

<b>DEPARTMENT: ART</b>	<b>COURSE TITLE: STAINED GLASS</b> <b>COURSE NUMBER: 613</b>
<b>GRADE(S): 9-12</b>	<b>PRE-REQUISITES (IF ANY): NONE</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
Cutting Glass	2 periods	<ul style="list-style-type: none"> <li>Names and uses of the tools and materials used to cut glass</li> <li>Safety issues related to working with glass</li> <li>Techniques for cutting glass</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Care for and use the tools and equipment properly.</li> <li>Utilize strategies for scoring and breaking glass.</li> <li>Grind edges of glass correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Are the practice pieces cut and ground successfully?</li> </ul>	<ul style="list-style-type: none"> <li>Creating and Performing Strand LS 2</li> </ul>
Types of Glass and Their Uses	1 period	<ul style="list-style-type: none"> <li>How glass is made: mouth blown or machine made</li> <li>The two major categories of glass—cathedral and opalescent—and their uses</li> <li>Other types of glass</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Demonstrate the ability to identify the following types of glass: mottled, antique, wispy, seedy, glue chip, water, confetti, iradized, baroque and textured.</li> </ul>	<ul style="list-style-type: none"> <li>Is the student able to refer to glass by appropriate names?</li> <li>Did the student select appropriate glass for the project?</li> </ul>	<ul style="list-style-type: none"> <li>Creating and Performing Strand LS 2</li> </ul>
Suncatcher I	3-4 weeks	<ul style="list-style-type: none"> <li>The process of making copper-foil stained glass (students make a small suncatcher)</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Know how to copy, label and cut a pattern.</li> <li>Make appropriate choices of glass based on use and aesthetics.</li> <li>Cut and grind glass to fit a pattern.</li> <li>Foil and solder pieces together.</li> <li>Apply a patina to the soldered surface.</li> <li>Utilize methods of hanging stained glass pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Did the student participate in the group critique based on aesthetics and technical skill</li> <li>Written individual evaluation by students based on above criteria</li> </ul>	<ul style="list-style-type: none"> <li>Creating and Performing Strand LS 2</li> <li>Thinking and Responding LS 3</li> </ul>
Designing Patterns	3 periods	<ul style="list-style-type: none"> <li>Creating a suncatcher design with 25-45 pieces</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Design ideas that come from their life.</li> <li>Draw thumbnail sketches of ideas.</li> <li>Utilize elements of composition in their design.</li> <li>Develop contour drawings that accommodate the</li> </ul>	<ul style="list-style-type: none"> <li>Students and teacher evaluate the compositions and adopt the most effective to a stained glass pattern</li> <li>The patterns should be pleasing to the eye and pieces should be cutable</li> </ul>	<ul style="list-style-type: none"> <li>Creating and Performing LS 1,2</li> <li>Thinking and Responding LS 3,4</li> </ul>

			limitations of the medium.		
Suncatcher II	4 weeks	<ul style="list-style-type: none"> <li>• Making the student-designed suncatcher</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Build on technical skills learned in Suncatcher I unit: cutting glass, grinding, foiling, and soldering.</li> <li>• Attach channeling to the outer edges of their piece so it can hang with a chain.</li> </ul>	<ul style="list-style-type: none"> <li>• Class critique based on aesthetics, creativity and technical skill</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and Performing LS 1,2</li> <li>• Thinking and Responding LS 3,4</li> <li>• Connecting and Contributing LS 8</li> </ul>
Mirror Design	3-4 weeks	<ul style="list-style-type: none"> <li>• Planning and creating an original mirror design</li> <li>• Considerations unique to working with mirrored glass</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Create a pattern designed flat or with an overlay.</li> <li>• Choose glass appropriate for a wall hanging.</li> <li>• Take necessary precautions while cutting, grinding and foiling mirror.</li> <li>• Prep back of mirror with sealant.</li> <li>• Neutralize the chemicals.</li> <li>• Properly finish, protect and hang a mirror.</li> </ul>	<ul style="list-style-type: none"> <li>• Class critique based on aesthetics, creativity and technical skill</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and Performing LS 1,2</li> <li>• Thinking and Responding LS 3,4</li> <li>• Connecting and Contributing LS 8</li> </ul>