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| Suitable for Key Stage 2: Upper | | |
| **Stained Glass Windows** | | |
| **Learning Objectives:** | **Curriculum Links:** | **Resources:** |
| * To improve their mastery of art and design techniques, including drawing and painting with a range of materials. | **R.E.** - To design a stained-glass window to portray a modern situation in a church.  **Art** - To sketch design of stained glass windows  **PSHE** – Being a citizen in today’s world | * Stained glass window templates * Coloured pastels/pencils/crayons * Bible stories as stimulus * QR Codes |
| **Teacher’s Notes** | | |
| **Before your visit** | | |
| * Make sure the pupils understand the role of a church as a place of worship for Christians. * Discuss what form worship could take: prayer, singing, meditation, silent thinking or reflection, reading the Bible, learning about the life of Jesus, giving thanks etc. * Understand what a stained-glass window is and their purpose – (QR Code) * Produce a sheet of the key features the window to represent a modern-day issue – a charity, situation in the world. | | |
| **During your visit** | | |
| **Introduction *(15 mins)*:**  Tell pupils they will be entering a competition to design a modern style window for the church. They should walk around for a couple of minutes, looking at the existing windows and then come back together to describe one that they like. Elicit that designs are usually either abstract, or that they illustrate a Bible story, and establish how these designs help people who come into the church. The abstract design can be a background for reflection or meditation and relaxation, and the Bible story design can teach and remind worshippers of acts of God or moments from the life of Jesus that they can give thanks for or learn about. Discuss the colours used and elicit how they can mix primary colours to make secondary colours. | | |
| **Main activity *(30 mins)*:**  Pupils must design their own window, within the template provided: to tell others about their chosen modern-day issue. Children need to incorporate the planning phase ideas that they did in school. They must show evidence of mixing primary colours to create secondary colours that will stand out in a window and show evidence of sketching skills and light and shade and experiment with different materials. | | |
| **Plenary:**  Pupils share and describe their designs in pairs or groups, explaining how their design would help someone to understand their chosen modern-day issue. Plan a persuasive sentence or two using the stem: *My window design will help people because…* Everyone pitches their design and a winner of the competition is chosen. | | |
| **After your visit** | | |
| * Pupils could write a persuasive letter to accompany their design, to persuade the actual church they have visited to commission a new window and use their design. * Pupils could re-create their design using different artistic media at school. | | |
| **Examples of Stained Glass Windows:** | | |
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