

Stained Glass

Content Area: **Digital, Fine, Performing, and Visual Arts**
Course(s): **Elective**
Time Period: **1 Semester/Half Year Course**
Length: **20 Weeks**
Status: **Published**

Title Page, Table of Contents, Statement of Purpose

Stained Glass

Elective/Required

Visual and Performing Arts

2.5

Half Year/Semester Course

Table of Contents:

Statement of Purpose

Unit 1: Introduction to Stained Glass/History

Unit 2: Properties and Vocabulary of Stained Glass

Unit 3: Creation and Performance

Unit 4: Aesthetics and Performance

Unit 5: Critique

Statement of Purpose:

In this class we will explore the history of stained glass and its place in American art. Students will learn how glass is made. They will use the copper foil method to create several stained glass pieces. We will also learn about and create mosaics using glass tesserae. Students will learn to design their own patterns as well as use commercial patterns. The principles of design will be applied to student artwork. High school art focuses on art techniques, symmetry, texture, and art appreciation. A nine-through-eleventh grade art curriculum allows the chance for further exploration of mosaic arts, jewelry making, tangle drawings of photos, in addition to stained glass. The upper level art curriculum consists of mosaic arts, stained glass, two & three dimensional stained glass, and jewelry making. Glass techniques explore lamp-work, beadwork, and hot glass with use of kiln firing.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- Research: Students will develop a collection of resources to assist them in their design process (online, books, magazines, stained glass artists.)
- Design sketches: Students will utilize their research to create thorough design sketches before starting with the glass construction.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments will assess topics discussed during class and assignments will vary throughout the duration of the course.
- Specific modifications to the curriculum will be included for students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans.)

Unit 1: Introduction to Stained Glass/History

Content Area: **Digital, Fine, Performing, and Visual Arts**
Course(s): **Elective**
Time Period: **1 Semester/Half Year Course**
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

A discussion about the course and the course expectations will be discussed. Safety throughout the art room, project storage, tools and equipment will be discussed and demonstrated. Students will become familiar in working with the a thorough design process. Sketching, composition and layout, as well as glass cutting grinding and filing to create cohesive designs. Basic history of stained glass as well as techniques and strategies will be covered within the course. Introduce Stained Glass through historical references, examination of cultural influences, and general tools used to create works based on specific design and construction criteria. Stained Glass designs are developed through sketching, planning, and researching about the world of art, aesthetics, function, and various cultures.

Enduring Understandings

History of Stained Glass as functional objects

Cultural influences of stained glass relating to form and function

Historical materials from which stained glass was made

General tools used to create stained glass

Introduction to tools

Evolution of stained glass design and practice

Hot connections vs. cold connections

Application of elements of art and principles of design in stained glass

Importance of documenting ideas and work

Sources for generating ideas

Visual Verbal Journaling

Safe practices in Stained Glass making process

Craftsmanship

Essential Questions

Does art define culture? or does culture define art?

How does art created in the past affect art today?

Why was stained glass created?

What do I need to do before I begin the Stained Glass process?

How is Stained Glass an art form? In what ways has it been used?

Summative Assessment and/or Summative Criteria

Teacher reinforcement, inquiry and discussion of student critique.

Quiz on safety and tools

Elements and Principles of Stained Glass handout

Resources

Stained Glass Resources, Inc

<http://test.stainedglassresources.ourgrnbusiness.com>

Stained Glass Resources - Glass Artists, Manufacturers ...

