

## OVERVIEW

By Mary Erickson, Ph.D.  
with Arizona art teacher LynnAlison McGavack-Martin

Glass is a three-part lesson plan designed in conjunction with the Gallery at Tempe Center for the Arts.

[Exhibition Preview – TCA Biennial: Glass PowerPoint](#)

### Themes

- Theme in Life: People throughout time and around the world have made and used glass.
- Theme in Art: Contemporary glass artists celebrate the glories and nuances (subtleties) of light and color.

### Key Questions

Lessons approach the themes through two key questions.



How is unity created through repetition?



How do artists' choices of materials affect the expressive feelings of their art?

### Community Connections

In the Valley of the Sun, people use glass windows to both enjoy and protect themselves from many bright, sunny days. When windows have two layers of glass, we can see outside, but some of the heat of the hot summer sun is kept out. Sometimes we use awnings, patio roofs, sunscreens or dark film to protect ourselves from the strong rays of the sun while being able to see out glass windows to enjoy the desert around us. We even use glass as protection in our cars.

### Lessons

[One: Glorious Glass \(pdf\)](#)

[Two: Exploring Glass at the Tempe Center for the Arts \(pdf\)](#)

[Three: Making Fused Glass Jewelry and More \(pdf\)](#)

### Resources

[Exhibition Preview – TCA Biennial: Glass PowerPoint](#)

[Glorious Glass PowerPoint](#)

[Exploring Glass at the Tempe Center for the Arts \(pdf\)](#)

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

[Questor Questions about Glass Art by Deanne Sabeck \(pdf\)](#)

[Glass Artists Process Photographs PowerPoint](#)

## **Supplies**

alcohol and cotton swabs for cleaning  
dichroic glass (line, noodles, stringers)

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

## **Credits**

[Bead Museum](#)

[Tempe History Museum](#)

Michael Carter, TCA Intern

[Artist Laurie Nessel](#)

[Artists BJ Katz and Christopher Klein](#)

[Artist Sally Dryer](#)

LynnAlison McGavack-Martin, Art Teacher at Joseph Zito Elementary School in Isaac School District, Phoenix

Debbie Enbering, art teacher at Eastern Sky Middle School in Litchfield School District, Litchfield

Kate Cross, art teachers at Atkinson Middle School in Cartwright School District, Phoenix

## **Estimated Time**

Pre-visit Lesson One = 20 to 40 minutes

TCA Visit Lesson = Field Trip

Post visit Lesson = 40 minutes for each group of six students

## LESSON ONE

### Objectives

1. Students identify glass in its many forms in the world around them.
2. Students distinguish pieces of glass that are transparent, translucent and opaque.

### Arizona Visual Arts Standards

RELATE: Materials, Tools and Techniques: PO 102, 202 & 302: Describe what tools, materials and techniques were used to create artwork from diverse cultures and times.

EVALUATE: Materials, Tools and Techniques: PO 101: Describe the visual effects created by an artist's use of tools, materials and techniques in an artwork.

EVALUATE: Elements and Principles: PO 101: Identify an element or principle in an artwork that supports its meaning or purpose.

EVALUATE: Elements and Principles: PO 201: Describe an artist's use of an element or principle in an artwork that supports its meaning or purpose.

### Preparation

Preview [Glorious Glass PowerPoint](#).

### Resources

[Glorious Glass PowerPoint](#)

OPTIONAL: Samples of everyday objects and/or collectibles made of glass, for example: light bulbs, drinking glasses, vases, mirrors, bottles, dishes, figurines, marbles, windows, lamps, ornaments, neon signs, etc.

### Activities

Unit Preview: Introduce the theme in life – “People throughout time and around the world have made and used glass” – by brainstorming a list of everyday and special objects in students’ lives.

Introduce the theme in life – “Contemporary glass artists celebrate the glories and nuances (subtleties) of light and color” – by explaining that glass artists make a great variety of remarkable artworks using ancient and new processes of forming, coloring and combining pieces of glass.

Introduce 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?

Assessing Students’ Prior Knowledge: Ask students to list things they believe are made of glass. Show a diverse sample of glass objects if you have them.

Examples and Definitions: Display the “Glorious Glass PowerPoint” to...

- Show examples of historical and contemporary artifacts made of glass (slides 1-10).
- Show examples of glass objects in a variety of forms, colors and textures (slides 11-14).
- Define and illustrate transparent, translucent and opaque glass (slides 15-18).

Guided Practice: Also use the “Glorious Glass PowerPoint” to ...

- Help students practice distinguishing transparent, translucent and opaque glass (slide 19).
- Help students recognize how glass can affect the feeling expressed by an object (slides 20-21).

Transfer to TCA: Explain that students will have an opportunity to visit the Biennial Glass exhibition at the Tempe Center for the Arts in person – or online by viewing the “Exhibition Preview - Biennial: Glass PowerPoint.”

### **Vocabulary**

Transparent

Translucent

Opaque

### **Assessment Checklist**

\_\_\_ Students identify glass in its many forms in the world around them.

(Prior to and during class discussion during the PowerPoint presentation, students are able to identify glass objects they use or see in their own lives.)

\_\_\_ Students distinguish pieces of glass that are transparent, translucent and opaque.

(After viewing examples and definitions of transparent, translucent and opaque glass, students can correctly identify examples of each type.)

## LESSON TWO

### Objectives

1. Students identify translucent and opaque sections of glass artworks.
2. Students analyze artists' use of repetition.
3. Students explain how glass can express a mood or feeling in an artwork.

### Arizona Visual

EVALUATE: Materials, Tools and Techniques: PO 101: Describe the visual effects created by an artist's use of tools, materials and techniques in an artwork.

EVALUATE: Elements and Principles: PO 101: Identify an element or principle in an artwork that supports its meaning or purpose.

### Preparation

Read and make copies of "Exploring Glass at the Tempe Center for the Arts" worksheet.

Make arrangements for field trip to the TCA.

Before your visit, talk with an assigned TCA docent, if possible.

Provide the docent with a copy of "Exploring Glass at the Tempe Center for the Arts" worksheet in advance of your trip and discuss the extent to which students might complete any or all of the worksheet at the center or whether any or all of the questions or ideas might be addressed during their tour.

Read optional "Questor Questions about Glass Art by Deanne Sabeck" pdf and decide whether you might want to use it to follow up after a visit to the Biennial: Glass exhibition.

### Resources

[Exploring Glass at the Tempe Center for the Arts Worksheet pdf](#)

[Questor Questions about Glass Art by Deanne Sabeck pdf](#)

### Activities

Review and Application: Distribute "Exploring Glass at the Tempe Center for the Arts" worksheets to all students and ask them to answer as many questions as they can during their tour. If writing responses on the worksheet is not practical or possible during the tour, use the worksheet to guide students in focused observation as circumstances permit. For example, you might use questions on the worksheet when students assemble or travel to the TCA or when they assemble for or travel back to school.

Take notes on any new information presented by the docent as well as interesting questions, observations or responses made by your students during their tour. If the circumstances of the visit do not allow students to complete their worksheets, explain that later, in class, you will lead a discussion of discoveries they made about individual artworks in the exhibition using online [Exhibition Preview-Biennial: Glass PowerPoint](#).

**Assessment Checklist**

\_\_\_ Students can identify translucent and opaque sections of glass artworks. (Completion of items 1 and 2 on “Exploring Glass at the Tempe Center for the Arts” worksheet)

\_\_\_ Students can analyze artists’ use of repetition. (Completion of items 3 and 4 on “Exploring Glass at the Tempe Center for the Arts” worksheet)

\_\_\_ Students can explain how glass can express a mood or feeling in an artwork. (Completion of items 5 and 6 on “Exploring Glass at the Tempe Center for the Arts” worksheet)

## 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.



# EXPLORING GLASS AT THE TEMPE CENTER FOR THE ARTS

Name: \_\_\_\_\_



Cory Dunnington

Even in these reproduction photos, you can see differences in the amount of light that passes through various parts of these two artworks.

- 1) Circle a **translucent** part of Cory Dunnington's work that lets light pass through.
- 2) Circle an **opaque** part of Jordan Ford's work that allows no light to pass through.

These two artworks are very different from one another, but they both show **repetition**.



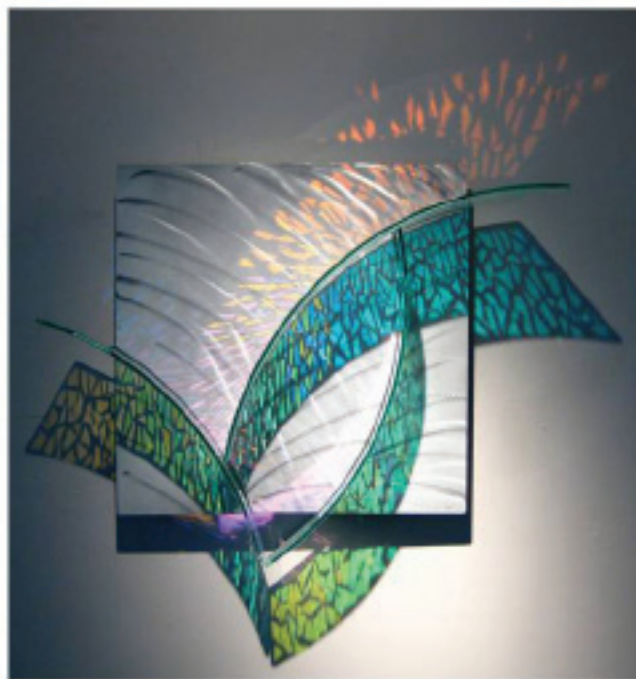
- 3) Draw an element that Dunnington repeats.
- 4) Draw an element that Ford repeats.

5) Which one of these artworks is most expressive to you: Ford's or Dunnington's?

6) Describe the mood or feeling of the artwork that you believe is most expressive. Also explain why the artist could not have achieved the same expressive qualities with wood or clay?

\_\_\_\_\_

# QUESTOR QUESTIONS



## ABOUT DEANNE SABECK'S GLASS ART



### LOOK

Look carefully at one of Deanne Sabeck's glass artworks.

Does she use *transparent* glass you can see through, *translucent* glass you can only see shadowy outlines through, *opaque* glass you cannot see through, or a combination?

What shapes, colors, or textures does she repeat several times in her work?



### LEARN

Deanne Sabeck has a house in California that overlooks the Pacific Ocean.

Sabeck also resides in Arizona and is interested in yoga and Tantric philosophy (Buddhist and Hindu), which inspires her work.

If you wanted to make an artwork, where would you go to find inspiration? What ideas or places might inspire you?



### COMPARE

How are these two artworks by Sabeck similar? How are they different?

Think about:

*Color*

*Shape*

*Texture*

*Pattern*

*Transparency*

*Shadow*

*Reflection*



### INTERPRET

Sabeck says that she "attempts to entice the viewer into a dialog questioning the boundaries of what we assume is real."

"Is the shadow of an object less real than the object" Sabeck asks?

Writer Carl H. Larsen described Sabeck's work as "spectral designs" that use glass and light to "play havoc on what the mind perceives as reality."

What does Sabeck's art say to you?