**Faux Stain Glass Wood Sculpture Project**

Faux: made in imitation; artificial.

Stained glass: refers 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 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 ONE: RESEARCH** on the school network: K://Mr. Arnett/AVI3M/AVI4M/Mixed Media/Faux Stain Glass Wood Sculpture Project/intro.htm and complete the attached sheet: K/U Researching and Understanding Stain Glass Windows.

**STEP TWO: DRAW** 3 conceptual sketches with colour pencil crayons of possible visual images that represent your Stain Glass concept. (Ex. Portrait, Landscape, Still Life) **PLAN** out your images using a balance of positive and negative space. The black lines will represent the wood frame and the color painted watercolour overhead transparencies will represents the pieces of colored stained glass.

**STEP THREE: GET APPROVAL** by the teacher on your design, and **DRAW** your individual shapes on the paper as outlines. **CONSIDER:** Individual parts you will be cut out and which parts will be filled with color painted watercolour transparencies overheads. (faux glass)

**STEP FOUR: SCAN** your outline into the computer and consider thickening the line weight. If necessary in Adobe Photoshop choose Select All and then Edit Stroke and change the line weight, leave a thick enough black border around your subject otherwise your design will fall apart when printed on the laser engraver. When you are finished adding support pieces save your image as a JPG.

**STEP FIVE:** Open Adobe Illustrator and **choose Place** your saved JPG image into Adobe Illustrator document. Next select Object->Image Trace->and select Expand button at the top to convert your image to vector format.

**STEP SIX:** Select Control A to select all lines and change the line weight in the top of the document to 0.003 which is necessary for the laser engraver to cut all lines. Save your file to the K: drive.

**STEP SEVEN:** **PRINT** your Adobe Illustrator vector file on the laser engraver **TWICE**. (Sometimes the laser does not cut all the way through the wood) Also ensure that the wood is thin enough for the laser engraver to cut through and that the same measurements in the document are in the print dialog box BEFORE printing. **Vector settings recommended:** Speed: 8% Power: 100%.

**STEP EIGHT:** **TRACE** your printed wood frame onto overhead transparencies so you will know what sections to cut out and paint.

**STEP NINE:** **PAINT** on the overhead transparencies with watercolour paint the individual pieces of your image that will represents the pieces of colored stained glass. Add water to dilute the paint and ensure the overhead transparencies are semi-transparent, do NOT paint the pieces opaquely.

**STEP TEN:** **GLUE** your individual color painted watercolour overhead transparencies to the various shapes and forms of your wood frame.

**STEP ELEVEN: 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?
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: K://Mr. Arnett/AVI3M/AVI4M/Mixed Media/Faux Stain Glass Wood Sculpture Project/intro.htm)

B) Drawing/Painting/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?
<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>
</tbody>
</table>

| Thinking/Inquiry Faux Stain Glass Wood Sculpture Project | Work does not meet assignments expectations for this category. Incomplete. 0 | Student depicts imagery in the faux Stain glass wood sculpture with limited effectiveness. 0.25 | Student depicts imagery in the faux Stain glass wood sculpture with some effectiveness. 0.50 | Student depicts imagery in the faux Stain glass wood sculpture with considerable effectiveness. 0.75 | Student depicts imagery in the faux Stain glass wood sculpture with issue high degree of effectiveness. 1 |

| Communication Clarity: Discusses research & influences in the artistic statement | Work does not meet assignments expectations for this category. Incomplete. 0 | Student discusses influences in the artistic statement with limited clarity. 0.25 | Student discusses influences in the artistic statement with some clarity. 0.50 | Student discusses influences in the artistic statement with considerable clarity. 0.75 | Student discusses influences in the artistic statement with a high degree of clarity. 1 |

| Reflective Questions: Strength, Weakness & Next Step | Work does not meet assignments expectations for this category. Incomplete. 0 | Student explains use of drawing/painting/sculpture/assemblage techniques in the artistic statement. 0 | Student explains use of drawing/painting/sculpture/assemblage techniques in the artistic statement with limited clarity. 0.25 | Student explains use of drawing/painting/sculpture/assemblage techniques in the artistic statement with some clarity. 0.50 | Student explains use of drawing/painting/sculpture/assemblage techniques in the artistic statement with considerable clarity. 0.75 |

| 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) | Work does not meet assignments expectations for this category. Incomplete. 0 | Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5 | Preliminary sketches are somewhat clear and complete. Concepts are complete. Planning is somewhat substantial & shows some alternative ideas. (1-2) 0.75 | Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows some divergent thinking. (2-3) 1 | Preliminary sketches are thorough & complete. Concepts are fully developed. Planning is exceptional & shows considerable flexibility in thinking. (3+) 2 |

| Creative Process: Demonstration of Skill Development & following procedures including Clean Up Uses elements & principles of design and drawing/painting/sculpture/assemblage techniques to produce an effective artwork (e.g., shape, form, colour, unity) | Work does not meet assignments expectations for this category. Incomplete. 0 | Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5 | Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 6-10 | Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-10 | Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10 |

| Uses elements & principles of design and drawing/painting/sculpture/assemblage techniques to produce an effective artwork (e.g., shape, form, colour, unity) | Work does not meet assignments expectations for this category. Incomplete. 0 | Student demonstrates limited use of the elements & principles of design & drawing/painting/sculpture/assemblage techniques to produce an art work of limited effectiveness. 1 | Student demonstrates use of the elements & principles of design & drawing/painting/sculpture/assemblage techniques to produce an art work of considerable effectiveness. 3-4 | Student demonstrates considerable use of the elements & principles of design & drawing/painting/sculpture/assemblage techniques to produce an art work of considerable effectiveness. 3-4 | Student demonstrates a high degree of using the elements & principles of design & drawing/painting/sculpture/assemblage techniques to produce a highly effective art work. 5 |

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).