<https://www.essexstainedglass.com> › stained-glass

Stained Glass Window Resource & History Guide

<https://www.blindschalet.com> ›

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Course Introduction and Expectations 2 Days	1. Gain understanding of the course material that will be covered.	Google Slide presentation about the course. Show project examples created by past students	Understand course expectations and material that will be covered.	VA.9-12.1.5.12prof.Cr VA.9-12.1.5.12prof.Re VA.9-12.1.5.12prof.cnn11a VA.9-12.1.5.12profCr1 VA.9-12.1.5.12prof.Cr1b
Safety 2 Days	1. Discuss rules and procedures of the classroom	Google slide presentation of rules/expectations and safety procedures of the classroom and with supplies. Students will create a safety poster displaying one learned safety tip/rule.	Understand safety rules and procedures of the classroom before starting with glass.	VA.9-12.1.5.12prof.Cr VA.9-12.1.5.12prof.Re VA.9-12.1.5.12prof.cnn11a VA.9-12.1.5.12profCr1 VA.9-12.1.5.12prof.Cr1b
Tools and Equipment 2 Days	1. Indicate to students where all tools and supplies are located throughout the classroom.	Demonstrate equipment and its location Present google Slides explaining equipment and its proper use. Quiz on tools, their proper uses, and the stained glass equipment	Understand the stained glass equipment and tolls proper uses and their locations prior to starting with glass.	VA.9-12.1.5.12prof.Cr VA.9-12.1.5.12prof.Re VA.9-12.1.5.12prof.cnn11a VA.9-12.1.5.12profCr1 VA.9-12.1.5.12prof.Cr1b
Stained Glass Art from major time periods and cultures 2 Days	1. Discuss (compare and contrast the purposes of stained glass art from major time periods and cultures.	Google slide presentation comparing and contrasting the major time periods and cultures of ceramic art throughout history	Understand that Stained Glass has a past and present and is used throughout the world.	VA.9-12.1.5.12prof.Cr VA.9-12.1.5.12prof.Re VA.9-12.1.5.12prof.cnn11a VA.9-12.1.5.12profCr1 VA.9-12.1.5.12prof.Cr1b
Elements and Principles of Art and Design 4 Days	1. Understand the different types of elements of art and principles of design in the art of stained glass.	Show examples of student work that reflect these elements and principles. Have students create a small poster displaying the elements and principles of design	Basic understanding of elements of art and principles of design in Stained Glass prior to designing the first project.	VA.9-12.1.5.12prof.Cr VA.9-12.1.5.12prof.Re VA.9-12.1.5.12prof.cnn11a VA.9-12.1.5.12profCr1 VA.9-12.1.5.12prof.Cr1b

VA.9-12.1.5.12prof.Cn

Connecting

VA.9-12.1.5.12prof.Cr

Creating

VA.9-12.1.5.12prof.Cr1

Generating and conceptualizing ideas.

VA.9-12.1.5.12prof.Cr1b

Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

VA.9-12.1.5.12prof.Cn11a

Describe how knowledge of culture, traditions and history may influence personal responses to art.

Suggested Modifications for Special Education, MLL and Gifted Students

Students with individual learning styles can be assisted through adjustments in assessments standards, one-to-one teacher support, additional project time, and use of visual and auditory teaching methods (recommendations: discovery education, group projects....)

A wide variety of assessments and strategies complement the individual learning experience.

Assist students in getting organized

Demonstrate skills and have students model them.

Give short oral directions.

Use concrete examples to introduce concepts.

Move around the room frequently.

Make verbal instructions clear, short and to the point.

Make assignments that call for the original work, independent learning, critical thinking, problem solving and experimentation.

Suggested Technological Innovations/Use

VA.9-12.1.5.12prof.Cn1 1a Describe how knowledge of culture, traditions and history may influence personal responses to art.

VA.9-12.1.5.12prof.Cr1 Generating and conceptualizing ideas.

VA.9-12.1.5.12prof.Cr1b Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

VA.9-12.1.5.12prof.Cr2b Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

VA.9-12.1.5.12prof.Cn10 Synthesizing and relating knowledge and personal experiences to create products.

VA.9-12.1.5.12prof.Re Responding

Cross Curricular/21st Century Connections

SOC.6.1.12 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

TECH.8.1.12 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A.CS2 Select and use applications effectively and productively

Unit 2: Properties and Vocabulary of Stained Glass

Content Area: **Digital, Fine, Performing, and Visual Arts**
Course(s): **Elective**
Time Period: **1 Semester/Half Year Course**
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

It is very important to understand the overall stained glass process and the different stages of glass. How does glass go from a cartoon, cutting glass, painting glass, lead/solder, glazing to cementing, a presenting a completed piece? Students will learn the overall stained glass process in this unit. One of the most important things to do when working with glass is to thoroughly plan out your design. Depending on the types of glass the quality and texture will be different in each piece. It is important to understand how to cut and layout glass. Choosing the desired piece of glass for each area is important to achieve a look that the artist chooses. It is important to begin experimenting with a range of tools and explore different ways in which they cut and shape the glass. There are specific tools and ways to form and manipulate the glass. Students will learn the basic techniques used by Stained Glass artists with the appropriate and accurate terms and vocabulary of stained glass. It is important that students learn and understand these proper terms.

Enduring Understandings

Elements and principles are the visual language used by artists when they create artwork.

Technical skill in using media and processes allows artists to communicate ideas through high quality art production.

Specific vocabulary is necessary to understand and communicate in the creation of art.

Understand it is important to use specific practices and procedures that are essential to create stained glass pieces.

Understand that all art has specific underlying characteristics which can be used as tools that will help to construct, compare, and analyze individual pieces.

Essential Questions

What is the value of specific terminology in respect to stained glass construction?

Why are specific procedures needed to create glass structures? □

How do the underlying building blocks of art effect the creation of stained glass? □

What makes critique valid and valuable?

Summative Assessment and/or Summative Criteria

Review stained glass properties and the design and production process; take test □

Research the stained glass work of an ancient culture from another part of the world; create slide presentation to share with class

Critique of student selected stained glass piece

Resources

Stained Glass Resources, Inc

<http://test.stainedglassresources.ourgrnbusiness.com>

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Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Basic techniques for cartooning. 2 Days	1. Cartoon: An artist would initially make a sketch of the overall composition of a window. Then full-sized drawings for the whole window or for different sections (panels) of the window were made. These full-sized drawings are called cartoons. Generally, the shapes of the individual glass pieces, the details to be painted, and the colors of the glass were indicated on the cartoon. In the early Middle Ages these were drawn on whitewashed boards.	Google slide presentation on the basic techniques of how to cartoon. Students will watch a video on the basics of designing a cartoon for the purposes of creating a stained glass window.	Students will understand and know how to properly create a cartoon before creating their first glass work.	VA.9-12.1.5.12prof.Cr VA.9-12.1.5.12prof.Re VA.9-12.1.5.12prof.cnn11a VA.9-12.1.5.12profCr1 VA.9-12.1.5.12prof.Cr1b
Basic techniques of cutting glass 3 Days	Different colors of glass were chosen for separate parts of the design, and the outline of each piece was then painted on the surface with white lime wash. Pieces were cut into rough shapes using a dividing iron, the heated tip of which was applied to the surface of the glass, causing it to break.	Students will practice cutting techniques making a few different shapes.	Students will understand and know how to properly create a cut before creating their first glass work.	VA.9-12.1.5.12prof.Cr VA.9-12.1.5.12prof.Re VA.9-12.1.5.12prof.cnn11a VA.9-12.1.5.12profCr1 VA.9-12.1.5.12prof.Cr1b
Basic techniques for construction. 3 Days	Pieces of glass are held together with narrow strips of solder to form a panel. These strips are referred to as "lead cane" in traditional stained glass techniques, but for this class we will use solder" to achieve the same affect. Solder is used because it is flexible and provides the adaptability needed for fitting around the various shapes of the glass pieces.	Students will use two of their cut pieces to try the techniques used to apply lead to a finished work.	Students will understand and know how to properly apply lead before creating their first glass work.	VA.9-12.1.5.12prof.Cr VA.9-12.1.5.12prof.Re VA.9-12.1.5.12prof.cnn11a VA.9-12.1.5.12profCr1 VA.9-12.1.5.12prof.Cr1b
Basic techniques for construction. 3 Days	The panel is then glued to help secure the glass within the solder and to waterproof the window. A semi-liquid adhesive is applied with a brush and then is covered with a layer of chalk or sawdust to absorb excess liquid. The medieval recipe for this adhesive is not known, though the main ingredients were probably crushed chalk and linseed oil. The panel is	Using the two pieces of practice cut glass students will cement these shapes together to have a practice run at the full process.	Students will understand and know how to properly approach cementing before creating their first glass work.	VA.9-12.1.5.12prof.Cr VA.9-12.1.5.12prof.Re VA.9-12.1.5.12prof.cnn11a VA.9-12.1.5.12profCr1 VA.9-12.1.5.12prof.Cr1b

