

VISUAL ART

Simulated Stained Glass Overlay

Objectives: Students will

- Observe stained glass from various historical periods and analyze the use of principles of design, including balance, rhythm, contrast, and unity;
- Use grid paper to create an original design; and
- Execute the design using construction paper, stained glass paper, and glue.

Materials for a class of thirty

- Piece of grid paper per student
- Piece of black construction paper per student (non-fade)
- Piece of medium weight tracing paper per student
- Piece of white drawing paper per student
- Class pack of stained glass pattern paper (available from suppliers like Saxarts.com and others)
- Paste glue
- Scissors
- Pencil

Some students will invariably need to start over, so have extra sheets of each type of paper on hand. Select a paste glue that will dry clear.

Introduction: Watch the vimeo <http://vimeo.com/69560729> and discuss Gilliam's creative process. Students will be given the choice of selecting the colors and textures of stained glass paper they plan to use and letting that suggest a design, or creating their design first and then selecting the colors and textures of stained glass paper.

Before they begin on their own designs, project several examples of Gilliam's artwork and discuss how she has used the principles of design of balance, rhythm, contrast, and /or unity.

Optional Social Studies Connection: After viewing Gilliam's contemporary work, explain that stained glass has a long history, often associated with religious buildings such as churches or cathedrals. Beginning in the mid 19th century, stained glass began to be applied to secular art. Project examples of stained glass art from different periods of history and/or different cultures. You may show a

selection from diverse time periods or focus on one time period or culture that the class is studying in social studies. Compare this work to Gilliam's work.

Directions for simulated stained glass: Discuss the tree design that Gilliam demonstrated. Ask students to recall what Gilliam said trees are used to symbolize. Ask them to brainstorm what else trees might symbolize. Gilliam also uses a sun design. Ask students to brainstorm what the sun might symbolize.

Point out that Gilliam's designs are fairly simple outlines of objects. Ask them to explain why it would be a good idea to use this type of design for overlay work (that must be cut out with scissors). Ask student to brainstorm ideas for objects that could be represented by a simple outline and that represents something of importance to them. They can use a tree or sun or some other object that they can draw in outline. Ask them to sketch a design on white drawing paper that will fit within a 4" x 4" square.

Have them place the tracing paper over their white drawing paper and trace their design. Then have them place the tracing paper over their black construction paper and use a pencil to impress the design onto the black construction paper. Have them cut out the design. For this, you will want to be sure that they have good scissors, such as Fiskar's. Have them practice cutting scrap paper to see how to manipulate the scissors before cutting out their design. Students often need to be reminded to open the scissors fully to get a clean cut.

Next they should cut a 4" x 4" square from 4" x 4" piece of the stained glass pattern paper and glue their design in place. Have students practice using the paste glue with scrap paper to learn to glue properly before gluing their design in place.

Next, they should cut a frame for their design from black construction paper. They can use a simple outline frame or they may want to create serrated edges or other effects on the inside of the frame. The frame should be cut to fit the design on their white drawing paper, and glued in place on a 4" x 4" piece of stained glass pattern paper. Again, it is best to let the students practice using the paste glue on scraps of paper to get the feel of applying a thin, smooth layer that will dry clearly without lumps or bubbles. As the paper is glued, they can smooth it down by gently rolling a round pencil over the paper.

The completed art could be displayed individually in a window or you could create a class project to fill a larger window.

Extensions:

- Have students write a journal entry about their experience, comparing it to what they know about Gilliam's process.
- Have students write a journal entry about what their design symbolizes to them.
- Have students write a self-critique of their work, focusing on how they have used the principles of balance, rhythm, contrast and/or unity.