The term stained glass can refer to coloured glass as a material or to works produced from it.

As a material stained glass is glass that has been coloured by adding metallic salts during its manufacture. The coloured glass is crafted into stained glass windows in which small pieces of glass are arranged to form patterns or pictures, held together (traditionally) by strips of lead and supported by a rigid frame. The term stained glass is also applied to windows in which the colours have been painted onto the glass and then fused to the glass in a kiln.


STEP TWO: DRAW 3 conceptual sketches with colour pencil crayons of possible visual images that represent your Self Portrait and at least one object which represents some aspect of your personality. PLAN out your images using a balance of positive and negative space. The black paper represents the lead and the color tissue paper represents the pieces of colored stained glass.

STEP THREE: Once your design is approved by the teacher, DRAW your individual shapes on the black 18 x 24 black construction paper. CONSIDER: Individual parts you will cut out and which parts you will fill with tissue paper.

STEP FOUR: CUT OUT using an exacto blade the various individual sections. CONSIDER: Paper thickness be careful to leave a thick enough black border otherwise your design will fall apart.

STEP FIVE: Once you have cut out all your shapes and forms, begin cutting coloured tissue paper to suit each shape and form space.

STEP SIX: GLUE your individual colour tissue to the various shapes and forms.

STEP SEVEN: REFLECT on your finished work by answering the attached Artistic Statement Template and the following questions:

1. What part of your finished project did you find most successful and why?
2. What part of your finished project did you find least successful and why?
3. If you had to do this project, what part would you change?
Select one work on the network and answer the following questions

Name of Chosen Artwork: ______________________

**DESCRIPTION**
1. Describe what kind of work it is: (1)

**ANALYSIS**
1. Choose 6 elements and principles of design and analyze how they are used in the work: (line, shape, colour, form, movement, rhythm, contrast, texture, balance, variety, proportion, unity, emphasis, space) (6)
   1. -
   2. -
   3. -
   4. -
   5. -
   6. -

**INTERPRETATION**
1. Based on what you have learned about this artwork, what do you think the artist was trying to say? (1)

2. What feeling does the artwork evoke in you? (1)

**JUDGEMENT**
1. Do you like this artwork? Why or why not? (Base your answers on what you have learned) Explain. (2)
A) **Influence(s)** and research from past and present works: (Examples on school network: S://Mr. Arnett/AVI10/AVI20/Stain Glass Portrait and Personal Interest Project/intro.htm)

B) **Drawing/Sculpture/Assemblage techniques** used in my work and how they support my intended visual message:

C) **REFLECTION**: What do you consider to be the strength of your finished work?

What do you consider to be the weakness of your finished work?

What do you consider to be the next step of your finished work, if you were to do this project again?
### Stain Glass Self Portrait and Personal Interest Rubric

<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of the elements &amp; principles of design in the Stain glass imagery (e.g. line, shape, colour, unity)</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design in the Stain glass imagery. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the Stain glass imagery. 0.50</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the Stain glass imagery. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the Stain glass imagery. 1</td>
</tr>
<tr>
<td>Thinking/Inquiry Stain Glass Self Portrait &amp; Personal Interest</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student depicts imagery in the Stain glass material with limited effectiveness. 0.25</td>
<td>Student depicts imagery in the Stain glass material with some effectiveness. 0.50</td>
<td>Student depicts imagery in the Stain glass material with considerable effectiveness. 0.75</td>
<td>Student depicts imagery in the Stain glass material with issue high degree of effectiveness. 1</td>
</tr>
<tr>
<td>Communication Clarity: Discusses research &amp; influences in the artistic statement</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student discusses influences in the artistic statement with limited clarity. 0.25</td>
<td>Student discusses influences in the artistic statement with some clarity. 0.50</td>
<td>Student discusses influences in the artistic statement with considerable clarity. 0.75</td>
<td>Student discusses influences in the artistic statement with a high degree of clarity. 1</td>
</tr>
<tr>
<td>Reflective Questions: Strength, Weakness &amp; Next Step</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student explains use of drawing/sculpture/assembly techniques in the artistic statement with limited clarity. 0.25</td>
<td>Student explains use of drawing/sculpture/assembly techniques in the artistic statement with some clarity. 0.50</td>
<td>Student explains use of drawing/sculpture/assembly techniques in the artistic statement with considerable clarity. 0.75</td>
<td>Student explains use of drawing/sculpture/assembly techniques in the artistic statement with a high degree of clarity. 1</td>
</tr>
<tr>
<td>Application Creative Process: Ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts. Preliminary/Conceptual Sketches (3)</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial &amp; shows some alternative ideas. (1-2) 1</td>
<td>Preliminary sketches are mostly complete. Concepts are complete. Planning is complete. 1-1.75</td>
<td>Preliminary sketches are thoroughly &amp; complete. Concepts are fully developed. Planning is exceptional &amp; shows considerable flexibility in thinking. (3+) 2</td>
<td>Preliminary sketches are thoroughly &amp; complete. Concepts are fully developed. Planning is exceptional &amp; shows considerable flexibility in thinking. (3+) 2</td>
</tr>
<tr>
<td>Creative Process: Demonstration of Skill Development &amp; following procedures including Clean Up</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5</td>
<td>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8</td>
<td>Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 10</td>
<td>Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 10</td>
</tr>
<tr>
<td>Uses elements &amp; principles of design and drawing/ sculpture/assembly techniques to produce an effective artwork (e.g. shape, form, colour, unity)</td>
<td>Student demonstrates limited use of the elements &amp; principles of design &amp; drawing/ sculpture/assembly techniques to produce an art work of limited effectiveness. 2-3</td>
<td>Student demonstrates considerable balance and is acceptable size. (18x24”) 2-3</td>
<td>Student demonstrates considerable balance and is acceptable size. (18x24”) 2-3</td>
<td>Work demonstrates superior balance and is acceptable size. (18x24”) 5</td>
<td>Work demonstrates superior balance and is acceptable size. (18x24”) 5</td>
</tr>
<tr>
<td>Size (18X24’’) &amp; Balanced Design</td>
<td>Work demonstrates limited/incorrect balance and is incorrect size. (over 18x24”) 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Name:**

