

GYMNASIUM FLOOR ART GLASS

GRADE: 3-8

TIME: Two 45-minute sessions

Frank Lloyd Wright's art glass windows have become quintessential symbols of Wright's geometric Prairie style. In this lesson, students will study the colors and shapes of Wright's art glass. Next, students will individually sketch art glass designs using lines on a gymnasium floor as casement lines. Then, students will collaborate in small teams on a group design using fabric to represent colored glass on the gymnasium floor. This lesson is designed to be facilitated in a gymnasium with multi-sport game lines and to be a collaborative lesson between the Visual Arts Teacher and the Physical Education Teacher.

INTEGRATED SUBJECTS: Physical Education, Visual Arts, Social-Emotional Learning

OBJECTIVES

MATERIALS | RESOURCES

Large fabric of different colors

(Tip: Single-colored tablecloths or bedsheets work best.)

Colored pencils

Pencils

White paper

Dry-erase lapboards and markers (optional)

Note-taking sheet (included below)

Open space for students to create art on gymnasium floor

Large binder clips

Black vinyl floor tape

(Tip: Many tapes can permanently damage gymnasium floors. Make sure you are using vinyl tape that is safe for gymnasium floors.)

1. Examine the colors and shapes of Wright's art glass.
2. Sketch Wright-inspired art glass drawings.
3. Collaborate with classmates to create artwork.
4. Create fabric art inspired by Wright's art glass designs.
5. Move actively around the gymnasium.

ESSENTIAL QUESTIONS

1. What shapes and colors are present in Wright's art glass?
2. How can Wright's art glass inspire art using a different medium?
3. How can students work collaboratively to create a work of art?

LESSON PROCEDURE

EXPLORE

Session One

- **Before students arrive, choose 4 sections of the gymnasium to be used as space to create each group's giant art glass. Use floor-safe black vinyl tape to create a border around each section. The size of each section will vary based on the placement of gymnasium floor lines and the amount of fabric available.**
(Tip: Test out the art project ahead of time to ensure that each group will have enough fabric and multiple floor lines to use as coming lines.)
- **Share examples of Frank Lloyd Wright's art glass with students. Explain that the metal lines in the art glass are called coming and that each colored or clear shape is a separate piece of glass. Ask students to consider:**
What use of symmetry do you see? What do you notice about the lines and shapes? What do you notice about Wright's use of colors? What patterns and repetition do you observe? What might Wright's art glass represent? What do you think inspired Wright?
- **After discussing Wright's art glass, instruct students to record one observation about Wright's use of shapes and one observation about Wright's use of colors on their Note-taking sheet.**

ENGAGE

Session One

- **Tell students that they will create their own Wright-inspired art using the gymnasium floor lines as coming lines and fabric as colored glass.**
- **Divide students into 4 groups and show each group what color fabric they have available. Show students their section of the gymnasium floor they will be working with.**
- **Instruct students to sketch the lines on the floor from their assigned section onto their Note-taking sheet in both the "Individual Design" and "Group Design" boxes.**
- **Distribute colored pencils. Tell students to sketch a Wright-inspired art glass design on their Note-taking sheet in the first box labeled "Individual Design." Have students use colored pencils to represent the colored fabric they have available.**

DESIGN

Session Two

- **Divide the class into groups from Day One. Instruct students to use their same Note-taking Sheet from Session One to review their individual designs from yesterday. Distribute each group's fabric as students discuss.**
- **Instruct students to plan a Group Design together, either verbally or on a separate sheet of paper. Once planned, direct students to create their Group Design using fabric. Let students use the fabric to fill in the gymnasium lines, folding the fabric as necessary. Remind students that their artwork will be fragile, as fabric is easily moved, so they will need to be mindful of where they are stepping. Large binder clips can be used to create clean edges as excess fabric is folded underneath. Allow students to disassemble and reassemble their work until they are satisfied with their final design.**
(Tip: Allow students to use floor-safe black vinyl tape to create more coming within their section.)
- **Once students are satisfied with their work, have participants sketch their final design using colored pencils in the "Group Design" box.**
- **Direct students to choose a name for their artwork as a group and to record the name on their Note-taking sheet.**

LESSON PROCEDURE (continued)

