

# Patterns Here, There, and Everywhere

This lesson was created as a supplement to the *Patterns Here, There, and Everywhere* program at the National Building Museum. It is designed to be used in your classroom independently, or as an activity before or after a school program at the Museum. For more information about and to register for the National Building Museum's school programs, visit <http://www.nbm.org/schools-educators/school-visit/>.

The *Patterns Here, There, and Everywhere* program introduces pre-kindergarten through second grade students to patterns and helps students understand their presence in architecture, in other media, and in their everyday lives. Patterns are found everywhere and can help students make connections and predict what will come next. They help young people make sense of the world by organizing it into groupings that can be easily understood. Recognizing patterns will create a foundation for analyzing problems and designing solutions.

## National Building Museum

Created by an act of Congress in 1980, the National Building Museum explores, celebrates, and illuminates achievements in architecture, design, engineering, construction, and planning. Since opening its doors in 1985, the Museum has become a vital forum for exchanging ideas and information about such topical issues as managing suburban growth, designing and building sustainable communities, and revitalizing urban centers. A private, nonprofit institution, the Museum creates and presents engaging exhibitions and education programs, including innovative curricula for school children.

Over the past two decades, the Museum has created and refined an extensive array of youth programming. Each year, approximately 50,000 young people and their families participate in hands-on learning experiences at the Museum: 2-hour-long school programs for grades K–9; major daylong festivals; drop-in family workshops; programs helping Cub and Girl Scouts earn activity badges; and three innovative outreach programs, lasting between 30 and 60 hours, for secondary school students. The Museum's youth programming has won the Washington, D.C., Mayor's Arts Award for Outstanding Contributions to Arts Education and garnered recognition from the National Endowment for the Arts.



NATIONAL BUILDING MUSEUM  
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Red Line Metro, Judiciary Square

# Mosaic Madness

**M**any buildings are decorated with mosaics. They are patterns formed by inlaying small pieces of stone, tile, glass, or enamel into cement, mortar, or plaster. Mosaics can tell stories or form designs. This lesson gives students the opportunity to create patterned mosaics.

## OBJECTIVES

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Students will:

- recognize and describe shapes and patterns used in mosaics;
- apply knowledge of patterns to create a mosaic using paper tiles; and
- describe and evaluate patterns found in student-designed glass windows.

## NATIONAL STANDARDS OF LEARNING

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**Mathematics** . . . . Algebra

**Social Studies** . . . . . 4

**Visual Arts** . . . . . 1

## DURATION

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One class period,  
45–60 minutes

## MATERIALS

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- Mosaic tiles
- Glue sticks
- Copies of worksheets, pp. 39 and 40

## LESSON PROCEDURE

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1. Introduce mosaics and their role in architecture.
2. Design mosaics.
3. Exhibit and discuss students' work.

## TEACHER PREP

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- Make mosaic tiles by cutting colored construction paper or magazines into 1/2 x 1/2" squares or order them from [www.roylco.com](http://www.roylco.com)
- Photocopy students worksheets, pp. 39 and 40, for each student
- Collect examples of mosaics, either images from books or a real mosaic

## **PATTERN VOCABULARY**

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Architecture, Mosaic, Pattern, Shape, Tile

## **LESSON PLAN**

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### **1. Introduce Mosaics and Their Role in Architecture. (5–10 minutes)**

- Show students books with examples of mosaics in buildings. If possible, show them an example of a real mosaic.

### **2. Design Mosaics. (25–30 minutes)**

- Using the worksheets, p.39 and p.40, have students create their own mosaic patterns by cutting paper mosaic tiles to fit the worksheet shapes. As students cut and design mosaics, have them glue the mosaic tiles to the worksheets.

### **3. Exhibit and Discuss Students' Work. (10–15 minutes)**

- Display students' work throughout the classroom. With the class, compare and contrast the mosaics. Examine the use of color, design, and pattern.

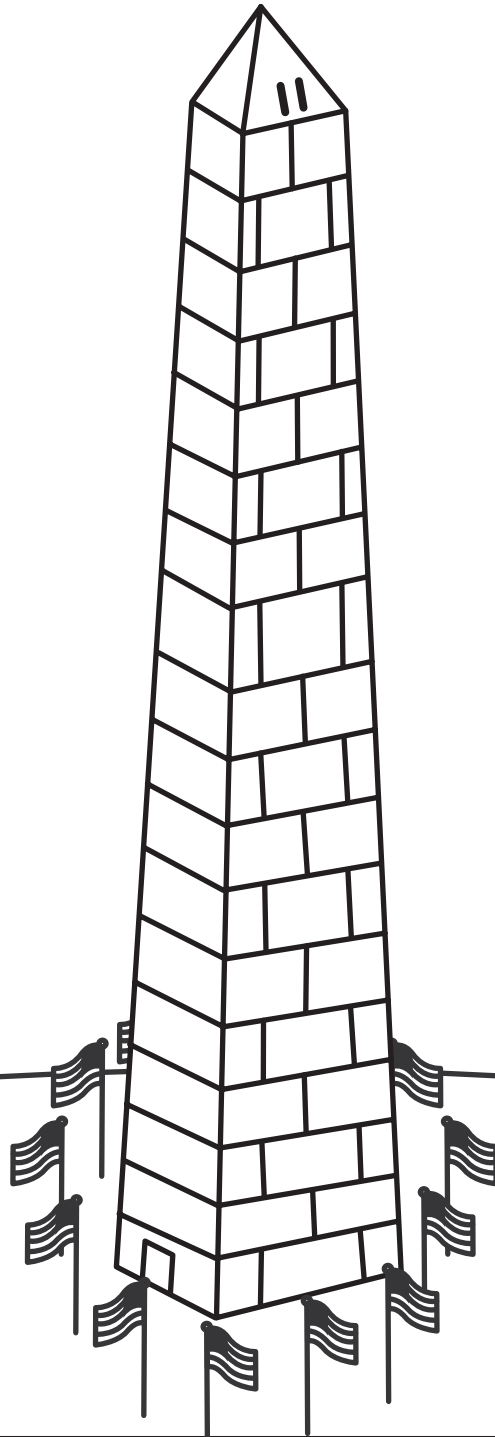
### **Taking It Further**

- Find a mosaic artist to discuss and demonstrate his/her work.
- As a class trip or with their families, have students visit buildings their community that have mosaics. Ask them to identify the patterns.

## **NOTES:**

# Washington Monument Mosaic Student Worksheet

NAME:



# Streetscape Mosaic Student Worksheet

NAME:

