CLOSURE:

5-7 minutes before end of class, have students glue the last pieces of collage onto the mural and begin to clean up (put away scissors, and glue; pick up any extra paper trash off floor, etc.). You will want to leave some markers or pencils on the tables with them for their exit slip.

(Slide 13)

Give each student an exit slip:

When we think about helping create something new with your community for the Uvalde Love Project, how does that make you feel? Color in or circle all that apply.



LESSON PLAN

Day 2

Lesson: Clay Tiles

TEKS: 117.202.MS1.2.C, 117.203.MS2.2.C, 117.204.MS3.2.C

Grade: Middle School

Objectives

Students will learn how to work with clay, making marks and images on the clay using clay tools and stamps.
 Students will learn the different stages of clay (clay, bisqued, glazed).
 Students will create tiles for a community mosaic in memory of Robb Elementary Students and Teachers.

Arrival Activity

Display paper mosaic made during previous classes.
 Mood Walk video
 On screen: close up of mosaic

TEKS

Students will create artwork including drawings and ceramic tiles using a variety of materials.

Differentiation

Pre-cut tiles for students.
 Writing encouraging words on the board for students to copy.

Materials:

- Powerpoint images
- clay (in various stages)
- drywall boards
- clay tools
- 2 buckets
- hand sanitizer
- paper towels
- table cloths for protecting tables

Prep ahead:

- Roll out slabs of clay.
- Cut out tile templates and laminate (if not done in the previous lesson; provided in Google Drive link in Unit Outline Resources).
- Print off exit slips (provided in Google Drive link in Unit Outline Resources).
- Print off "clean up" procedure (if using) to post next to clean up area.
- Set up clean up area- tray or cup for tools, drywall sheets for finished tiles, 2 buckets (one with water in it, the other for left over clay), paper towels, hand sanitizer
- Sample clay- soft, bisqued, glazed
- Watch this video: [Day 2](#)

Powerpoint Overview

Slide 16 Mood Walk Video	Slide 17 Close up of Mosaic Mural	Slides 18 Uvalde Love Project screenshot	Slides 19-20 Stages of clay
Slide 21 Clay in the everyday	Slide 22 Close up of mosaic	Slide 23-24 Clay Rules and Procedures	Slide 25 Demonstration video of how to make clay tiles for Uvalde Love Project
Slide 26 Brainstorm words of Encouragement	Slide 27 Clay rules and procedures together	Slide 28 Exit Slip	



LESSON PLAN (CONT.)

Day 2 (cont.)

Lesson: Clay Tiles

Grade: Middle School

Introduction:

Have the paper mosaic created with classes hanging up for students to see.

(Slide 16)

[Mood Walk - Learn Emotions](#) | [Activities For Kids](#) | [Dance Along](#) | [GoNoodle](#)

For Older students:

Instead of Mood Walk video0 While students are walking in, play music (any song). Once students are seated have students do a check in with their thumbs. How are we feeling today?

Thumbs up: Great! Ready to create!

Thumbs sideways: Meh, I'm just here.

Thumbs down: Not great, negative mood.

(Slide 17)

Show close up of mosaic tiles from Deep Eddy Pool.

"During our last class we made a paper mosaic mural. We connected lines and colors and shapes to different emotions and made paper tiles to glue onto the mosaic. You can see how the mosaic now looks when the rest of your school community was able to add their own tiles."

(Slide 18)

"Today we are going to be creating clay tiles for the Uvalde Love Project. This project is about bringing hope to the community of Uvalde. The organizers of the project have asked us if we would like to be a part of creating tiles that can go on the big mosaic that will be put up at Jardin de los Heroes park."

"Before we start, we need to learn a little about clay and why we are using this for the mosaic mural."

I DO:

Walk around the room with a ball of clay and let students who are sitting quietly touch the clay as you walk around.

(Slide 19-20)

What is clay? (see if any students can describe the clay- soft, squishy, slimy, etc)

Clay is a special kind of mud. Clay can be squished and molded and marked and smoothed out (do all these things for the students to see while you are describing). This is what we get to use today.

The more we handle the clay the dryer it will get, so we don't want to handle it too much or it will dry out and get hard and crumbly.

