

## **Lesson Title: Stained Glass Exploration**

Miss. Rachael Bath- Grade 6-5 Art

Two Class Periods (45 minutes each)

### **Time Allotment**

**Day 1:** Powerpoint Introduction + Live Demo + Project Start (45 minutes)

**Day 2:** Finish Project (45 minutes)

### **Enduring/ Big Idea**

- **Cross-disciplinary:** Combining the history and appreciation of stained glass windows, mixed with talking about local historical buildings in Reading that have stained glass windows.
- **Art-Specific:** Students goal to create fun and individualized stained glass inspired drawings using transparent film, tissue paper, and markers. To understand the basic ideas and principles about creating stained glass art

### **Contemporary Artist Connections and Artwork Used**

- Flora Jamieson, Artwork: *Wave Window*
- Brian Clarke, Artwork: *A Great Light (2023)*
- Tom Fruin, Artwork: *Crown of Foshan (2023)*

### **Visual Arts Content Area**

- Art History
- Mixed Media Artmaking
- Visual Literacy
- Local Creative Expression

### **Lesson Summary**

The teacher will begin by reviewing a powerpoint with the students containing the art project idea, contemporary, historical, and local examples of stained glass artists and pieces, the project goals for each class period, materials and project steps, and classroom objectives. A 3-minutes live demo with the teacher going over the steps and materials for the project. Each student will be given a sheet of transparent drawing film with a pre-outlined drawing of a window shape, permanent markers, tissue paper, and Elmers glue. First, each student's goal would be to draw their window shapes and designs using a black permanent marker. Combining at least 1 visually representational object and 1 non-representational/ geometric shape. Second, the students will use both permanent markers and tissue paper and glue to color in their designs. The students must use both materials at least once; adding elements of three dimensions is optional. When the art pieces are dry the students will go over any black lines that were covered and put their names on it. The class will end with the students discussing elements they found enjoyable and why. The teachers later will cut out the windows and paste them to the black construction paper frames for presentation.

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### **1. Key Concept**

The students will dive into the history and process of stained glass art work, and see visual representations and pictures of pieces found in historic buildings in their local area. Creating a fun and appropriate project understanding the idea and creation of stained glass work for 5th and 6th grade art practice.

### **Essential Questions**

How does using permanent markers and tissue paper help create understanding of traditional glasswork?

How can we create different effects when using different materials?

What differences do we see when comparing historical stained glass work with contemporary work?

How do choices like color, size, contrast, or composition affect how we respond to a work of art?

### **Standards**

#### **National Core Art Standards**

**V A:Re7.1.6** Students interpret how artists communicate meaning.

**V A:Re8.1.7** Students construct interpretations using visual evidence.

**V A:Re9.1.6** Students create and apply criteria to evaluate artworks.

**V A:Cn10.1.7** Students create artworks that reflect personal meaning.

**V A:Cr2.1.7** Students organize and develop artistic ideas with intention.

#### **ELA/ Common Core**

Collaborative discussions (SL.7.1)

Citing visual evidence (RI.6.1)

#### **Interdisciplinary Standards**

Analyze viewpoints and cultural contexts in visual artworks (Social Studies)

**Skills-** Students will analyze past and current artworks using critique strategies and create a mixed-media artwork demonstrating intentional understanding and individualism representing the idea in glass-based art.

**Dispositions-** Students will reflect respectfully, support interpretations with evidence, and value multiple perspectives.

#### **Assessment**

##### **Pre-Assessments**

- Quick-sketch: "What does a stained glass window look like?"

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### **Formative Assessments**

- Are the students completing each step and goal outlined in the project overview?
- Are there at least one form of both representation and nonrepresentation idea in the students drawing?
- Are the students using permanent markers and tissue paper and glue in their projects?

### **Summative Assessments**

- Final expressive artwork (rubric-based)
- Reflection reflection about the project

### **Instructional Procedures**

#### **Day 1- Power point project introduction, start on class project**

**Hook:** students sketch what they think a stained glass window looks like and ask them if they have ever seen one in their neighborhoods.

**Activity 1:** demonstrate the steps of the project

**Activity 2:** students sketch out their idea and begin working

#### **Day 2- Finish coloring the project and hand it in**

**Activity 1:** Finish any work not completed in the first day

**Closure:** Asking the students questions about the project as the teachers collect the artwork

### **Teacher PreparationResearch:**

- Before teaching the lesson, the educator researches: historical and contemporary stained glass window artists and show examples
- Create a finished project example
- Show an objectives powerpoint
- Give a live demo going over the materials and basic ideas of the project
- Having mixed-media techniques suitable for grades 5–6
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### **Material Preparation:**

Teacher Prepares:

- tools, materials, and supplies needed for the project
- Construction paper frames to be glued on the back of each window when cut out
- A basic guide sheet for the students to follow containing the steps
- A basic idea sheet of simple representation and nonrepresentational shapes and objects
- Rubrics for artwork and mini-critique

### **Classroom Set-up**

- Front board/projector prepared for powerpoint and live demo
- Students sketch books, supplies, and guide sheets will be laid out on each group table
- After sketching, the teacher will hand out the transparent sheets

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### **Vocabulary Preparation:**

Teacher pre-teaches or reviews:

- Elements and principles of design
- Tools used in stained glass art work
- Any appropriate vocabulary associated to stained glass art work
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### **Teacher Skill Preparation:**

Teacher practices:

- Delivering short demos going over the project steps, sketching with marker, pasting on tissue paper

### **Citations and Research Notes**

The teacher collects citations for artworks and information from the artists to model proper crediting practices.

### **Supplementary Materials**

- Powerpoint presentation
- Guide sheets
- Final project example
- Rubric
- Black construction paper frames for presentation

### **Student Supplies**

- Sketchbooks
- 8.5x11 transparent drawing film (projector transparency film)
- Permanent markers (colored)
- Black Permanent Markers
- Colored Tissue paper
- Elmers glue and paint brush
- Scissors

### **Modifications/ Adaptation**

- Provide simplified visual steps/ guides/ ideas
- Offer alternative materials for sensory or motor needs
- Provide extended time for students needing processing time
- Give choice boards for content, process, or product

### **Exemplars**

- The teacher displays examples of historical and contemporary related work
- The teacher displays a finished example of the project