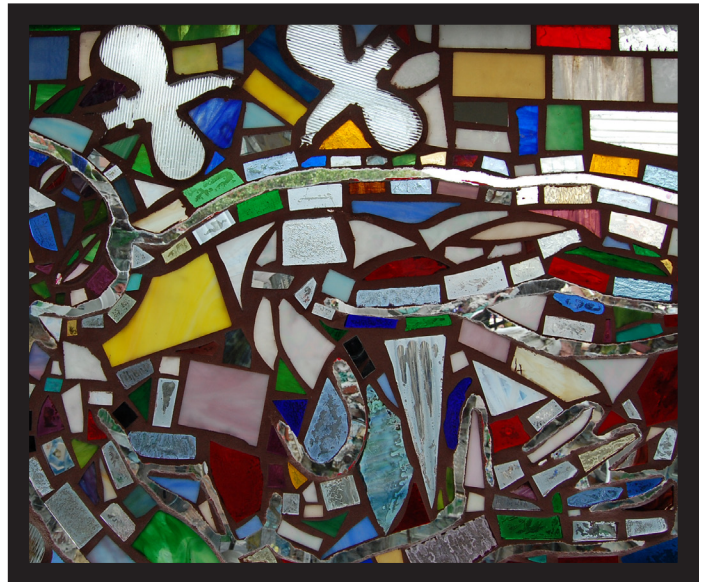


GAUDI GLASSWORKS

Isaiah Zagar visited Barcelona, Spain, to view the architectural works of Antoni Gaudí in the 1990s. Zagar was inspired by Gaudí's use of flowing forms covered in colorful tile shards. He also saw Gaudí's beautiful stained glass designs featured in his buildings. Zagar learned how to make his own faux stained glass windows from Ricky Boscarino, the creator of the Luna Parc visionary art environment in New Jersey.

In this project, students draw inspiration from both Gaudí and Zagar to create their own colorful, layered acetate window design. Students will also explore how overlapping layers can be combined to create new colors and how light reacts with different materials.

Recommended for Grades 2-4



LEARNING OBJECTIVES

- Students will observe the connections between contemporary and classical art.
- Students will identify primary colors and the combinations used to create secondary colors.
- Students will identify the differences between reflected, absorbed, and transmitted light.
- Students will create works of art influenced by the principles of color and light.
- Students will compare their works to those of other stained glass artists.

MATERIALS

- One sheet of clear acetate per student (such as Grafix Dura-lar)
- Colored acetate sheets (must have red, yellow, and blue)
- Scissors
- Glue sticks

DISCUSSION QUESTIONS

1. Where have you seen stained glass before? How do you feel when you see stained glass?
2. Make a list of other surfaces or objects. Determine whether light is reflected, absorbed, refracted, or transmitted through each object.
3. Look at each color in your project. What objects do you associate with each color? How does each color make you feel?
4. How did you overlap colors to create different effects in your stained glass?
5. How does the stained glass you created compare to the stained glass created by Antoni Gaudí and Isaiah Zagar?

KEY VOCABULARY

Stained glass – colored glass, often used to create artworks such as windows

Primary colors – colors from which all others can be obtained from mixing (red, blue, yellow)

Secondary colors – colors made by mixing two primary colors (purple, green, orange)

Absorbed light – light that is not reflected back when it hits a surface

Transmitted light – light that passes through a transparent material

Opaque – not able to be seen through

Transparent – able to be seen through

ACTIVITY

1. Talk about or have students read about the stained glass of Antoni Gaudi. Then explain Isaiah Zagar’s faux “stained glass” mosaic technique. He uses Elmer’s glue to adhere glass to a window and then grouts the pieces to permanently hold them in place. He then wipes out areas of grout so extra light can pass through the clear parts of the glass.
2. Students should then examine the colored acetate sheets by holding them up to a light source to see how the primary colors can be overlapped to make secondary colors. They should also see how several overlapped colors become more opaque.
3. Students should examine the materials to see how their transparency allows light to pass through them. Use a white paper to show how the light can transmit the color of the acetate to the surface of the white paper.
4. Students should cut shapes from the colored acetate to glue onto their clear sheet of acetate. Encourage them to use combinations based on the principles of color and light they learned about earlier.
5. Have students talk in small groups or with partners about what they created, including how they used colors and light, and how their artwork compares to Gaudi’s or Isaiah’s stained glass art.

ADAPTATIONS

- Younger students can focus on identifying colors and creating different shapes.
- Older students can focus more on creating a color palette and implementing principles of color theory, like complementary colors and color harmonies. Other types of paper, like tissue or construction paper, could be used to more clearly illustrate the differences between transparent, translucent, and opaque materials. Aluminum foil could be used to talk about reflected light. The color spectrum and differences between light color and pigment color could also be discussed.

PA ACADEMIC STANDARDS

Science:

Physics- Nature of Waves (Sound and Light Energy) 3.2.B5

Physics- Science as Inquiry 3.2.B7

Reading, Writing, Speaking, and Listening:

Speaking and Listening 1.6

Arts & Humanities:

Production, Performance and Exhibition of Visual Arts 9.1.A, 9.1.B, 9.1.C, 9.1.F

Historical and Cultural Context 9.2

RESOURCES

<http://whc.unesco.org/en/list/320/>

<http://www.lunaparc.com/>

<http://www.fi.edu/color/>