Once clay is dry, it becomes really fragile and crumbles like dirt. To keep it from crumbling, it can be put into a kiln (clay oven that gets super hot) and fired. This makes the clay really hard (show students a bisqued piece of clay and allow them to touch it). This piece can still break, but it doesn't turn into dust anymore.

After clay has been bisqued like this, it can be glazed. Glaze is a special paint that goes onto clay. The glaze glues itself to the clay and makes an even harder surface that can be shiny. (Show students a glazed piece of clay).

(Slide 21)

What are some things that we may use every day that are made out of clay? Dishes, coffee cups, tiles on the floor, decorations.

(Slide 23-24)

Because clay is a special material, it has special rules.

3 clay rules- 1. Only touch your clay. 2. No throwing clay. 3. No clay leaves this classroom.

When we are finished with the clay, we also have special rules for cleaning our hands. Because clay is like mud, it can't go down our sinks or it will clog them up. So we have a special clean up area where you will clean up.

1. Carefully place your clay tiles on the drywall boards.
2. Put your tools away in the cups.
3. Put any extra clay in the first bucket.
4. Rinse hands off in the next bucket of water.
5. Dry hands with paper towels.
6. Use 1 squirt of hand sanitizer.



LESSON PLAN (CONT.)

Day 2 (cont.)

Lesson: Clay Tiles

Grade: Middle School

I DO (CONT):

(Slide 25)

I will first show you how to make a tile, and then you will then get to make your own. (Watch [demo](#) video in the powerpoint)

If you are not using the provided video, here is a description of how to make the tiles:

To start with, you will have a slab of clay in front of you. (For younger grades, you can cut the tile shapes ahead of time, or cut the tile shapes after they have made marks on their slab). I will play some music and I want you to think about what lines and shapes match that music, like we did last class. Experiment with the different tools to see what textures or marks they make in the clay. If something doesn't work for you, you can smooth it out with your finger (like an eraser).

If you think of words that can go with that music or messages of hope that you want other people to read when these are on the wall, you can put those on there too using stamps or the needle tool.

Once you have your slab covered with words and textures, you will take these tile templates and trace them onto your clay. Then you will cut the clay with one of your tools like so (demonstrate how to cut the clay into tile shapes).

When you are all finished, you can begin the clean up process. We will place our clay on the drywall sheets to keep them flat and help them dry out without crumbling. Then you can put your tools and extra clay away and begin washing your hands (show how this is done).

WE DO:

(Slide 26)

Before we start, what are some words of hope or encouragement that we could put into the clay? (write words down on the board for students so that they don't have to worry about spelling). *Giving a list of words for students helps to create structure for them. For those who have difficulty identifying emotions and connecting those emotions to their body or lines and shapes, they can still refer to the words and use those words on their clay instead.*

YOU DO:

(Slide 27)

Display the rules and procedures for clay and then pass out clay and clay tools and tile templates to students. Play music for students to listen to while they make their marks in clay.

Keep an eye on time. You will want at least 7-10 minutes for clean up and closure.

If students finish early, have coloring pages ready for them and colored pencils (can be easily washed off if they get clay on them)

CLOSURE:

7-10 minutes before end of class, have students begin clean up.

You will want to leave some colored pencils or pencils on the tables for their exit slip.

(Slide 28)

Give each student an exit slip:

How did it make you feel to make clay tiles for the Uvalde Love Project? Color in or circle all that apply.

LESSON PLAN

Day 1

Lesson: Paper Mosaic Mural

TEKS: 117.302.HS1.2.F, 117.303.HS2.2.F, 117.304.HS3.2.F, 117.305.HS4.2.F

Grade: High School

Objectives

Students will learn what a community art project is, and be able to identify different ways that a community art project can be created (mosaic, mural, collage).
 Students will process emotions connected to the Robb Elementary tragedy.
 Students will be able to connect emotions to visual colors, shapes, and textures.
 Students will create a community art paper collage using colored paper.

Arrival Activity

Dance video (See powerpoint)

TEKS

Students will use a variety of tools and media to communicate ideas in drawing and ceramics.

Differentiation

Dance video seated option.
 Pre-cut shapes for students who may need extra help with cutting.
 Coloring or activity books for those who need a different project.

