MORAVIAN
UNIVERSITY

Teacher Name: Emily Brier
Lesson Topic/Theme: Watercolor Stained Glass
Grade Level(s): 7

National Core Art Standard(s)

- **Standard - 9.1.8.C:** Identify and use comprehensive vocabulary within each of the arts forms.
  - Students will learn the names of, practice, and use different watercolor techniques in their projects.
- **Standard - 9.1.8.G:** Explain the function and benefits of rehearsal and practice sessions.
  - The class will discuss why they are practicing the techniques before starting their projects (to understand the vocabulary, become proficient in using the new materials, understanding new ways of using a known material, experimenting with new discoveries using the materials, and becoming inspired by the material's use).
- **Standard - 9.1.8.H:** Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.
  - The class will discuss how to assemble their materials and how to clean up their areas/materials after using the watercolors.
- **Standard - 9.3.8.E:** Interpret and use various types of critical analysis in the arts and humanities.
  - Students are able to critique each others' work, ask questions about the art, and explain formal qualities of the art within the contexts of each student.

Objectives
Students will be able to:

- Students will apply all 10 watercolor techniques on 11"x15" watercolor paper by dedicating outlined areas/shapes to each one.
- Students will split their illustrations into geometric shapes (mimicking stained glass windows) by sketching and outlining them in Sharpie.
- Students will discuss their art-making decisions while analyzing their peers' formal art qualities in a concluding gallery walk.

Materials Needed for this lesson

- Projector
- Watercolor Stained Glass Slides (7)
- Chromebooks/Laptops
- Watercolor Practice Sheets
- Watercolor Technique Checklists
- Pencils
- Sharpies
- Watercolors
- Paint Brushes
- Water & Cups
- Paper Towels
- Salt

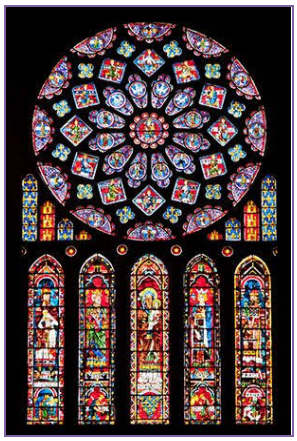
- Rulers

Lesson Procedures & Steps

Introduction/Motivation:

★ The first 5 minutes of every class will be dedicated to a game ("bell ringer") relating to the students/teacher as people (getting to know each other) or to the topic being discussed.

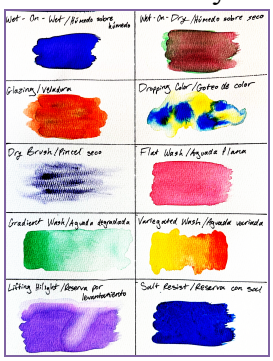
★ The class will discuss the history and purposes of stained glass briefly.



★

★ Questions to promote engagement:

- Where do you typically see stained glass windows?
- What do you notice about the glass shapes?



★

★ Students will be introduced to and practice each watercolor technique one at a time.

★ Questions to promote engagement:

- Where else have you heard of "glazing?"
- What difference do you notice between a gradient wash and a variegated wash?
- What do you think salt will do to the watercolor's pigment?

Project Explanation:

★ Students will be shown examples of how their stained glass watercolor projects will look.

★ Students will be able to create watercolor paintings by sketching and tracing, in Sharpie, an illustration using simplified/geometric shapes.

★ Students will use all 10 watercolor techniques, one per pane (at least).

Process:

★ Students will first research ideas of what objects, animals, abstractions, etc. they want to turn into geometric stained glass shapes.

★ Then, they will sketch their geometric ideas onto their watercolor paper.

★ After this, they will go over their sketches in Sharpie.

★ Then, they will tape the edges of their paper to their table.

★ Finally, they will do their 10 watercolor techniques within the geometric shapes/panes (1 per pane).

★ While students work on their watercoloring, students will be provided with a checklist to reference as a guide for completing all of their watercolor techniques.

Closure:

★ Once all projects are complete, students will begin a gallery walk to offer/recieve feedback on what they like/think could be improved in each others' art.
★ The class will discuss what constructive criticism looks like first.
★ Then, the students will be split in half to walk around the room. Once finished, the other half will walk around.
★ Students can verbalize or write down their comments for peers to hear/see/review.
★ After students take into consideration their peers' feedback, they can make adjustments accordingly.
★ After this, students will bring their project to the teacher to collaboratively grade the project.

Assessment - Formative & Summative

- The formative guided/step-by-step watercolor practice, research, sketching, questions, and gallery walk will provide students with opportunities for clarification before submitting their final projects.
- A rubric will be provided, and students will also take-part in the grading process.

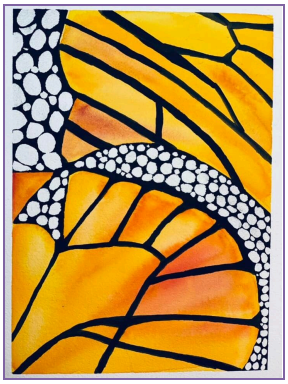
Universal Design Strategies

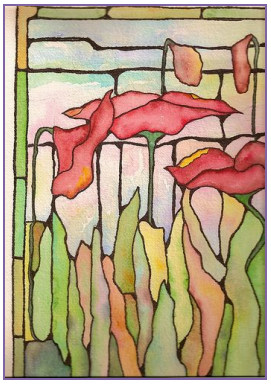
- Multiple Means of Representation: Information is presented visually via pictures, auditorily via class discussions, and kinesthetically via a class watercolor technique practice activity.
- Multiple Means of Action/Expression: Students are able to depict any subject as long as it is split into smaller geometric shapes, as well as participate in the critique by having spoken or written comments. **The modified lesson expects at least 3 techniques to be used (instead of the full 10).**
- Multiple Means of Engagement: Students can choose why they depicted their chosen subject matter, used specific colors, or used specific techniques for different areas. **Students who finish early can work on using watercolor and typography techniques together to illustrate a quote of their choice.**

Specific Pedagogical Strategies

- Choice-Based Art Education:
  - Students are able to make choices regarding the subject matter, colors, technique placement, and how to present their knowledge in a gallery walk (verbal and written options).
- Teaching for Artistic Behavior (TAB):
  - The classroom community supports building relationships through the encouragement of participating in daily games that can inspire, support, or develop friendships, project ideas, or more information about art/the classroom environment. The gallery walk further supports such relationships, as well as helping students to develop their artistic and communication skills.

Examples of the project/project steps



Rubric:

Watercolor Stained Glass

Name_____.

The student applies 10 watercolor techniques on 11"x15" paper.
(__/30)

1 2 3 4 5

The student's shapes/glass panes are clearly outlined in Sharpie.
(__/30)

1 2 3 4 5

The student worked every class and displayed an understanding of craftsmanship in their painting.
(__/30)

1 2 3 4 5

The student discussed their art-making decisions while analyzing their peers' formal art qualities in a concluding gallery walk.
(__/10)

1 2 3 4 5

___/100

Following your observed lesson, return to this document and reflect on the questions below:

- *What worked really well for this lesson? What did not work well? Is there anything that I could do differently next time?*
- *Did the students learn the specific objectives? How do I know this?*
  - *Which students needed a more rigorous objective?*
  - *Which students still need guidance and repetition with these objectives?*
- *What will my goals be for the next steps in this lesson (if applicable)?*