Lesson By:

Sarah Gerrard

Grade: 9

Subject: Visual Art

Date: March 2026

Topic: Glow Mosaics

Notes: Inspired by a Dick Blick lesson & booth at the 2026 NAEA.

Brief Lesson Overview:

In this assignment students learn about oceanic bioluminescent creatures, research the impact of pollution on these creatures, and create mosaics of oceanic creatures that glow under UV light.

Materials Needed:

Tempera fluorescent paints, paintbrushes, containers for water, white & black cardstock, carbon paper, and UV-A black lights.

Learning Outcomes:

CP9.10 - CP9.10 - Create visual art works to express perspectives and raise awareness about a topic of concern to youth.
CH9.3 - Investigate diversity of artistic ideas, styles, and media in contemporary arts expressions.

Structure / Activity:

1.Choose an oceanic creature to research. Have students answer these two questions: "According to my research, the creature I depicted might be impacted by global warming in this way:" & "One way I could get that narrative across visually would have been to add this to my artwork:"
2. Paint a cardstock 8x10" paper with fluorescent tempera paint (allow to dry).
3. Draw a rough copy of the oceanic creature
4. Transfer the drawing to a black carsdstock paper by tracing the rough draft over black cardstock using the carbon paper
5. Cut out the dried fluorescent paper into small mosaic tiles and glue those onto your black cardstock paper (save scraps - these can be used by others)
6. Draw over the completed mosaic using a black fine tip sharpie using zentangle patterns. This can be used to create shading or simply differentiate between various body parts of the creature to help define it
7. Critique in darkness with UV lights transforming works into glowing creatures. CAUTION: Do not look directly at the lights. Blick recommends Speedball UV LED Exposure lamp.

Photo of Art Project:

Jellyfish mosaic in regular light (left) and jellyfish mosaic under UV light (right). I used Demco fluorescent tempera paint (6 x 237 ml) and it was enough for a whole class project.

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Assessment:

Rephrase the outcomes as "I can" statements and mark each out of 10. CP9.10 is based on written work. CH9.3 is based on their original mosaic.

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