Materials:

- 3 blank index cards per student (or copy paper cut 3x5 inches)
- markers/colored pencils/crayons
- scissors
- glue
- large sheet of poster paper (any color at least 3x3 ft)
- tile template (provided)

Prep ahead:

- The class before, let students know that their next project will be to work on a Community Mosaic Mural with the Uvalde Love Project (see special note for teachers in unit overview).
- Draw out the mock up of the Uvalde Love mosaic on a 3x5 ft sheet of butcher paper (or posterboard).
- Laminate Tile template (provided in Google Drive link in Unit Outline Resources) and cut out shapes. Print off enough for each student to have at least one tile template piece.
- If not using index cards, cut copy paper into 3x5 inch pieces.
- Print off enough exit slips for each student (provided in Google Drive link in Unit Outline Resources).
- Review Powerpoint and pick out any videos you know your students would relate to if the videos provided aren't age appropriate. Pick out instrumental songs that could go with emotions if the provided songs will not work for your students. We have provided videos and music ideas for this lesson that are geared more towards elementary. You know your students better than we do and finding something the students will connect to will have a bigger impact.
- Watch this video: [Day 1](#)

Powerpoint Overview

Slide 3&4 Dance videos for start of class	Slide 5-7 Description of Community Art and mosaics	Slides 8-9 Examples of Mosaic and the Uvalde Love Project Mosaic mock up	Slides 10-11 Feelings song Feelings wheel
Slide 12 Uvalde Love Mock up	Slide 13 Exit Slip		



LESSON PLAN (CONT.)

Day 1 (cont.)

Lesson: Paper Mosaic Mural

Grade: High School

Introduction:

The class before, let students know that their next project will be to work on a Community Mosaic Mural with the Uvalde Love Project to honor those affected by the Robb Elementary tragedy. This provides predictability.

(Slide 3-4)

Start class with a dance video to get students regulated and connected to their bodies. If your students are turned off by dance videos, consider playing a song that they can connect to.

Dance video options:

[SEATED CHA CHA WIGGLE DANCE](#) | [Koala Bop \(if you need students to stay in their seats\)](#)

[Freeze Dance Song](#) | [Songs for Kids](#) | [Dance Along](#) | [GoNoodle](#)

[Zumba kids - Nathan Evans - Wellerman remix](#)

Song options:

[Black Eyed Peas, Shakira, David Guetta - DON'T YOU WORRY \(Official Music Video\)](#)

[OneRepublic - Sunshine \(Official Lyric Video\)](#)

I DO:

(Slide 5)

"Today we are going to learn about Community art projects. Community art projects are creations where multiple people come together to create something. The purpose can be a variety of things such as unity, celebration, memorials, etc. Some can be painted murals like the ones we see in our community. A mural is a large scale image, usually put on a wall and can be both inside or outside."

(Slide 6)

"We will be helping with something called a mosaic mural."

What is a mosaic? A mosaic is an image or pattern created using small pieces of hard objects such as glass, tile, or stones.

<https://www.communityarttherapy.com/deep-eddy-mural>

(Slide 7-8)

"The Deep Eddy mosaic mural was started by an artist named Wanda Montemayor. She has started a new community mosaic mural in our own community, called the Uvalde Love Project. We are joining with the Uvalde Love Project to help create a mosaic mural like the one above in honor of those affected by the Robb Elementary shooting last school year. This mosaic is meant to bring hope to the community to help us all heal. We will get to create the little tiles that will be added to the mosaic and put on a wall at Jardin de los Heroes park here in town."

(Slide 9)

Here is an image of the design idea for the mosaic.

WE DO:

"Because this mosaic is about community healing and hope, we are going to check in with our emotions and feelings. I am going to play a video, and encourage you to check in and see how you are feeling right now. In front of you, there is a small piece of paper (index card or other). When you see the emotion that you are feeling in the video, draw or write in on the paper. It is ok if you don't feel any of those. You can leave it blank if you would like."

(Slide 10)

[squiggle dot video](#)

Check in with students, "Does anyone want to share what they are feeling?" Again, okay if no one wants to share. Feelings can be vulnerable and hard to express to others.

(Slide 11)

"Up on the screen I have a feelings wheel that has a few more emotions. We will be practicing making tiles for the mosaic today on pieces of paper by drawing different lines, shapes, and colors to emotions. These pieces of paper will then be going onto our paper mosaic here in the classroom."

LESSON PLAN (CONT.)

Day 1 (cont.)

Lesson: Paper Mosaic Mural

Grade: High School

YOU DO:

(Slide 11)

"I am going to play a 30 second song, and I want you to just listen to it the first time and then choose an emotion from our feelings wheel that matches that song. Then I will play the same song again and I want you to pick a color and lines or shapes that you think would match that song. (This gets students grounded again and in their bodies while they connect to the music. Leave the feelings wheel up for reference if students need it)."

Some song ideas:

<https://www.youtube.com/watch?v=1Y3t2vEKA6E>

<https://www.youtube.com/watch?v=xEWy02U9yU4>

<https://www.youtube.com/watch?v=XgxRHa26JLo>

After doing 3-4 songs, pass out tile templates for students to trace onto their papers. Then students will cut out tiles to place onto large butcher paper to create a paper mosaic in the classroom in preparation for their participation in the larger tile mosaic.

(Slide 12)

"You can pick some tile shape templates to trace onto your paper. Fit as many on each page as you can, then you will cut them out and glue them onto our classroom mosaic. Try to match the colors you used to the image."

CLOSURE:

5-7 minutes before end of class, have students glue the last pieces of collage onto the mural and begin to clean up (put away scissors, and glue; pick up any extra paper trash off floor, etc.). You will want to leave some markers or pencils on the tables with them for their exit slip.

(Slide 13)

Give each student an exit slip:

When we think about helping create something new with your community for the Uvalde Love Project, how does that make you feel? Color in or circle all that apply.



LESSON PLAN

Day 2

Lesson: Clay Tiles

TEKS: 117.302.HS1.2.F, 117.303.HS2.2.F, 117.304.HS3.2.F, 117.305.HS4.2.F

Grade: High School

Objectives

Students will learn how to work with clay, making marks and images on the clay using clay tools and stamps.

Students will learn the different stages of clay (clay, bisqued, glazed).

Students will create tiles for a community mosaic in memory of Robb Elementary Students and Teachers.

Arrival Activity

Display paper mosaic made during previous classes.

Mood Walk video

On screen: close up of mosaic

TEKS

Students will use a variety of tools and media to communicate ideas in drawing and ceramics.

Differentiation

Pre-cut tiles for students.

Writing encouraging words on the board for students to copy.

Materials:

- Powerpoint images
- clay (in various stages)
- drywall boards
- clay tools
- 2 buckets
- hand sanitizer
- paper towels
- table cloths for protecting tables

Prep ahead:

- Roll out slabs of clay.
- Cut out tile templates and laminate (if not done in the previous lesson; provided in Google Drive link in Unit Outline Resources).
- Print off exit slips (provided in Google Drive link in Unit Outline Resources).
- Print off "clean up" procedure (if using) to post next to clean up area.
- Set up clean up area- tray or cup for tools, drywall sheets for finished tiles, 2 buckets (one with water in it, the other for left over clay), paper towels, hand sanitizer
- Sample clay- soft, bisqued, glazed
- Watch this video: [Day 2](#)

Powerpoint Overview

Slide 16 Mood Walk Video	Slide 17 Close up of Mosaic Mural	Slides 18 Uvalde Love Project screenshot	Slides 19-20 Stages of clay
Slide 21 Clay in the everyday	Slide 22 Close up of mosaic	Slide 23-24 Clay Rules and Procedures	Slide 25 Demonstration video of how to make clay tiles for Uvalde Love Project
Slide 26 Brainstorm words of Encouragement	Slide 27 Clay rules and procedures together	Slide 28 Exit Slip	



LESSON PLAN (CONT.)

Day 2 (cont.)

Lesson: Clay Tiles

Grade: High School

Introduction:

Have the paper mosaic created with classes hanging up for students to see.

(Slide 16)

[Mood Walk - Learn Emotions](#) | [Activities For Kids](#) | [Dance Along](#) | [GoNoodle](#)

For Older students:

Instead of Mood Walk video0 While students are walking in, play music (any song). Once students are seated have students do a check in with their thumbs. How are we feeling today?

