

TIFFANY GLASS

PAINTING WITH LIGHT AND COLOR
ART AND (SCIENCE)
GRADES: 4-6

BASED ON



Tiffany Studios (1902-1932), United States
Apple Blossom Library Lamp, circa 1905
Leaded glass and bronze
NY, N. 86.IU.2a,b



Tiffany Studios (1902-1932), United States
Well by Fence Window, circa 1910
Leaded glass
NY, N.86.W.9

OBJECTIVES

- Students will create a work of art inspired by Louis Comfort Tiffany.
- Students will choose the materials to create their artwork.
- Students will demonstrate an understanding of the relationship between color and light.

CONCEPT

Students will learn about the life and works of Louis Comfort Tiffany. Through a video they will see how artists worked in their studio with a team of interns and other artists.

Students will connect with science via color theory, learning how light affects color.

Students were given the choice of traditional watercolors, watercolor pencils, payons, OR laminate scraps, black glue, sharpie pens OR beads, metal washers (melting beads) OR window crayons and wax paper or laminate.

CLASS EXPERIENCE

Students were then charged with creating a work of art in the form of a painting, a lampshade, or a stained glass window.

MATERIALS:

Video clips on Tiffany (see resources)
Lamination scraps
Sharpie markers (variety of colors)
Crayola window crayons
Recycled materials
Tape
Black glue (white all glue and Wilton's black food coloring)
12 x 18 white paper
Watercolors
Water/bowls
Brushes
Flashlights (for lamps)

VOCABULARY

Color: an element of art

a: a phenomenon of light (such as red, brown, pink, or gray) or visual perception that enables one to differentiate otherwise identical objects **b (1):** the aspect of the appearance of objects and light sources that may be described in terms of hue, lightness, and saturation (see [saturation](#) 4) for objects and hue, brightness, and saturation for light sources *the changing color of the sky; also:* a specific combination of hue, saturation, and lightness or brightness *comes in six colors (2):* a color other than and as contrasted with black, white, or gray

Transparent: all light passes through (objects can be seen clearly)

Translucent: some light passes through (objects can be seen but not seen clearly)

Opaque: no light passes through (objects cannot be seen)

PROCEDURE

After researching Tiffany, his studios and work, and discussing how light and color work together, students were paired to work cooperatively in developing an artwork which would satisfy the challenge of painting with color and light.

Students were offered the listed materials and given the option of making a window, a lamp, sculpture or a painting but were not limited to these requirements.

Students developed a design to show their color and light. Some were challenged to create a structure to support their design. (Specifically structures to support lamp shades)

ASSESSMENT

	Art History and Culture	Aesthetic Perception	Creative Expression	Art Criticism
3 pts.	The student can demonstrate knowledge of the works of Louis Comfort Tiffany	The student accurately identifies the use of color painting with color and light.	The student's artwork clearly illustrates the use of color, painting with color and light.	The student thoughtfully and honestly evaluates own work using the four steps of art criticism.
2 pts.	The student's knowledge of the work of Louis Comfort Tiffany is weak or incomplete.	The student shows emerging awareness of the use of color, painting with color and light.	The student's sculpture shows some awareness of color, painting with color and light.	The student attempts to evaluate own work, but shows an incomplete understanding of evaluation criteria.
1 pt.	The student cannot demonstrate knowledge of the work of Louis Comfort Tiffany.	The student cannot identify the use of color, painting with color and light, in an artwork.	The student's sculpture shows no understanding of color, painting with color and light.	The student makes no attempt to evaluate own artwork.

NATIONAL STANDARDS

- VA: Cr1.11.4a Brainstorm multiple approaches to a creative art or design problem.
- VA: Cr1.2.4a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- VA: Cr.2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
- VA: Cr.3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.

CURRICULUM CONNECTIONS

Science – color and light
http://www.teach-nology.com/teachers/lesson_plans/science/physics/lightcolor/

RESOURCES

- <http://www.morsemuseum.org/louis-comfort-tiffany>
- <http://www.biography.com/people/louis-tiffany-9507399>
- http://www.metmuseum.org/toah/hd/tiff/hd_tiff.htm



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