

Revive, Contemplate, Integrate Lesson Plan Template

Your Name: Robert Fields

Grade: 5

School: Francis T. Evans

County: Prince Georges

Unit of Study: Visual Arts and Language Arts

Lesson Title: Warhol Stained Glass

Goal/Purpose: Overview: (2-3 sentences) Big idea, and product: Art for the people, commercial art (example Andy Warhol), and “Stained Glass Window with Scenes from the life of St. Vincent.” The product will be a “stained glass window” made on an overhead transparency with sharpie markers, and markers that is an advertisement, similar to Warhol’s Campbell’s Soup cans.
(*Estimated time: 2 hour, and 30 min.*)

Walters object: Saint Vincent Stained Glass Window found at teachers.thewalters.org/Math/Medieval.

Visual Arts

Content Standard, Objective, Indicator:

Content Standard/ Indicators

3.2. Describe how artists use the elements of art, and principles of design to organize visual compositions.

Objective

3.2 Investigate a variety of ways that artists develop ideas.

Language Arts

Content Standard, Objective, Indicator:

Content Standard

Compose oral, written, and visual presentations that express and persuade. Describe in prose and/or poetic form to clarify, extend, or elaborate on ideas by using vivid language such as imagery and figurative language.

Objective/ Indicators

- Compose to persuade using significant reasons and relevant support to agree or disagree with an idea.
- Take a position and generate convincing reasons to support it.
- Consider the effectiveness of form, diction, audience appeal, and organization.

Connected Objective(s):

- Students will use the elements of art such as color (with markers), line (with a sharpie, and black marker), and two principles of design, focus, and unity, in order to create stained glass windows that attempt to persuade the viewer to want their product.
- Students will consider the effectiveness of their product, and its audience appeal in order to create written compositions evaluating their artwork.

Lesson adaptations/ extensions:

- Extend time to adequately cover Principles of Design and Elements of Art for both advertisements, and stained-glass windows.
- Extend time to discuss purpose of stained-glass windows, the art of Andy Warhol, and “Pop Art.”
- Discuss audience for Medieval Stained-Glass Windows, and for 20th century commercial art.
- Distribute writing prompt.
- PowerPoint
- Domain: 3. Creative Expression and Production.

Materials:

- Markers, sharpie markers
- 8 ½ x 11”overhead transparencies
- white copier paper (some blank, and some with images such as toothpaste, and Campbell’s soup cans already drawn on).

Vocabulary:

Color	focus (emphasis)	tracery
Line	unity	commercial art
Shape	stained glass	Andy Warhol
Advertisement	persuade-persuasive speech	

Background Information:

General information about stained glass windows (what did they try to communicate, who was their audience) Andy Warhol, and modern commercial art (what did they try to communicate, who was their audience), elements of art, and principles of design, and how to create a stained glass window using sharpie markers, and color markers, and overhead transparencies.

Warm-up: View “The Life of Saint Vincent” stained glass window from the Walters Art Museum, and “Campbell’s Soup Cans” by Andy Warhol, or an advertisement for a

commercial product: who was the audience for this work of art? What did each work of art communicate?

Introductory/ Developmental Activity:

- Warm-up, 5-7 minutes
- Discuss art that communicates- compare and contrast. 20 minutes
 - a. “The Life of Saint Vincent” narrative communication/ persuasive communication
 1. Purpose/ reason for stained-glass windows as narrative communication.
 - a. Population was illiterate.
 - b. Religious-centered society: most forms of communication focused on the church.
 - c. How is this artwork attempting to persuade? What was its purpose?
 - b. Commercial Art and Andy Warhol- persuasive speech.
 1. Purpose/ reason for Commercial Art/ why Andy Warhol imitated it.
 - a. Emergence of mass production, and commercial culture: brand-name products, and packaging. Q: Is it art, or is it “popular culture?”
 - b. Pop Culture: Andy Warhol made common things such as Campbell’s Tomato Soup Cans because he wanted to say that it was art, and not just popular culture. “Pop Art”
 - c. How is this artwork attempting to persuade? What was its purpose? How is this different/ similar than the advertisements we see today? (Advertisements will be used later for brainstorming activity).
- Discuss audience- compare and contrast 5 minutes
 - a. How were the masses different than today?
- Vocabulary. 5-10 minutes

Guided Practice:

- Brainstorming: developing ideas of what you will draw before you start.
 - a. Pre-drawn or copied templates available.
 - b. Magazines available
- Demo drawing products such as toothpaste, Coca-Cola, or soup cans on white piece of paper.
- Demo adding text such “Umm, Umm, good!”
 - a. Use bubble or block letters to maintain tracery effect.
- Demo using sharpie markers, and/or black markers to trace onto overhead transparency.
- Demo coloring shapes in different colors (supplementary colors and warm and cool colors together to create shapes) to maintain stained glass window effect.

