**Lesson Title**: Abstract Stained Glass

**Grade Level:** High School

**Enduring Idea or Big Idea**: Create a geometric “stained glass” piece inspired by historic and contemporary artists

**Student Prior Knowledge:** Basic computer skills.

**Teaching Methods**: lecture on stained glass history and geometric abstraction/artists inspiration, demonstration on designing on computer, demonstration on creating “stained glass” self reflective critique

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| **OBJECTIVES** | **ESSENTIAL CONCEPTS** |
| * AI.33 The student will analyze the functions, purposes, and perceived meanings of works of design.       * AI.26 The student will evaluate how historical contexts contribute to meaning in works of art and design.        * AI.18 The student will analyze major art movements and influential artists according to events, places, cultures, and historical periods.      * AI.12 The student will differentiate between inspirational resource and copying in the creation of art. * AI.10 The student will use a variety of traditional and contemporary two-dimensional media, to include graphite, charcoal, ink, colored pencil, marker, tempera, watercolor, collage, printing ink, digital imaging, and multimedia, to create works of art. * AI.8 The student will demonstrate artisanship (craftsmanship) in personal works of art.  * AI.3 The student will identify and use steps of the design process, including brainstorming, preliminary sketching, planning, reflecting, refining, elaborating, and researching, in creative problem solving (e.g., mind maps, planning guides, inspiration webs, small group reviews, investigative workbooks, sketchbook series, revising and summarizing). * AI.14 The student will select and apply elements of art and principles of design to communicate meaning in works of art. * AI.23 The student will demonstrate art criticism skills by describing, interpreting, analyzing formal attributes of, and evaluating works of art. | Stained glass is colored glass used to create pictorial designs.  Stained glass was popular in the middle ages. It was used in churches to help people understand the stories of the bible  Cubism, impressionism, and Expressionism were very prominent art movements. Stained glass was incorporated into the gothic style and became prominent in the middle ages.  Taking inspiration from other artists is ok, but you can not copy their work.    Sketchpad 5.1 is an online tool that can be used to create art on the computer. The work created online can then be printed and worked on with traditional drawing tools.  Strong craftsmanship is shown by clean line work (sharp edges, straight lines) and making sure the surface being worked on is staying clean (no bent edges, no unintentional smudging).  Taking notes, creating multiple designs, and reflecting on your work are important aspects of the art making process.  Elements of art: shape, line and color and principles of design: pattern and rhythm are very important when working with stained glass.  Critique is important because it helps you evaluate and interpret artwork while communicating with your peers. |

**Visuals:** An example of the project, a powerpoint presentation of artists/influences

**Supplies, equipment and safety:** Vinyl, sharpies, computers, sketching paper, pencils, colored pencils, rulers, tracing shapes, Scissors.

**TEACHING PROCEDURE AND ASSESSMENT**

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| --- | --- | --- | --- |
| **TIME** | **TEACHER PROCEDURE** | **STUDENT PROCEDURE** | **ASSESSMENT** |
| 15-25min       10 Min  50 Min | **Motivation:** show teacher example & show powerpoint on stain glass history/artists inspiration  **Procedural Activities:**  Show them how to use the computer program.  **Instructional activities:** Show students how to use Sketchpad 5.1  **Demonstration:**  **Supplies:**   * Vinyl * Black and Colored sharpies * Rulers   **Sequence:**   * Trace computer Design onto the vinyl with black sharpie * Flip the vinyl over to and use the colored sharpies to finish the project. | Listen to lecture and take notes in their sketchbook. Participate by answering questions.  **Procedural Activities:** Follow along with what teacher is doing on the computer program.  **Instructional activities:**  Listen and pay attention to demonstration.  Experiment with the program  **Supplies:**   * Vinyl * Black and Colored sharpies * Rulers   **Sequence:**   * Sketch out what design you want in the end * Experiment with colors on the sketch * Work in the sketchpad program and create a design * Save and print the design created on Sketchpad 5.1 * Lay the precut vinyl over the printed design * Trace the lines onto the vinyl * Start adding color into the spaces created by the lines of the design. * Cling to the window. | Did they participate in critique?  Did the student Complete the Project?  Did they follow directions and only use the three tools on SketchPad 5.1?  Did they follow the directions when using the Vinyl? |

**Final Product Rubrics:**

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| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | Total |
| Craftsmanship | The student’s final product is unintentional smudged. The vinyl is folded. | The students project is completed properly but the edges aren’t straight | The students piece is well crafted and clings to the window properly. |  |
| Completion | The student did not complete the project or use the proper material | The student partially completed the project with the materials given. | The project to the best of their abilities with the materials provided |  |
| Participation | The student did not listen to the lecture,nor did they participate in critique or the lecture. | The student listened during lecture but did not follow the directions for completing the project. | The student listened to the lecture and was followed all directions to completing the project. |  |

**Differentiation:**

**Autism:** Give the student more time and extra information on the program we’ll be working on. Give them one on one instruction if needed

**Extenders:** Cut up smaller pieces of the vinyl and let the students do free hand designs on the extra pieces

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