

A WRIGHT TRANSFORMATION

GRADE: 1-5, Middle School, High School

TIME: 2, 45 Minute Sessions

Frank Lloyd Wright's art glass windows have become iconic parts of American art and architecture. At the Frederick C. Robie House in Chicago, the 175 art glass windows feature clear glass with touches of color and geometric patterns that create prairie grass like shapes. In this lesson, participants study Wright's art glass designs and then transform classroom windows with their own unique designs.

INTEGRATED SUBJECTS: Visual Art & Science

OBJECTIVES

MATERIALS | RESOURCES

Examples of Wright's art glass designs
Black electrical tape
Colored acetate
Tissue Paper
Sketchbooks
Pencils

1. Explore Wright's art glass designs.
2. Experience the impact design has on a space.
3. Use geometry, line, and color to create a unique work of art.
4. Work collaboratively to create a work of art.

ESSENTIAL QUESTIONS

1. What impact do Wright's art glass designs have on the buildings he created?
2. How do different design elements relate to create a work of art?

LESSON PROCEDURE

EXPLORE

Session One

- **Share examples of Wright's art glass designs with participants. Discuss the art glass designs as well as the buildings they are a part of. Examples are available at:** <https://www.teachingbydesign.org/multimedia/>
- **Ask participants to consider:** How do the art glass design impact the design of the building? How do they change the way you experience the building or space? Are the art glass designs meant to be viewed from the interior or exterior? Would you consider them two-dimensional or three-dimensional?

ENGAGE

Session One

- **Divide participants into groups and have them collaboratively create an artglass design.**
- **Designs can be planned in sketchbooks.**
- **Provide time for feedback, revision, and further development.**

DESIGN

Session Two

- **Once designs have been drafted, assign each group a window in the classroom.**
- **Using the black electrical tape for caming, the dark lines that hold the glass pieces together in traditional art glass, and the acetate and tissue paper for colored glass, have participants transfer their design onto a window.**

CRITIQUE & INTERPRET

Session Two

- **Once all windows are finished, provide time for participants to experience the effect. View the designs with the interior lights on and off.**
- **In their sketchbooks, have participants reflect and consider:** What do you notice first about the designs? Do you look through the art glass or at it? How does it change what you see on the outside? How does it transform the interior space? How do each of the designs relate to one another? Is there a common design element? How would your experience in other places change with art glass designs?