

## LESSON THREE

### Objectives

1. Students create unity through repetition (color, shape, transparency, translucency, opacity or texture).
2. Students explain how their choice of material affects the overall feeling or mood of their artwork.

### Arizona Visual Arts Standards

CREATE: Materials, Tools and Techniques: PO 101, 201 & 301: Identify and experiment with materials, tools and techniques (appropriately and expressively) in her or her own artwork.

CREATE: Elements and Principles: PO 101, 201, and 301: Identify (select) and use elements and principles (to organize the composition) in his or her own artwork.

CREATE: Quality: 102: Use criteria to assess an aspect of his or her own artwork.

CREATE: Quality: 202 & 302: Identify and apply technical, functional, formal and/or expressive criteria in the evaluation of his or her own artwork (e.g. self-evaluations, group critiques, artist's statements)

### Preparation

Preview "Making Fused Glass Jewelry and More" PowerPoint. Decide whether you will work in fused glass or an alternative, such as "Friendly Plastic," which does not require a kiln. If you choose to work in glass, decide whether your students will make small pieces of jewelry or more advanced glass pieces using slump molds.

### Resources and Supplies

[Making Fused Glass Jewelry and More PowerPoint](#)

Alcohol and cotton swabs for cleaning

Dichroic glass in different spares (line, noodles, stringers), colors, textures and degrees of transparency

Glass Frit

Glue

Kiln, kiln shelf and kiln wash

Copper wire and cord for pendants

Pin findings for pins

OPTIONAL: Slump molds

ALTERNATIVE: "Friendly Plastic" can be cut and fused in hot water

### Activities

Review: Review the theme in life – "People throughout time and around the world have made and used glass" – and the theme in life – "Contemporary glass artists celebrate the glories and nuances (subtleties) of light and color."

Review the two key questions students will be working with in the unit:

1. How is unity created through repetition?
2. How do artists' choices of materials affect the expressive feelings of their art?

**Assignment:** Explain to students that they are to demonstrate what they have learned by making a piece of fused glass that uses repetition effectively to create an expressive pendant or pin.

**Step-By-Step-Instructions:** Show the first six slides of “Making Fused Glass Jewelry and More” PowerPoint slides to show students how to:

1. Choose glass (color, shape, texture and degree of transparency (slides 1-4).
2. Cut glass (if necessary) and arrange pieces taking care to repeat elements to create unity (slides 5 & 6).

**In-Process Feedback:** Before students glue their pieces of glass, ask them to partner with a classmate to respond to their choices of glass and to how they plan to repeat elements in their work.

**Step-By-Step-Instructions Continued:** Show remaining slides of “Making Fused Glass Jewelry and More” PowerPoint slides to show students how to:

3. Clean and glue their pieces (slides 7-9).
4. Think about whether they want their pieces tack fused or fully fused (slides 10-12).
5. After they have fired their pieces, how to glue a copper wire on the back to make a pendant or a pin finding to make a pin (slide 13).

**Presentation:** Display completed pendants and pins. Lead a discussion with the following questions:

1. What elements (color, shape, texture or degree of transparency) did you repeat to unify your work?
2. Are the pieces of glass in your work tack fused or fully fused?
3. What word would you use to describe the feeling (calm, strong, elegant, cool, exciting, hot, soothing, other) expressed by your piece?

### **Assessment Guides**

**OBJECTIVE 1:** Students create unity through repetition (color, shape, transparency, translucency, opacity or texture).

**Exceeds Expectations:** At least two elements are repeated in a way that effectively unifies the work.

**Meets Expectations:** Two elements are repeated in the work.

**Approaches Expectations:** One element is repeated in the work.

**Fails to Meet Expectations:** Though the work has several pieces, no elements are repeated.

**OBJECTIVE 2:** Students explain how their choice of material affects the expressive feeling of their artwork.

**Exceeds Expectations:** Student accurately describes each different type of glass in his or her work and explains how several of his or her choices contribute to the feeling expressed by the work.

**Meets Expectations:** Student describes at least two different types of glass in his or her work and gives a reason for his or her selections AND described the feeling he or she intends his or her work to express.

**Approaches Expectations:** Student describes at least two different types of glass in his or her work and gives a reason for his or her selections OR describes the feeling he or she intends his or her work to express.

**Fails to Meet Expectations:** Student points to at least two different types of glass in his or her work.