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**Notes:**

- *Knowledge/Understanding:* Work demonstrates understanding of the elements & principles of design in the Stain glass imagery (e.g. line, shape, colour, unity).
- *Thinking/Inquiry:* Student demonstrates ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts.
- *Communication Clarity:* Student communicates research & influences in the artistic statement.
- *Reflective Questions:* Student reflects on strengths, weaknesses, and next steps.
- *Application Creative Process:* Student demonstrates ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts.
- *Uses elements & principles of design and drawing/sculpture/assembly techniques:* Student demonstrates ability to use elements & principles of design and drawing/sculpture/assembly techniques to produce an effective artwork.
- *Size (18X24’’):* Work demonstrates correct size (18x24”).

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**Score:**

- **Knowledge/Understanding:** 0
- **Thinking/Inquiry:** 0
- **Communication Clarity:** 0
- **Reflective Questions:** 0
- **Application Creative Process:** 0
- **Uses elements & principles of design and drawing/sculpture/assembly techniques:** 0
- **Size (18X24’’):** 0

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**Total Score:** 0
A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;
   A1.1 use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works (e.g., use research, synectic charts, and/or a class brainstorming session to generate a variety of creative ideas; reflect on the suitability of the ideas and choose one to serve as the basis for their plan; use notes and/or thumbnail sketches to develop their plans; revise their plans on the basis of peer- and self-assessment)
   A1.2 use exploration/experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, and printmaking (e.g., explore a variety of materials and/or techniques; reflect on the input of their peers; refine their art work on the basis of useful feedback)
   A1.3 document their use of the creative process in a portfolio (e.g., include thumbnail sketches of ideas and/or plans, notes on or examples of the results of experiments with different media or techniques, and copies of their preliminary and final work to show evidence of revision and artistic growth), and refer to this portfolio to reflect on how effectively they have used the creative process

A2. The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
   A2.1 explore elements and principles of design, and apply them to create art works that express personal feelings and/or communicate emotions to an audience (e.g., explore the use of colour, texture, and/or space to express specific emotions)
   A2.2 apply elements and principles of design to create art works that communicate ideas and information

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.
   A3.1 explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works
   A3.3 demonstrate an understanding of some of the ways in which art works can be presented to reach a variety of audiences

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
   B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal and informal critiques, small-group and class discussions) to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works

B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect personal values;
   B2.3 identify ways in which creating and/or analysing art works has affected their personal identity and values

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
   C1.1 use appropriate terminology when identifying and describing the use of elements and principles of design in their own art works and the works of others
   C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., brayers, conté, frottage, markers, painting techniques, pencil techniques, relief, stencil)
   C1.3 identify the stages of the creative process and the critical analysis process using appropriate terminology

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
   C2.1 demonstrate an understanding of some techniques that artists use to achieve specific effects

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.
   C3.2 demonstrate safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts (e.g., identify hazardous materials and adopt appropriate precautions and/or protective measures when using them; demonstrate respect for property, including classroom facilities, tools, equipment, and technological devices)