	then scrubbed down with a dry brush until the cement only remains under the lead.			
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- VA.9-12.1.5.12prof.Cn Connecting
- VA.9-12.1.5.12prof.Cr2 Organizing and developing ideas.
- VA.9-12.1.5.12prof.Cr1b Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
- VA.9-12.1.5.12prof.Cr2a Engage in making a work of art or design without having a preconceived plan.
- VA.9-12.1.5.12prof.Cr2b Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
- VA.9-12.1.5.12prof.Cn11a Describe how knowledge of culture, traditions and history may influence personal responses to art.

Suggested Modifications for Special Education, MLL and Gifted Students

Students with individual learning styles can be assisted through adjustments in assessments standards, one-to-one teacher support, additional project time, and use of visual and auditory teaching methods (recommendations: discovery education, group projects....)

A wide variety of assessments and strategies complement the individual learning experience.

Assist students in getting organized

Demonstrate skills and have students model them.

Give short oral directions.

Use concrete examples to introduce concepts.

Move around the room frequently.

Make verbal instructions clear, short and to the point.

Make assignments that call for the original work, independent learning, critical thinking, problem solving and experimentation.

Suggested Technological Innovations/Use

TECH.8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2 Create original works as a means of personal or group expression.

TECH.8.1.12 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.B Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.C Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

VA.9-12.1.5.12prof.Cr1 Generating and conceptualizing ideas.

VA.9-12.1.5.12prof.Pr6a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.

VA.9-12.1.5.12prof.Cr Creating

VA.9-12.1.5.12prof.Pr6 Conveying meaning through art.

VA.9-12.1.5.12prof.Cr2 Organizing and developing ideas.

Cross Curricular/21st Century Connections

TECH.8.1.12.C.CS2 Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2 Create original works as a means of personal or group expression.

TECH.8.1.12 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Unit 3: Creation and Performance

Content Area: **Digital, Fine, Performing, and Visual Arts**
Course(s): **Elective**
Time Period: **1 Semester/Half Year Course**
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

Unit Focus: Introduces stained glass with consideration for a specific function and form. Students will examine historical references, examination of cultural influences, and specific tools used to create works based on specific design and construction criteria. Traditional and modern approaches to stained glass will be explored. Stained glass designs are developed through sketching, planning, and researching about the world of art, function, and various cultures.

Enduring Understandings

Visualize and generate ideas for creating works of art.

Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.

Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.

Incorporate formal and informal components to create works of art.

Keep an ongoing visual and verbal record to explore and develop works of art.

Essential Questions

How do specific stained glass techniques affect structure and form?

What techniques are best suited for 2D stained glass structures?

How is cutting a part of the elements and principles of art and design?

How are aesthetic components important to a finished piece?

How can critique and self reflection affect the creation of art work?

How have different cultures utilized the different stained glass techniques into the art?

What techniques and tools are used in expressing texture and design in the development of a stained glass work of art?

Summative Assessment and/or Summative Criteria

Students will learn a variety of different techniques and then create a project utilizing these particular techniques and processes.