Thumbs up: Great! Ready to create!

Thumbs sideways: Meh, I'm just here.

Thumbs down: Not great, negative mood.

(Slide 17)

Show close up of mosaic tiles from Deep Eddy Pool.

"During our last class we made a paper mosaic mural. We connected lines and colors and shapes to different emotions and made paper tiles to glue onto the mosaic. You can see how the mosaic now looks when the rest of your school community was able to add their own tiles."

(Slide 18)

"Today we are going to be creating clay tiles for the Uvalde Love Project. This project is about bringing hope to the community of Uvalde. The organizers of the project have asked us if we would like to be a part of creating tiles that can go on the big mosaic that will be put up at Jardin de los Heroes park."

"Before we start, we need to learn a little about clay and why we are using this for the mosaic mural."

I DO:

Walk around the room with a ball of clay and let students who are sitting quietly touch the clay as you walk around.

(Slide 19-20)

What is clay? (see if any students can describe the clay- soft, squishy, slimy, etc)

Clay is a special kind of mud. Clay can be squished and molded and marked and smoothed out (do all these things for the students to see while you are describing). This is what we get to use today.

The more we handle the clay the dryer it will get, so we don't want to handle it too much or it will dry out and get hard and crumbly.

Once clay is dry, it becomes really fragile and crumbles like dirt. To keep it from crumbling, it can be put into a kiln (clay oven that gets super hot) and fired. This makes the clay really hard (show students a bisqued piece of clay and allow them to touch it). This piece can still break, but it doesn't turn into dust anymore.

After clay has been bisqued like this, it can be glazed. Glaze is a special paint that goes onto clay. The glaze glues itself to the clay and makes an even harder surface that can be shiny. (Show students a glazed piece of clay).

(Slide 21)

What are some things that we may use every day that are made out of clay? Dishes, coffee cups, tiles on the floor, decorations.

(Slide 23-24)

Because clay is a special material, it has special rules.

3 clay rules- 1. Only touch your clay. 2. No throwing clay. 3. No clay leaves this classroom.

When we are finished with the clay, we also have special rules for cleaning our hands. Because clay is like mud, it can't go down our sinks or it will clog them up. So we have a special clean up area where you will clean up.

1. Carefully place your clay tiles on the drywall boards.
2. Put your tools away in the cups.
3. Put any extra clay in the first bucket.
4. Rinse hands off in the next bucket of water.
5. Dry hands with paper towels.
6. Use 1 squirt of hand sanitizer.



LESSON PLAN (CONT.)

Day 2 (cont.)

Lesson: Clay Tiles

Grade: High School

I DO (CONT):

(Slide 25)

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If you think of words that can go with that music or messages of hope that you want other people to read when these are on the wall, you can put those on there too using stamps or the needle tool.

Once you have your slab covered with words and textures, you will take these tile templates and trace them onto your clay. Then you will cut the clay with one of your tools like so (demonstrate how to cut the clay into tile shapes).

When you are all finished, you can begin the clean up process. We will place our clay on the drywall sheets to keep them flat and help them dry out without crumbling. Then you can put your tools and extra clay away and begin washing your hands (show how this is done).

WE DO:

(Slide 26)

Before we start, what are some words of hope or encouragement that we could put into the clay? (write words down on the board for students so that they don't have to worry about spelling). *Giving a list of words for students helps to create structure for them. For those who have difficulty identifying emotions and connecting those emotions to their body or lines and shapes, they can still refer to the words and use those words on their clay instead.*

YOU DO:

(Slide 27)

Display the rules and procedures for clay and then pass out clay and clay tools and tile templates to students. Play music for students to listen to while they make their marks in clay.

Keep an eye on time. You will want at least 7-10 minutes for clean up and closure.

If students finish early, have coloring pages ready for them and colored pencils (can be easily washed off if they get clay on them)

CLOSURE:

7-10 minutes before end of class, have students begin clean up.

You will want to leave some colored pencils or pencils on the tables for their exit slip.

(Slide 28)

Give each student an exit slip:

How did it make you feel to make clay tiles for the Uvalde Love Project? Color in or circle all that apply.

