LESSON PLAN: ORGANIC ARCHITECTURAL DRAWING  
by Sandra Quintero

**Description**
Students will be introduced to the architecture of Frank Lloyd Wright and two-point perspective drawing. They will combine information about organic architecture with the technique of drawing a structure in perspective by creating a drawing of a house inspired by Frank Lloyd Wright and the prairie.

**Grade:** 9  
**Class:** Foundations of Art – 2-Dimensional Expression  
**Time Required** – fifteen 45-minute class periods (3 weeks)  
**Media:** Pencil, Watercolor, Colored Pencil  
**Objective:** Students will demonstrate knowledge of architecture and perspective drawing.  
**Materials:** Drawing Boards, Newsprint 12”x18”, White Drawing Paper 12”x18”. Ultra Fine black Sharpie, Ruler, Masking Tape, Pencil/Eraser, Watercolors/brushes Colored Pencils

**Procedure:**
1. Introduce the lesson with Ken Burns’ film, *Frank Lloyd Wright*. Show components of organic architecture such as, wide overhanging roofs, ribbon windows, hidden front entries, urns, etc. with a PowerPoint presentation including Wright’s houses such as the Stockman House, Falling Water and the architectural drawings of Marion Mahony. Compare to other forms of architecture such as Queen Anne and Colonial. Discuss architectural design, environmental impact, purpose, the importance of the site to the structure, etc.
2. Take a walk to the Ames High Prairie (which is next to the school) and students sketch the landscape and several natural forms such as various plants, trees, or rocks.

2. Demonstrate basic two-point perspective by drawing a house on the board and students follow along with a practice drawing. Check for understanding after each step by walking around room and looking at students’ work. Show how to add ribbon windows, wide overhangs, cantilevers, etc. using 2-point perspective, again having students draw along.

3. If possible take a field trip to a Frank Lloyd Wright house (Marshalltown or Johnston are both possibilities for Ames) or a Prairie Style house in town.

4. Students list the various components of organic architecture they want to incorporate into their houses using their prairie sketches for inspiration. For example they may want to incorporate lines from a plant drawing into a design for the entry door.

5. Students start final drawings in pencil. The objective should be to use correct two-point perspective and include components of organic architecture.

4. After drawing the basic structure students add any other details (trees, landscaping, rocks, etc). Once all major details have been added use ultra fine black Sharpies to go over edges on house so that none of the important edges get lost as color is added.

13. Do a light color wash with watercolor in sky and ground.

14. Choose a light source. Demonstrate how to color house with varied color intensities using colored pencil. Show same technique for tree branches to give illusion of depth.

15. Add texture with colored pencil.

National Content Standards
Standard 2:
Using knowledge of structures and functions
Students
a. demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art
b. evaluate the effectiveness of artworks in terms of organizational structures and functions
c. create artworks that use organizational principles and functions to solve specific visual arts problems

Standard 4:
Understanding the visual arts in relation to history and cultures
Students
a. differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art
b. describe the function and explore the meaning of specific art objects within varied cultures, times, and places
c. analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making
Assessment for Organic Architectural Drawing
by Sandra Quintero

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent!</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of Organic Architecture</strong></td>
<td>Added multiple details of organic architecture.</td>
<td>Added some details of organic architecture.</td>
<td>Few details of organic architecture were added.</td>
<td>No details of organic architecture were added.</td>
</tr>
<tr>
<td><strong>Perspective</strong></td>
<td>All orthogonal lines converge at correct vanishing points.</td>
<td>Most orthogonal lines converge at correct vanishing points.</td>
<td>Few orthogonal lines converge at correct vanishing points.</td>
<td>No orthogonal lines converge at correct vanishing points.</td>
</tr>
<tr>
<td><strong>Drawing Craftsmanship</strong></td>
<td>Vertical lines are vertical. Ruler was used for all straight lines. Edges are clear and easy to identify. Landscaping is very well integrated into drawing.</td>
<td>Most vertical lines are vertical. Ruler was used for most straight lines. Edges are somewhat clear and easy to identify. Some landscape forms are shown.</td>
<td>Few vertical lines are vertical. Ruler was rarely used to create straight lines. Edges difficult to see. Only a few components of landscaping.</td>
<td>No vertical lines are vertical. Ruler was never used to create straight lines. Edges difficult to recognize. No landscaping.</td>
</tr>
<tr>
<td><strong>Watercolor/Colored Pencil Craftsmanship</strong></td>
<td>Watercolor paint and colored pencil were always used carefully to create a pleasing aesthetic.</td>
<td>Watercolor paint and colored pencil were mostly used carefully to create a pleasing aesthetic.</td>
<td>Watercolor paint and colored pencil were rarely used carefully. Outcome appears sloppy or unfinished.</td>
<td>No watercolor paint and colored pencil were used. Outcome appears sloppy and unfinished.</td>
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<tr>
<td><strong>Working Attitude</strong></td>
<td>Always on time to class, on task daily unless excused absence, work in on time, cleaned up, was considerate of others, followed classroom expectations</td>
<td>Tardy once, on task most days unless excused absence, work in on time, cleaned up, was considerate of others, followed classroom expectations</td>
<td>Tardy more than once, on task more than half the time unless excused absence, work late, cleaned up most days, was inconsiderate of others some times, didn’t always follow classroom expectations</td>
<td>Tardy more than twice, frequently not on task, work late, cleaned up infrequently, was inconsiderate of others, didn’t follow classroom expectations most of the time</td>
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</tbody>
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**Total Points**

- Excellent! 20 pts.
- Good 17 pts.
- Fair 15 pts.
- Poor 13 pts.