



Board/Authority Authorized Course Application

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| School District/Independent School Authority Name: School District #35 (Langley) | School District/Independent School Authority Number (e.g. SD43, Authority #432): |
| Developed by: Kayla Preston, Jill Steacy, Walter Scotton | Date Developed: February 19, 2018 |
| School Name: Langley Fine Arts School | Principal's Name: Jon Bonnar |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: Studio Explorations: Stained Glass | Grade Level of Course: Grade 10 |
| Number of Course Credits: 2-credit | Number of Hours of Instruction: Semester course; 3-hours per week |

Board/Authority Prerequisite(s):

N/A

Special Training, Facilities or Equipment Required:

Teacher must be a practicing visual artist and educator in at least three of the required disciplines for this course.

Students must have access to an art studio space equipped with sinks, tables, appropriate tools (cutting, soldering, grinding) and electrical outlets.

Course Synopsis:

Is there anything more beautiful than sunshine streaming through stained glass? Students will learn how to design and safely construct framed stained-glass panels using various techniques and tools. Learning in this class will be project based.

Goals and Rationale:

Rationale:

There is a rich history in stained glass - from the creation of glass beads by the ancient Egyptians; to the glazing of glass for windows by the Romans in the first century CE; to the oldest example of stained glass in St. Paul's monastery in England (founded in 686 CE). An appreciation of the history of stained glass will foster a critical approach to the design of individual projects; fostering the desire to be inspired, rather than to imitate or copy.

Working with stained glass begins with the design process and consideration of pattern, symmetry and colour. It requires a delicate touch and the use of fine motor skills.

The course is designed to develop technical skills through the creative process and exploration of stained glass. Through exposure to the Tiffany Method the students will be better equipped to make aesthetic decisions, create a personal body of work, and reflect upon the historical and contemporary aspects of stained glass.

Goals:

- Introduction to the modern Tiffany method of stained glass
- Safety in the studio and with soldering, grinding, and cutting equipment
- Recognize that the creative process is flexible and requires patience, persistence, and resilience
- Development of their own artistic voice
- Honor the ancient history of stained glass
- Develop skills with soldering, grinding, and cutting that can be transferred to other artistic disciplines and real-life experiences
- Gain satisfaction with final product(s) through a commitment to the process

Aboriginal Worldviews and Perspectives:

- The development of artistic skills supports the connection between self and others.
- Learning the discipline of the Tiffany Method requires an awareness of the history of stained glass and its potential legacy.
- The creative process involves personal reflection and the ability to develop their own unique personal voice.
- Repurposing the story through the creation of visuals in an attempt to recreate the narrative for a contemporary audience.
- Students experience learning through contact with the materials, processes and techniques of stained glass.

BIG IDEAS

Growth as a visual artist requires patience, time, reflection and exposure to a multitude of mediums.

Exposure to a wide variety of materials and processes offers unique ways of exploring one’s identity and sense of belonging

The learning and refinement of skills is imperative to the development of an artist.

To create and display a body of work requires personal decision-making and ownership.

The introduction to a wide variety of techniques provides opportunities and increases future options.

Learning Standards

| Curricular Competencies | Content |
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| <p><i>Students are expected to do the following:</i></p> <p>Exploring and Creating:</p> <ul style="list-style-type: none"> • Create artistic work collaboratively and individually using imagination, observation and inquiry • Experiment with artistic possibilities with a wide range of materials, processes and technologies • Express meaning, intent, emotions and feeling through the creating of visuals • Combine materials, processes and technologies in a variety of ways • Investigate and identify ways that creating visual art allows artists to reflect on, or respond to, social and environmental issues. • Demonstrate active and disciplined engagement in creating works of art and resolving creative challenges • Demonstrate development of skill and mastery of specific techniques relevant to each artistic discipline <p>Reasoning and Reflecting:</p> <ul style="list-style-type: none"> • Evaluate and critique design choices in 2-D and 3-D works • Apply critical, creative, and reflective thinking skills in the exploration, design, creation and refinement of visual art pieces • Recognize knowledge and skills from other areas of learning in the planning, creating, interpreting and analyzing of artistic creations • Develop personal answers to aesthetic questions <p>Communicating and Documenting:</p> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • visual art elements, principles of design, and image development strategies, including but not limited to: <ul style="list-style-type: none"> ○ elements: line, shape, texture, colour, tone, values, form, space ○ principles of design: balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity ○ image development strategies: abstraction, minification, magnification, simplification, juxtaposition, fragmentation, elaboration, distortion, metamorphosis, thumbnail sketching ○ concepts related to the creation of stained glass using the Tiffany Method • the historical content and its relevance and impact on the discipline of stained glass • the significance of the practice on a global scale • the usage of stained glass in a contemporary art practice • the safe, responsible, and careful use of tools • the process of aesthetic decision making • the meaning of cultural appropriation and plagiarism and its affect on society • the personal and social responsibility that comes with being an artist and producing visually based works • the physical and/or chemical properties of the materials and the process of working with them safely |

- Share, research, document and appreciate a variety of artistic methods in a variety of ways and contexts
- Create works of art with an audience in mind
- Communicate ideas and express emotions through the creation of visual art works
- Demonstrate respect for self, others and place through the use of materials
- Reflect on their own choices in regards to finding and displaying their personal voice

Connecting and Expanding:

- Create personally meaningful artistic works that demonstrate an understanding of, and appreciation for, personal, social, cultural, environmental, and historical contexts
- Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through the creation of 2D and 3D artwork
- Adapt learned artistic skills or processes for use in new contexts
- Demonstrate safe use, care and maintenance of tools, equipment, materials and work space

Recommended Instructional Components:

- Direct instruction
- Demonstrations
- Modeling
- Experiential learning
- Sketch-book work
- Research and presentation

Recommended Assessment Components:

- Assessment of the sketchbook
- Feedback and assessment of research; idea-development; and final product
- Self-assessment of process and final product
- Peer-assessment
- Rubric-based assessment of individual projects: criteria and rubrics to determine the standards met and the level of performance attained.
- Teacher assessment of the collection of student work looking for a demonstration of strengths, areas of growth, and areas for further development

Learning Resources:

N/A

Additional Information:

N/A