

A MESSAGE IN STAINED GLASS

GRADE: 3-5

TIME: Three 30-minute sessions

Frank Lloyd Wright was an architect who had a strong connection to nature. He considered the environment in all his designs and looked to nature for inspiration. These influences are seen throughout the plans of his homes, including his famous “art glass” windows. Art glass windows, also known as stained glass windows, send a message of reverence that Frank Lloyd Wright had for the natural world. Students will view windows designed by Frank Lloyd Wright and discover how they were made. Students will develop a personal message or image and create a collage-style “window”.

INTEGRATED SUBJECTS: Visual Arts, Language Arts, Social-Emotional Learning

OBJECTIVES

MATERIALS | RESOURCES

Cardstock white paper

Scissors

Glue sticks

Magazines to cut

Black markers

Pencils

Images of Wright’s designs, Appendix A
Stained Glass Video- *How was it made?*

<https://youtu.be/W5NOrG-888CI?si=LELrJiV6HPcMJWJR>

Information about Wright’s art glass:

<https://flwright.org/explore/frank-lloyd-wrights-leaded-glass>

Personal Writing resource:

<https://cpet.tc.columbia.edu/news-press/write-to-learn-the-power-of-personal-writing>

1. Explore the windows created by Frank Lloyd Wright.
2. Develop a personal written message through letter writing.
3. Discover how to show your message in a collage.

ESSENTIAL QUESTIONS

1. How is stained glass created?
2. What inspired Frank Lloyd Wright’s imagery in glass?
3. How can you show your own personal message in a collage-style window?

LESSON PROCEDURE

EXPLORE

Session One

- Show students images of stained glass windows. Play a short video of how stained glass is made titled [How is it made? from the Victoria and Albert Museum](#)
- Introduce Frank Lloyd Wright and his art glass designs. Explain that Frank Lloyd Wright created uniquely geometric windows in a very different style than popular stained glass of the time. Show images of his most famous art glass designs, including the Coonley Playhouse’s windows, the Robie House windows and Wright’s Home and Studio windows (Appendix A).
- Ask students to interpret the windows of the Robie House dining room, the Coonley House playroom, and Wright’s Home and Studio. Ask students what the windows remind them of and how these windows relay Frank Lloyd Wright’s message.
- Encourage students to consider what they can learn about Wright by asking the following questions as they look through the art glass windows:
 - ◇ What might Wright have been inspired by when creating each window?
 - ◇ What do the colors and shapes remind you of?
 - ◇ What were some things that may have been important to Wright?
- Discuss how Wright’s love of nature and geometry shaped his art and architecture.

ENGAGE

Session One

- Tell students that they will create art that shows their values and what is important to them, just like Wright’s art reflects his interests.
- Ask students to write a letter to someone explaining what is important to them in life. This may be a real or imagined person.

ENGAGE

Session Two

- Review Frank Lloyd Wright’s iconic art glass as needed.
- Next, instruct students to reread their personal letters from the previous day.

DESIGN

Session Two

- Distribute magazines and white cardstock paper to students. Tell students to find pictures in magazines that reflect the messages in their personal letters. Encourage students to find images that represent the things they wrote were important to them.
- Discuss how students’ letters can help them find a message for their window.
- Instruct students to use magazines that have appropriate pictures for their project (For example: food, gardens, toys, friends, and cars). Students may want to tear out pages and then cut the size they need later. Ask students to then cut pictures to fit the paper and create an arrangement. Remind students to consider their letter and the message they want to convey.
- Demonstrate how to use magazine pictures and arrange them on cardstock before using glue. Using a pencil first, draw lines or shapes to create a stained glass effect. Go over the lines with a thick black marker.
 - ◇ Tip: Emphasize not to glue anything until a final design is decided upon. Provide objects to trace for circles, triangles and squares and other geometric shapes.
- Direct students to create a collage-style “window” using the magazine pictures. Geometric shapes or lines may be drawn to mimic the lead lines, using black markers to create stained glass patterns or designs.

LESSON PROCEDURE

(continued)

DESIGN

Session Three

- Students may want to pause here and ask for feedback on their arrangement. Remind students to consider how certain shapes will create a mood or message.
- As students are working, remind them to pause and look at their work, or possibly ask a classmate for feedback. Encourage them to check that their message is coming across in the collage.

