



Faux Stained Glass Window

Project Overview:

Students will be introduced to stained glass windows throughout history, and in different parts of the world. Discussion can focus on 2 dimensional elements such as color and pattern, and the 3 dimensional element of space. Students are also introduced to the properties of transparency, translucency and opaqueness.

Students will render their own faux stained glass window using contact paper in place of the glass. Brown construction paper can be cut to make a "wooden" windowsill. On the interior of the window, students will use tissue paper as a translucent/opaque material as a design element. They can also cut clear plastic folder dividers as an additional translucent material. Have them think about the use of basic patterns - aabb, aba,ab, etc.

Objectives:

- Students will be introduced to the history of stained glass windows in various parts of the world.
- Students will be able to identify a material that is transparent, translucent, and opaque.
- Each student will make their own faux stained glass window out of contact paper and other materials.

Discussion:

Ask students what they know about stained glass windows. Has anyone seen one before? Where? What are these types of windows made out of? What do you notice first? Color? Pattern? Color and pattern are the dominant 2 dimensional elements in most stained glass. But, stained glass also has a physical presence - it is meant to affect the light within a space.

Can you see through the entire window - or are some parts more difficult to see through? Introduce concepts of transparency, translucency and opaque.

Materials:

- Clear contact paper
- Brown construction paper
- Scissors
- School glue
- Tissue paper of different colors
- Clear folder dividers

Process:

- 1) Cut pieces of contact paper to 12x18
- 2) Cut strips of brown paper: 2 pieces: 18x2 & 2 pieces: 8x2 per student
- 3) Students can remove backing from contact paper and attach brown strips for their window frames.
- 4) Students choose materials for their design.
- 5) Cut and stick pieces down into composition.

Older students can measure top and bottom pieces of brown paper and cut to size. A patterned border can also be measured and cut to precise dimensions.

TEKS:

Mathematics:

111.4. (B1), (B8)

Science:

112.13. (B5), (B7), (B8)

Fine Art:

117.108. (B1), (B2), (B3), (B4)

Social Studies:

113.13. (B1), (B2), (B15), (B17)

Student Examples:



