

# A WRIGHT BOUQUET

**GRADE:** 1-3

**TIME:** Two 50-minute sessions

In this lesson, students will explore Frank Lloyd Wright's interest in geometry and nature as they collaboratively create and make Wright-inspired bouquets. To encourage creativity, learners will also observe and explore flowers around their home or school. Because a hands-on activity can produce a feeling of accomplishment, creativity, and substantive learning, this lesson encourages young learners to feel empowered as they explore the relationship between geometry and nature and create an original work of Wright-inspired art.

**INTEGRATED SUBJECTS:** Math, Visual Arts, Social-Emotional Learning

## OBJECTIVES

### MATERIALS | RESOURCES

Scissors  
Glue sticks  
Construction paper (various colors)  
Craft sticks  
Paper  
Pencils  
Images of Frank Lloyd Wright's architecture and planter vase designs  
Printed images of flowers and/or flowers in gardens

1. Learn about geometric shapes through hands-on exploration.
2. Understand how geometry and nature inspired the work of Frank Lloyd Wright.
3. Create flower and planter vase designs using geometric shapes.
4. Work in teams to create harmonious geometric floral arrangements.

## ESSENTIAL QUESTIONS

1. How can nature be depicted with simple shapes?
2. How can an entire image be recreated from many smaller parts?
3. How can design elements be used harmoniously?
4. How does a team effort create greater possibilities for greater success?

# LESSON PROCEDURE

## EXPLORE

### Session One

- **As part of a math unit introducing shapes, have students use construction paper and scissors to create a collection of geometric shapes. Encourage students to produce a collection that consists of a variety of colors, sizes, and shapes. Have students consider:** What colors, sizes, and shapes am I drawn to?
  - Differentiation: Provide pre-cut geometric shapes for the students.
- **Display images of flowers and/or gardens. When viewing images, challenge students to identify any colors, sizes, or shapes that they see. Ask students:** Do any of the geometric shapes that you've created remind you of these images? How?
- **Introduce the work of Frank Lloyd Wright, highlighting how Wright was inspired by geometry found in nature.**

## ENGAGE

### Session One

- **Distribute printed copies of images of a variety of flowers and challenge students to overlay their shapes over the flowers in the image. Have students consider:** What shapes best represent the parts of a flower?
  - Optional: Extend the lesson by challenging students to overlay their same shapes over an image of a building designed by Frank Lloyd Wright. Have students consider: How are the shapes used in a different way?
- **Have students consider:** How do the shapes I've created make this exercise challenging? What would I change about the shapes I've created? **Encourage students to trim any shapes and/or add new shapes and colors to their collection based on the discussion.**

## EXPLORE

### Session Two

- **Review the influence of nature and geometry in the work of Frank Lloyd Wright.**
- **Introduce students to Frank Lloyd Wright's planter vase designs. Challenge students to identify any colors, sizes, or shapes that they see. Have students consider:** What types of flowers would look best in this design? Why?

## ENGAGE

### Session Two

- **Ask students to use their construction paper shapes, glue, and craft sticks to assemble a collection of geometric flowers. (Tip: The craft stick will serve as the stem of each flower!)**
- **When done, have students consider:** Which flowers complement each other well? **Encourage students to support their opinions by highlighting any complementary colors, shapes, and/or sizes.**
- **Challenge students to work in teams to compose complementary floral arrangements.**
  - Optional: Photograph each arrangement for later reference!

## DESIGN

### Session Two

- **Challenge each student to design and draw a Wright-inspired vase for their team's floral arrangement. Encourage students to draw inspiration from their team's floral arrangement and focus on how design elements such as shape, color, and size can be combined in harmonious ways. (Tip: You may want to define "harmony", or the effect that is created when elements are combined in a pleasing and unified way, for your students!)**
- **If time allows, have students use construction paper and scissors to construct their design.**

# LESSON PROCEDURE (continued)

## CRITIQUE & INTERPRET

Session Two

- Invite students to share their individual designs as well as the collaborative floral arrangements that inspired their design. Challenge students to identify ways that the two designs are harmonious.
- Encourage students to consider the similarities and differences between each vase design. Highlight how each student in the various teams interpreted their team's floral arrangement differently.
- **Have students consider:** What are some other ways to design in harmony?