Lesson Plan Title: Stained Glass

Grade Level: 3rd & 4th

Your name: Group 3: Ashley Csicsery, Marylyn Holbrook, Katy James, Kate Hallagan.

Objectives:

1. (Domain 1: Artistic perception): Students will learn the concepts of the elements of art such as color, shape and symmetry through the creation of “stained glass”.
2. (Domain 2: Creative Expression): Students will learn the basic technique of cutting, and creating something aesthetically pleasant through the creation of their own “stained glass”.
3. (Domain 3: Historical and Cultural Context of the Visual Arts): Students will learn about the history and evolution of stained glass starting with the 12th century going through the gothic period, renaissance, and ending with today.
4. (Domain 4: Aesthetic Valuing): Students will be able to criticize their artwork based on originality, technique, and aesthetic appeal.
5. (Domain 5: Connections, Relationships, and Application): This project can easily be connected to any of the time periods discussed in a history class. Also easily connected to geometry.

Students Materials:

1. Black paper - 2 sheets per student
2. Tissue paper
3. Contact paper
4. Scissors
5. Glue/Tape

Teacher Materials:

1. Power point - containing history, famous examples, and past student examples.

Vocabulary:

1. Gothic period
2. Renaissance
3. Reformation
4. Art nouveau movement
5. Louis Tiffany
6. William Morris
7. Marc Chagall

Procedures:

1. Power-point introducing a history of stained glass while providing examples. Also include examples from previous students.
2. Take black paper and cut out a design identically on both sheets of black paper. Stained glass will show through the empty areas.
3. Cut a piece of contact paper that will fit completely within black papers.
4. Attach bits of tissue paper to the contact paper in any color or pattern scheme that you find appealing.
5. Cover with another piece of contact paper.
6. Sandwich with glue to inside of black papers, make sure to align cutouts. Allow papers to dry.
7. Put up to light to admire.
8. When complete students will criticize their own work, and their classmate’s based on aesthetic appeal, and originality.
Visual Procedures:

Step 1  Step 2  Step 3  Step 4

Assessments:

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<th>Category</th>
<th>A: Highly Competent</th>
<th>B: Competent</th>
<th>C: Emerging Competence</th>
<th>D: Competence not Evident</th>
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(See Tentative Rubric below)

Suggestions and/or Comments:

Stained glass has no definite origin, but about a 1000-year history, it can be dated back as far as the Egyptians and Romans. The art can easily be followed from medieval times, the renaissance, European revivals, to modern times. The term has typically been applied to the windows of churches and other significant buildings. The purpose of the glass was not to allow people to see out or allow light to come in, but to control light, because of this is often described as “illuminated wall decorations”. The glass is typically flat paneled and presenting images from biblical scripture. Modern glass had become more 3D, and is more apt to present less religious images.

Our stained glass lesson is designed for 3rd and 4th graders. In this age group students would most likely show characteristics seen in both stage 2, “Making Symbols,” and stage 3, “Realism.” Since children in the Making Symbols stage primarily use geometric shapes rather than realistic ones, they should be able to tear pieces of tissue paper in similar shapes, as well as creating a design for their stained glass. Children in this age group will also benefit from the exploration of different textures and colors while creating their own stained glass. This lesson is also beneficial for children who fall within the Realism stage because they can focus their attention to the shape and design of their stained glass, possibly creating more difficult designs and varying from simple geometric shapes.