

# DESIGNED INFLUENCE

**GRADE:** 9-12

**TIME:** 20-25 minutes

Different events and experiences shape the way we view the world, and in turn shape the art or work we produce. In this activity, participants consider what has influenced them, and the result of that influence on their art, schoolwork, or even personal style.

**INTEGRATED SUBJECTS:** Visual Art & Social Studies

## MATERIALS & RESOURCES

Images of Frederick C. Robie House  
Paper  
Pencils

## OBJECTIVES

1. Increase awareness of Frank Lloyd Wright's design legacy and influences on his work.
2. Develop visual literacy.
3. Encourage reflective thinking.
4. Explore the relationship between experiences and perspective and the art we create.

## ESSENTIAL QUESTIONS

1. How is art that we create informed by our personal experiences and perspective?
2. How is art that we interpret informed by our personal experiences and perspectives?
3. What steps are a part of the design process?

## LESSON PROCEDURE

- Share an image of the Frederick C. Robie House with participants and allow them a few minutes to quietly reflect on its design. Images available at: <https://www.teachingbydesign.org/multimedia/>
- Discuss what participants observe and encourage them to interpret what they see. **Ask:** What do you notice first? Why? What does this do? (<https://www.teachingbydesign.org/design-elements/elements-of-design/>)
- Guide discussion towards exploring various influences on the design of the Robie House (the Midwest Prairie, autumn colors, plants, etc.). Further discuss the importance of influence and its role in artmaking and design.
- Have participants reflect on personal influences by brainstorming two different lists:
  1. Things that have influenced them or shaped the way they view the world.
  2. Ways those influences are visible.