There will be a final project for each technique intertwined with an element and principle of design.

After each quarter, a quarterly project will be administered. Students will need to utilize the techniques and skills they have learned so far to create the project.

Length of project can range from 1- 1.5 weeks in order to allow for students to create works of stained glass art that best reflect their full ability.

Resources

Stained Glass Resources, Inc

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Stained Glass Resources - Glass Artists, Manufacturers ...

*<https://www.essexstainedglass.com> › *stained-glass**

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Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. 50 Days	Students will gain an understanding of the Rule of Thirds, Compositional layout, discovering what makes a quality project. They will take pictures of the elements of art to gain a deeper understanding.	<p>Visualize and generate ideas for creating works of art.</p> <p>Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.</p> <p>Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.</p> <p>Incorporate formal and informal components to create works of art.</p> <p>Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</p> <p>Keep an ongoing visual and verbal record to explore and develop works of art.</p>	<p>Reflection of famous artworks, understanding and developing critique skills, students evaluate success based on demonstrated knowledge of design principles based on construction, visual interest, craftsmanship and critical thinking skills.</p> <p>Students generate a series of sketches for project ideation that demonstrate understanding of project objectives and possibilities/limitations of media.</p>	<p>VA.9-12.1.5.12prof.Cr VA.9-12.1.5.12prof.Re VA.9-12.1.5.12prof.cnn11a VA.9-12.1.5.12prof.Cr1 VA.9-12.1.5.12prof.Cr1b 1 VA.9-12.1.5.12prof.Cr VA.9-12.1.5.12prof.Cr 1b VA.9-12.1.5.12prof.Cr 2b TECH.8.1.12.B.CS 1 TECH.8.1.12.B.CS 2 TECH.8.1.12.B</p>

VA.9-12.1.5.12prof.Cr

Creating

VA.9-12.1.5.12prof.Re

Responding

VA.9-12.1.5.12prof.Cr1

Generating and conceptualizing ideas.

VA.9-12.1.5.12prof.Cr1b

Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

VA.9-12.1.5.12prof.Cr2a

Engage in making a work of art or design without having a preconceived plan.

VA.9-12.1.5.12prof.Cr2b

Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

VA.9-12.1.5.12prof.Cn11a

Describe how knowledge of culture, traditions and history may influence personal responses to art.

Suggested Modifications for Special Education, MLL and Gifted Students

Students with individual learning styles can be assisted through adjustments in assessments standards, one-to-one teacher support, additional project time, and use of visual and auditory teaching methods (recommendations: discovery education, group projects....)

A wide variety of assessments and strategies complement the individual learning experience.

Assist students in getting organized

Demonstrate skills and have students model them.

Give short oral directions.

Use concrete examples to introduce concepts.

Move around the room frequently.

Make verbal instructions clear, short and to the point.

Make assignments that call for the original work, independent learning, critical thinking, problem solving and experimentation.

Suggested Technological Innovations/Use

TECH.8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2 Create original works as a means of personal or group expression.

TECH.8.1.12 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.B Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.C Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

VA.9-12.1.5.12prof.Cr1 Generating and conceptualizing ideas.

VA.9-12.1.5.12prof.Pr6a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.

VA.9-12.1.5.12prof.Cr Creating

VA.9-12.1.5.12prof.Pr6 Conveying meaning through art.

VA.9-12.1.5.12prof.Cr2 Organizing and developing ideas.

Cross Curricular/21st Century Connections

TECH.8.1.12.C.CS2 Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2 Create original works as a means of personal or group expression.

TECH.8.1.12 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Unit 4: Aesthetics and Performance

Content Area: **Digital, Fine, Performing, and Visual Arts**
Course(s): **Elective**
Time Period: **1 Semester/Half Year Course**
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

Culminating Unit which allows students to make choices about combining the properties of sculpture and stained glass using knowledge gained throughout the course. Students will have more confidence and command over the decision making process in stained glass, composition and function and aesthetic. Creating a piece of stained glass or any other 3D object can be an amazing form of expression, allowing artists to show their creativity in a three dimensional medium. While shape and form of a piece are very important elements of art, color can equally be as important, enhancing one's work even further.

Enduring Understandings

Visualize and generate ideas for creating works of art.

Explore stained glass challenges through open-ended inquiry, the consideration of multiple options, and assessing results.

Investigate choice of themes, materials, and processes with attention to quality craftsmanship.

Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.

Develop mastery of traditional media (e.g. clay, glass, metals, fibers) and methods (e.g. soldering, cutting, cementing).

Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.

Create stained glass based on research of historical and contemporary media considering personal aesthetic and function requirements (e.g. metal, clay, stone, acrylics, glass, fibers).

Keep an ongoing visual and verbal record to explore and develop works of art.

Use journal to expand on ideas of historical and modern aesthetic choices in personal and varied cultures.

Essential Questions

Reflect on the context of personal works of art in relation to community, culture, and the world.

Compare and contrast influences of jewelry works of art from a wide range of contemporary and past stained glass artists.

Identify and reflect on how personal experience, diverse communities, and global cultures inform the artmaking process.

Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.

Review portfolio to identify growth over time, mastery of skills and techniques, generation of new ideas, evidence of risk-taking, problem-solving, and emergence of artistic voice.

Summative Assessment and/or Summative Criteria

Throughout the design process students will keep a journal of their sketches showing types of cuts and how successful each design was. This will give students a better understanding about how they can be successful in the cutting and cementing phases of creation. AT the end of the semester students will submit sketchbook drawings to be graded and they will be handed back to them as a resource for future projects. Assessments will be based on completing required elements, time spent on project, craftsmanship, creativeness, effort, and demonstration of various forms of textural design in the creation of their ceramic projects.

Resources

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Stained Glass Window Resource & History Guide

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Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
<p>Different types of Stained Glass creations 50 Days</p>	<p>Students will... • Learn the basic steps of creating a stained glass panel (including glass cutting, copper foiling, assembly, soldering, and finishing). • Practice accuracy and precision in the assembly of a stained glass panel. • Practice safe work habits in the classroom.</p>	<p>Once you choose a design, number each piece of the pattern. Once numbered, make three copies of the pattern: copy or glue one onto card stock to use as pattern pieces (cut this copy apart and place in an envelope to avoid lost pieces. Place the second copy inside a plastic page protector to use as your template. Use the third copy as a place mat to line up your pieces for soldering.</p> <p>After the pattern is selected and prepared, pull glass from your collection. It is wise as a beginner to choose glass with minimal texture. Textured glass can be difficult to score, and sometimes breaks irregularly. Lay your pattern pieces out on each sheet of glass to make sure you have enough of that color for your project.</p> <p>Lay your pattern pieces onto your glass and trace with a marker or paint marker. Leave a little room between the edge of the glass and the pattern piece, so you have something to grab onto with your grozing pliers when it is time to break the glass. Once you trace the piece, write the piece's number on the glass so you can figure out where to place it on the template when you are done. This is especially important when you are working with more complex patterns</p> <p>Run your glass cutter along the line that you drew with your marker or paint marker. You will only score and break one line at a time. You should hear a kind of squeaky/clicking noise if you are doing it correctly. To be as accurate as possible, you will want to either stay ON the line or on the INSIDE of the line that you drew to stay true to the actual shape.</p> <p>There are different ways to break your scored glass... • If it is a straight line, you can use the running pliers. Line up the little line (the line should face up) on your pliers with your score line and</p>	<p>Accurate illustration of your design.</p> <p>Precise cutting to complete design layout</p> <p>Proper application of solder</p> <p>Completed piece that successfully hold together a piece of stained glass.</p>	<p>VA.9-12.1.5.12prof.Cn11a</p> <p>VA.9-12.1.5.12prof.Cr1</p> <p>VA.9-12.1.5.12prof.Cr2</p>

