

Grade 7 Arts and Culture Worksheet

Assessment Task: Art; Craft; Stained Glass

Stained glass

Part One: What is stained glass?

What is stained glass? Find out some information and write a paragraph explaining what stained glass is. Find a few pictures to illustrate your paragraph.

Your teacher will award marks for the information, the pictures and the way in which your paragraph is written (good use of grammar and spelling, style, etc.).

[20 marks]

Part Two: Where stained glass is used

In your research, you probably discovered that stained glass originally was used almost exclusively in churches and cathedrals. The content of the pictures in the stained glass usually depicted the life of characters from the Bible, or the saints.

However, today, many modern themes are seen in stained glass.

These are two examples of modern stained glass windows.



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Using these examples, as well as examples that you attached to Part One, write down at least five “rules” that you observe that seem to be common to all stained glass windows.

[10 marks]

Part Three: Make your own stained glass window

You are going to make your own stained glass window. You can make use of one of two different techniques:

Technique 1: Tissue paper

Cut shapes out of thick black cardboard.

Use coloured tissue paper to fill in the shapes.

(This technique limits you in terms of choice of colour to the colours of tissue paper you can find.)

Technique 2: Melted wax crayons

Cut shapes out of thick black cardboard.

Shave wax crayon using the colours of your choice – you can mix colours – onto a sheet of wax paper. Cover with another sheet of wax paper.

Iron the sheets together with a warm iron. Be careful when using the iron!

Cut the wax paper-melted crayon into shapes needed to fit into the shapes in the black paper template.

The focus of your stained glass window must be chosen from the list of topics below:

- National symbols
- Human rights
- Nation building
- Traditional musical instruments

You must write up a full design brief, together with sketches, to show how you went about planning this project.

You must then construct the stained glass window.

You must then find a way of mounting your stained glass window for excellent impact and viewing.

[56 marks]

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Rubric to assess design, construction and mounting of a stained glass window artwork

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Design brief	Explanation is written in a dynamic and exciting style, excellent grammar and spelling.	Explanation is well written, good use of grammar and spelling.	Explanation is fairly well written, attention needs to be paid to grammar and spelling.	Explanation is poorly written, poor grammar and spelling.
Design: reasons for choosing this pattern/topic	Creative reasoning given in a clear explanation.	Sound reasoning given in a clear explanation.	Fair reasoning given in a limited explanation.	Poor reasoning given in a very brief explanation.
Sketches	Creative sketches, neatly rendered, giving a clear explanation.	Sound sketches, giving a clear explanation.	Fair sketches, giving a satisfactory explanation.	Poor sketches, explanation needs further development.
Construction	Construction is done in a most responsible manner, work area and equipment cleaned up.	Construction is done in a fairly responsible manner, work area and equipment cleaned up.	Construction is done in a satisfactory manner, work area and equipment not completely cleaned up.	Construction is done in an irresponsible manner, work area and equipment not cleaned up.
Finished artwork	Creative, pleasing to the eye, in keeping with focus topic. x 2	Mostly creative, attractive, generally in keeping with focus topic. x 2	Fairly pleasing to the eye, can be seen to have things in common with focus topic. x 2	Not very creative nor pleasing to the eye, not in keeping with focus topic. x 2
Mounting	Artwork is superbly mounted for display.	Artwork is well mounted for display.	Artwork is mounted for display in a satisfactory manner.	Artwork is poorly mounted for display.

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Part Four: Interpret the art work in movement

Your teacher will place you into groups.

As a group, look at all the stained glass windows that are on display. Choose one stained glass window that most appeals to your group. Use the window as a stimulus for a dramatic movement as a group.

You can choose to interpret the human rights issue, the national symbol, the traditional musical instrument or the nation building issue in mime, dance or drama.

Write a group justification for why you chose the stained glass window you did.

Then explain how you went about preparing to interpret the message of the stained glass window in dramatic movement.

Finally, perform your items for the class.

[20 marks]

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Rubric to assess performance and written report

Criteria	Level 4	Level 3	Level 2	Level 1
Addressing of the focal point (nation building, national symbols, musical instruments or human rights)	The dramatic movement clearly addresses the focal point. [4 marks]	The dramatic movement satisfactorily addresses the focal point. [3 marks]	The dramatic movement attempts to address the focal point. [2 marks]	The dramatic movement does not address the focal point. [1 mark]
Use of dance, drama and choreography design elements	Excellent incorporation of dance and drama elements. 4 marks	Good incorporation of dance and drama elements. 3 marks	Fair incorporation of dance and drama elements. 2 marks	Inability to incorporate dance and drama elements. 1 mark
Use of the stained glass window as stimulus	Excellent. [4 marks]	Good. [4 marks]	Fair. [4 marks]	Poor. [4 marks]
Group-work	Group able to work well together, without disruptive behaviour, remained focussed on the task. [4 marks]	Group mostly able to work well together, without much disruptive behaviour, remained fairly focussed on the task. [3 marks]	Group needed to be brought to attention before being able to work well together, some disruptive behaviour, battled to remain focussed on the task. [2 marks]	Group unable to work well together, constant disruptive behaviour, unable to remain focussed on the task. [1 mark]
Presentation of performance	Confident and enthusiastic presentation of the performance. [4 marks]	Fairly confident and enthusiastic presentation of the performance. [3 marks]	Satisfactory confidence and enthusiasm displayed in presentation of the performance. [2 marks]	Performance not presented with enthusiasm or confidence. [1 mark]

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Suggested Solutions

Question number	Possible marks	Solution
1	20	<p>Learner paragraph will differ, but this can be used as a guideline for marking content.</p> <p>Award up to 3 marks for style, grammar and spelling.</p> <p>Award up to 5 marks for illustrations.</p> <p>The term stained glass can refer to the material of coloured glass or the craft of working with it. Throughout its thousand-year history, the term “stained glass” has been applied almost exclusively to the windows of churches, cathedrals, chapels, and other significant buildings. Although traditionally made in flat panels and used as windows, the creations of modern stained glass artists also include three-dimensional structures and sculpture.</p> <p>Modern vernacular usage has often extended the term “stained glass” to include domestic leadlight and objects d’art created from lead came and copper foil glasswork such as exemplified in the famous lamps of Louis Comfort Tiffany.</p> <p>As a material <i>stained glass</i> is glass that has been coloured by adding metallic salts during its manufacture. The coloured glass is crafted into <i>stained glass windows</i> 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. Painted details and yellow stain are often used to enhance the design. The term <i>stained glass</i> is also applied to windows in which the colours have been painted onto the glass and then fused to the glass in a kiln.</p> <p>The design of a window may be non-figurative or figurative; may incorporate narratives drawn from the Bible, history, or literature; may represent saints or patrons, or use symbolic motifs, in particular armorial. Windows within a building may be thematic, for example: Within a church – episodes from the life of Christ; within a parliament building – shields of the constituencies; within a college hall – figures representing the arts and sciences; or within a home – flora, fauna, or landscape.</p>
2	10	<p>Outline of shapes, line is important;</p> <p>Outline in black;</p> <p>Colour used to fill the outline;</p> <p>Contrasts and combinations in choice of colour;</p> <p>Use of pattern and shape to enhance meaning;</p> <p>Balance and proportion, etc.</p> <p>Learners may derive a number of rules from the examples they have; 1 mark for the “rule”, 1 mark for the explanation of the rule.</p>
3	56	See rubric in Appendix of Assessment Tools.
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Appendix of Assessment Tools

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