CRITIQUE & INTERPRET

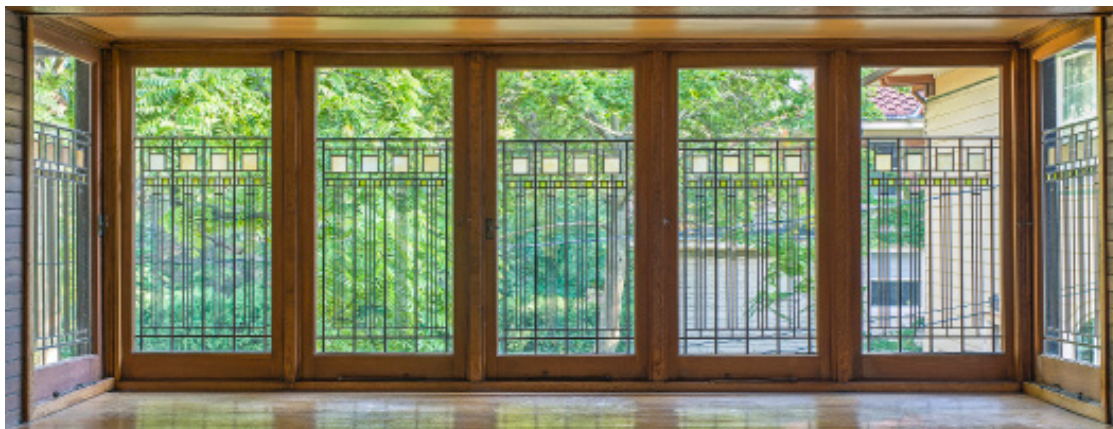
Session Three

- Ask students to display their finished collages. Some students may be willing to share their letter or their message with the group.
- Students may want to write a feedback message to a classmate if they would rather not speak in front of the group.

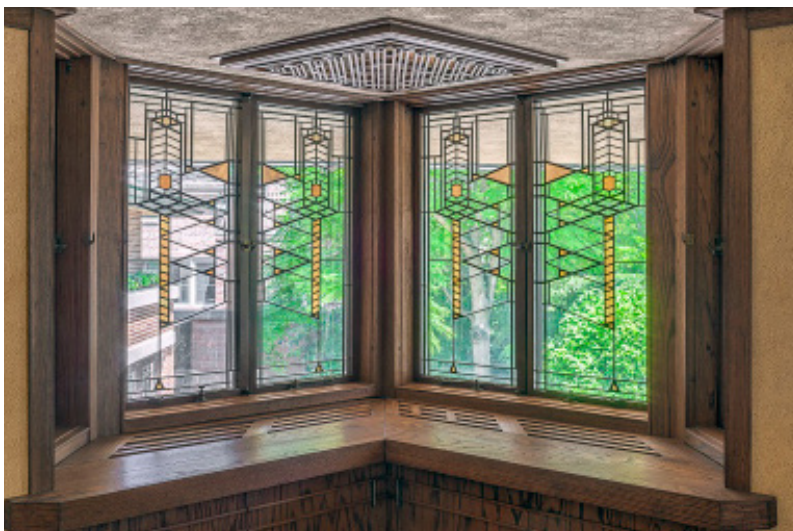
WRIGHT'S ART GLASS



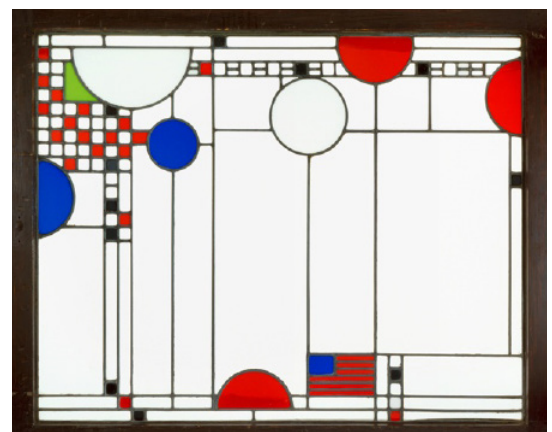
Home and Studio, Reception Hall Skylight



Home and Studio, Playroom Window



Robie House, Living Room Prow Window



Coonley House, Playroom Window

Photo Credit to Art Institute Chicago