CRITIQUE & INTERPRET

Session Two

- Instruct students to write down one way their artwork was inspired by Wright's art glass on their Note-taking sheet.
- After all groups have completed their work on the Note-taking sheet, encourage students to circulate around the gymnasium to view their other classmates' artwork. Remind students not to step on any artwork as they move around the room.
- Next, gather students for a discussion. Have students reflect and consider:
 1. What was the greatest challenge you had working as a group?
 2. What was something your group did successfully?
 3. What is your favorite part of your design?
 4. What were some advantages and disadvantages of using fabric as a medium?
 5. How is your art inspired by Wright?
 6. How are each group's designs different? How are they similar?
 7. How would all the groups designs appear if combined?
 8. These fabrics are going to be cleaned up and put away; what is the value of making and viewing temporary art works?
- Take a photograph of each group's artwork before disassembling. Remove the vinyl tape from floors as soon as possible to limit adhesion to the gymnasium floor.
 - ◇ Optional Extension: Collaborate with the Visual Arts teacher to have students research other temporary artworks such as Minimum Monument by Néle Azevedo or Middlefork by John Grade.

NOTE - TAKING SHEET

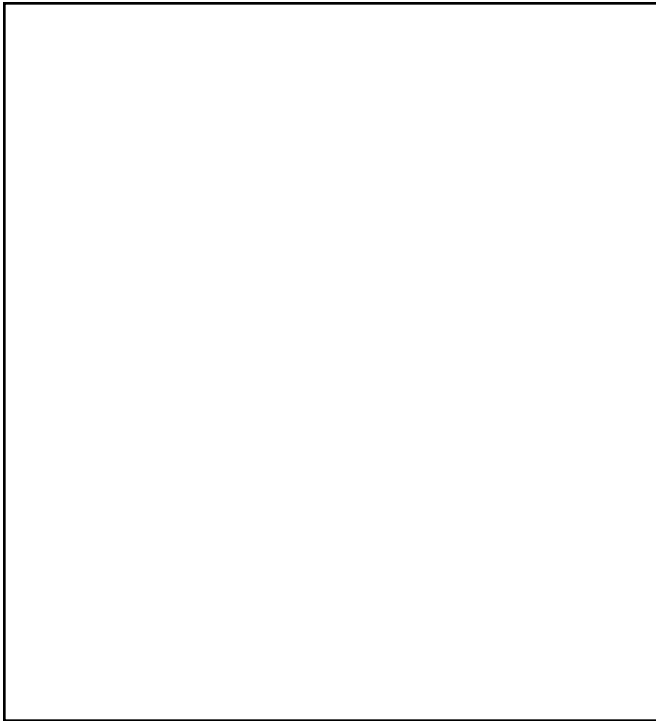
WRIGHT'S ART GLASS:

What I notice about Wright's use of shapes:

What I notice about Wright's use of colors:

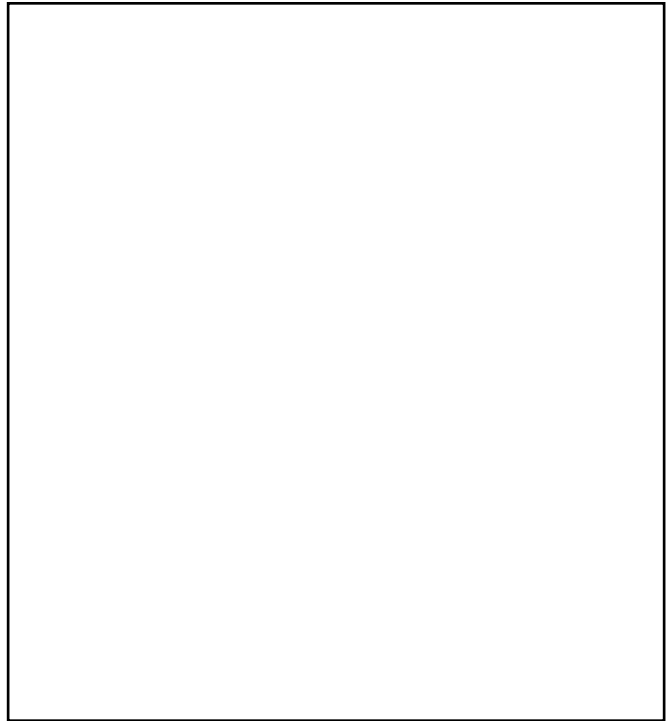
INDIVIDUAL DESIGN:

Sketch your gymnasium floor lines below before creating your design.



GROUP DESIGN:

Sketch your gymnasium floor lines below before creating your design.



NAME OF GROUP DESIGN:

ONE WAY MY ARTWORK IS INSPIRED BY WRIGHT'S ART GLASS IS...