		<p>gently press together. Your glass should break on the straight line. • If you have a large amount of glass on either side of your score line, you can use your hands. Hold your hand with your thumb up on either side of the score line (see illustration above for hand placement; one hand should be on each side of the score line). Rotate your wrists so that your thumbs are turning outward as you are breaking the glass. It should snap in half with a small amount of effort. • If you don't have enough glass to use your hands, you will need to use a grozing pliers. Hold your hand to the side of the score line on the pattern piece side (as in the illustration above). Use the grozing pliers to grab onto the piece of glass you want to remove. The grozing pliers should look like a little alligator eating the piece of glass (flat edge on top).</p> <ul style="list-style-type: none">• Once your hand and the pliers are in place, rotate your wrist outward and pull down on the pliers, breaking the glass on the score line.• If you are working with tiny pieces, you will want to use two grozing pliers in place of your hands/thumbs to avoid cutting yourself. <p>After the piece is completely cut out, you may need to do some grinding, especially for curved pieces. Make sure the grinder reservoir is full of water and switch the grinder on. Carefully run the glass edge up against the grinder bit to gradually shave away any rough or sharp edges. Do this until the piece fits on the template perfectly. NOTE: If you place your pattern in a plastic sheet protector, the water from the grinder won't ruin your pattern. Repeat these steps until you have all of the pieces cut out and ground to fit your pattern. The next step is to clean and replace your pieces. Wash the pieces in warm soapy water with a rag to remove any cutting oil, glass residue, and marker from the pieces. For a complex pattern, wash pieces one at a time and renumber them with a tiny number so you can</p>		
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		<p>replace all the pieces when you begin foiling.</p> <p>When all pieces are clean and DRY, you can begin the foiling process. • Work from the inside of your pattern outward. Pieces that touch the outside (border) of the piece usually get foiled a little differently.</p> <ul style="list-style-type: none"> • For inside pieces, wrap the copper foil around the entire piece, with about a 1/4" or 1/2" overlap. Try to center your glass on the foil. This will help to make your solder lines as even as possible. • For outside pieces, you do not have to foil the outside edge if you are using "U" channel to finish your piece. You may want to foil about 1/4" or 1/2" into the outside edge just to be safe. • Once a piece is foiled, you will need to burnish the foil to the glass. This ensures the foil is completely "stuck" to the glass and will not separate over time. The foil and solder are what makes your piece stay together. <p>When everything is in place, plug in the soldering iron and prepare your workstation. Use a metal brush to apply flux to the copper foil. The flux basically acts as a magnet. Without it, the solder will not "stick" to your foil.</p> <p>When all soldering is complete, clean your piece well. You may want to use a flux remover to help clean the piece. Dry it off.</p>		
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VA.9-12.1.5.12prof.Cr1

Generating and conceptualizing ideas.

VA.9-12.1.5.12prof.Cr2

Organizing and developing ideas.

VA.9-12.1.5.12prof.Cn11a

Describe how knowledge of culture, traditions and history may influence personal responses to art.

Suggested Modifications for Special Education, MLL and Gifted Students

Students with individual learning styles can be assisted through adjustments in assessments standards, one-to-one teacher support, additional project time, and use of visual and auditory teaching methods (recommendations: discovery education, group projects....)

A wide variety of assessments and strategies complement the individual learning experience.

Assist students in getting organized

Demonstrate skills and have students model them.

Give short oral directions.

Use concrete examples to introduce concepts.

Move around the room frequently.

Make verbal instructions clear, short and to the point.

Make assignments that call for the original work, independent learning, critical thinking, problem solving and experimentation.

Suggested Technological Innovations/Use

TECH.8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2 Create original works as a means of personal or group expression.

TECH.8.1.12 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.B Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.C Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

VA.9-12.1.5.12prof.Cr1 Generating and conceptualizing ideas.

