

No-Fire Nouveau Tiles

Beginning in the early 1880s, the “Art Nouveau” style flourished in all forms of art. A reponse to the industrial era, it blended natural forms with man-made advances in architecture, design and manufacturing.

Beautiful pottery was mass-produced during this era, especially in the form of decorative tiles.

Tube lining — a technique in which a design outline was created first and then filled in with color — is the definitive look of Art Nouveau.

If kiln-glazed ceramics are not an option for your environment, this project is a way to produce glossy, hand-painted tiles that look like the real thing. Simplified options for younger children are listed on page 2.

Grade Levels K-12

Note: instructions and materials are based upon a class size of 25 students. Adjust as needed.



Preparation

1. View designs from the Art Nouveau period. Recommended resources:
[Dover™ Art Nouveau Decorative Borders and Frames](#), clip art and CD (71306-1039)
[Design Source Books: Art Nouveau Flowers](#) (71300-1016) and [Art Nouveau Designs](#) (71300-1025)



Process for Tube-Lined Tiles

1. Clean the tiles with a damp towel. Trace around the perimeter of the tile on sketch paper and sketch a simple design with pencil.
2. Determine if the outline will be clear (white) or solid. If clear, proceed to step 3. To make black or colored outlines, fill a squeeze bottle with .5-oz of glue and add a dime-sized dollop of tempera to it. Shake the bottle vigorously in all directions to mix the ingredients, and allow the bottle to sit for an additional 15 minutes to continue the dispersing process. If the bottle is capped tightly, the mixture will remain usable for several days.
3. A solid-color outline will allow the design to be drawn on the tile first. If the outline is going to be clear, squeeze the outline of the design directly onto the tile without drawing it first, or pencil marks may show. Keep a damp paper towel handy to catch any mistakes. Allow to dry.

Materials

[Ceramic Bisque Tiles](#), 4-1/4" x 4-1/4" (32916-1043) or 6" x 6" (32916-1001); need one per student
[Blick® White Glue](#), 4-oz bottle (23882-1004); one per student
[Jazz® Gloss Tempera](#), assorted colors, (00014-); need 3 or 4 to share across class
[Blick® Economy Camel Rounds](#), 120-brush set (06220-1120); need one brush per student
[Krylon® Low-Odor Spray Finish, Gloss](#) (23710-1001)

Optional Materials:

[Plastic Squeeze Bottles](#), 2-oz (04916-1003)
[Scratch-Art® Sticks](#), pkg of 100 (14907-1045)

Process for Tube-Lined Tiles, continued

4. With a small brush, fill between the outlines with Jazz® Gloss Tempera. Do not thin colors — keep them thick. Allow to dry.

Helpful Hints for using Jazz® Tempera:

- Jazz® cleans easily from brushes, hands and tabletops, but it may stain clothing. Aprons are recommended.
- Jazz® dries quickly. Work on one area of the tile at a time and do not try to re-work or paint over an area until it is completely dry.
- The surface of the tile will have the look and feel of glazed ceramic, however, it will remain watersoluble. To make the finish permanent, seal it with a protective clear spray coating. Read all label instructions carefully and do not use it with children present.

Simple Tube-Lined Tiles

1. To simplify this project for younger students who may not be able to trace a design, create an abstract pattern with a few free-flowing glue lines, then fill it in with color. See examples (A) & (B).

Simple Marbled Tiles

1. The thick body of Jazz® is perfect for marbleizing. A very simple way to make tiles with young children is to squeeze drops or lines of paint directly on the tile surface and swirl them together with a Scratch-Art Stick. Cover the entire tile surface. See examples (C) & (D) and marbled tile on page 1.



(A)



(B)



(C)



(D)

National Standards for Visual Arts Education

Content Standard #1 Understanding and applying media, techniques and processes

K-4 Students describe how different materials, techniques and processes cause different responses.

5-8 Students intentionally take advantage of the qualities and characteristics of art media, techniques and processes to enhance communication of their experiences and ideas.

9-12 Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use

Content Standard #4 Understanding the visual arts in relation to history and cultures

K-4 Students demonstrate how history, culture and the visual arts can influence each other in making and studying works of art.

5-8 Students analyze, describe and demonstrate how factors of time and place (such as climate, resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art.

9-12 Students describe the function and explore the meaning of specific art objects within varied cultures, times and places.