Independent Activity:

- Draw one product such as toothpaste, Coca-Cola, or a soup can on white piece of paper.

- Add text that is appropriate to drawing of product.
 - a. Use bubble or block letters to maintain tracery effect.
- Use sharpie markers, and/or black markers to trace onto overhead transparency.
- Color shapes in different colors (supplementary colors and warm and cool colors together to create shapes) to maintain stained glass window effect.

Assessment: Performance standard stained glass window.

Did students use the elements of art such as color (with markers), line (with a sharpie, and black marker), and principles of design, focus, and unity effectively? Does artwork persuade, what message does the stained glass present? Is it neat, or sloppy?

Assessment: Performance standard writing activity.

Did students evaluate their artwork effectively? Does written composition evaluate the stained glass window based on its effectiveness? Does the written composition discuss the audience, and who the intended audience was (not all advertisements have the same audience)?

- a. Objectives will be posted in class for both assessments.
- b. Rubrics will be used to evaluate student work.

Closure: Written composition.

Discuss your stained glass window. Was it effective as an advertisement, or form of persuasive speech? Why? Who was the intended audience? Discuss the organization of the artwork.

Informal Q & A: What did you learn in art today?

Resources: blackboard.

Assessment: Performance Assessment: stained glass window.

Score	Criteria
5	<ul style="list-style-type: none"> • Student work shows outstanding growth • Excellent use of elements of art, and principle's of design in composition. • Excellent example of persuasive speech in the form of commercial ad on "stained glass." A. Message: easily understandable. B. Audience: easily identifiable. • Excellent manipulation of sharpie markers, and color markers.
4	<ul style="list-style-type: none"> • Student work shows evidence of growth and demonstrates craftsmanship. • Strong use of elements of art, and principle's of design in composition. • Strong example of persuasive speech in the form of commercial ad on "stained glass." A. Message: understandable. B. Audience: identifiable. • Appropriate manipulation of sharpie markers, and color markers.
3	<ul style="list-style-type: none"> • Student work demonstrates some craftsmanship and some growth. • Adequate use of elements of art, and principle's of design in composition. • Adequate example of persuasive speech in the form of commercial ad on

	<p>“stained glass.” A. Message: easily understandable. B. Audience: easily identifiable.</p> <ul style="list-style-type: none"> • Adequate manipulation of sharpie markers, and color markers, and adequate amount of respect for materials.
2	<ul style="list-style-type: none"> • Student work shows very little growth and demonstrates poor craftsmanship. • Poor use of elements of art, and principle’s of design in composition. • Poor example of persuasive speech in the form of commercial ad on “stained glass.” A. Message: difficult to understand. B. Audience: identifiable with much difficulty. • Poor manipulation of sharpie markers, color markers, and lack of respect for materials.
1	<ul style="list-style-type: none"> • Student work shows no growth and demonstrates poor craftsmanship • Work incomplete. • Incomplete form of persuasive speech in the form of commercial ad on “stained glass.” A. Message: no message. B. Audience: no intended audience. • Refused to participate. • Unacceptable use of materials.

Performance standard: writing activity/ written composition.

5	<ul style="list-style-type: none"> • Student work shows superior use of art terms in evaluating their artwork. • Excellent composition evaluates the stained glass window based on its effectiveness. • Written composition superbly discusses the intended audience.
4	<ul style="list-style-type: none"> • Student work shows strong use of art terms in evaluating their artwork. • Strong composition evaluates the stained glass window based on its effectiveness. • Above average written composition discusses the intended audience.
3	<ul style="list-style-type: none"> • Student work shows good use of art terms in evaluating their artwork. • Good composition evaluates the stained glass window based on its effectiveness. • Written composition adequately discusses the intended audience.
2	<ul style="list-style-type: none"> • Student work shows poor use of art terms in evaluating their artwork. • Poor composition evaluates the stained glass window based on its effectiveness. • Written composition poorly discusses the intended audience.

1	<ul style="list-style-type: none">• Student work doesn't use art terms in evaluating their artwork.• Incomplete composition doesn't evaluate the stained glass window.• Written composition doesn't discuss the intended audience.
1	<ul style="list-style-type: none">• Student work shows superior use of art terms in evaluating their artwork.• Excellent composition evaluates the stained glass window based on its effectiveness.• Written composition superbly discusses the intended audience.