VA.9-12.1.5.12prof.Pr6a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.

VA.9-12.1.5.12prof.Cr Creating

VA.9-12.1.5.12prof.Pr6 Conveying meaning through art.

VA.9-12.1.5.12prof.Cr2 Organizing and developing ideas.

Cross Curricular/21st Century Connections

TECH.8.1.12.C.CS2 Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

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Unit 5: Critique

Content Area: **Digital, Fine, Performing, and Visual Arts**
Course(s): **Elective**
Time Period: **1 Semester/Half Year Course**
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship. Cultural and historical events impact art-making as well as how audiences respond to works of art. The art history unit introduces students to a broad range of issues, skills and practices in the field of visual studies with a focus on works of art and architecture. The unit is designed to familiarize students with some of the major periods in both Western and Non-Western art history as well as the compelling methodologies and questions of the art historian. Lessons train the student in formal and visual analysis and guide them in examining works of art and architecture within appropriate contextual and cultural frameworks. Multiple opportunities to study works first-hand to conduct research are incorporated in the curriculum.

Enduring Understandings

Cultural and historical events help dictate art movements throughout history.

Awareness and involvement in the arts allow for positive contributions to society.

Essential Questions

Does art define culture or does culture define art?

How and why do works of art reflect individual cultures, beliefs and societies?

How can art be a representation of an individual's response to the world?

How do innovations in the arts impact society?

How can art be a representation of an individual's response to the world?

What is the role of the arts in society?

Summative Assessment and/or Summative Criteria

Students will be able to prioritize steps needed to create a work of art.

Students will be able to identify and employ the proper materials and methods needed to create specific works of art.

Resources

Stained Glass Resources, Inc

<http://test.stainedglassresources.ourgrnbusiness.com>

Stained Glass Resources - Glass Artists, Manufacturers ...

*<https://www.essexstainedglass.com> › *stained-glass**

Stained Glass Window Resource & History Guide

<https://www.blindschalet.com> ›

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Critique 10 Days	<p>How can critique improve an artwork?</p> <p>How can decisions about the placement of elements and principles of design affect the viewer's interpretation of a work of art?</p> <p>How can the elements and principles of design be used to create meaningful artwork?</p> <p>Why is it important to understand previous art methods?</p> <p>How does art history influence present artworks?</p> <p>How have previous metals fibers and ceramic practices been used throughout art history?</p> <p>How has art been used in provoking thought?</p>	<p>Identify the importance of individual and class critique and how they relate to improving artwork.</p> <p>Incorporate different styles and techniques using the elements and principles to evoke meaning, curiosity and awareness in artwork.</p> <p>Critique may affect the creation and modification of an existing or new artwork.</p> <p>A work of art should be examined within the context of the time and culture in which it was created.</p> <p>Incorporate different art movements into lessons (ongoing throughout the course.)</p> <p>Evaluate the impact of innovations in the applied arts from various historical periods.</p> <p>Compare and contrast the stylistic characteristics of a given historical period within the applied arts.</p>	<p>Identify the importance of individual and class critique and how they relate to improving artwork.</p> <p>Incorporate different styles and techniques using the elements and principles to evoke meaning, curiosity and awareness in artwork.</p> <p>Critique may affect the creation and modification of an existing or new artwork.</p> <p>A work of art should be examined within the context of the time and culture in which it was created.</p> <p>Incorporate different art movements into lessons (ongoing throughout the course.)</p> <p>Evaluate the impact of innovations in the applied arts from various historical periods.</p> <p>Compare and contrast the stylistic characteristics of a given historical period within the applied arts.</p>

VA.9-12.1.5.12prof.Cn

Connecting

VA.9-12.1.5.12prof.Re

Responding

VA.9-12.1.5.12prof.Cr1

Generating and conceptualizing ideas.

VA.9-12.1.5.12prof.Cr1b

Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

VA.9-12.1.5.12prof.Cn11a

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