Visual Arts Lesson Plan  

Title: The "Wright" Stuff  

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Age Group: 9th grade - 12th grade  

In the table below are the Visual Arts Standards and the Universal Constructs. Check the ones covered in the lesson.

<table>
<thead>
<tr>
<th>Standards Adapted from NAEA Standards</th>
<th>Understand, select and apply media, techniques and processes.</th>
<th>Understand and apply elements and principles of design.</th>
<th>Students will consider, select, apply and evaluate a range of subject matter, symbols &amp; ideas.</th>
<th>Understand the visual arts in relation to history and culture.</th>
<th>Reflect upon and assess the characteristic of their own and other’s work.</th>
<th>Students will make connections between the visual arts, other disciplines and daily life.</th>
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<td>Universal Constructs</td>
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**District, Building, Department Goals or Objectives:**

All students will be proficient in reading comprehension as measured by a state approved district-wide assessment and be prepared for success beyond high school.  
All students will use technology in developing proficiency in reading, mathematics, and science.  
CRITICAL THINKING  
The ability to access and analyze key information to develop solutions to complex problems.  
COMPLEX COMMUNICATION  
Successful sharing of information through multiple means including visual, digital, verbal, and nonverbal interactions.  
CREATIVITY  
Incorporates curiosity and innovation to generate new or original thoughts, interpretations, products, works, or techniques.  

**Description:**

This unit will have students studying the artist Frank Lloyd Wright and his architecture. This will involve viewing videos, reading for information, creating brief reports and artist statements, field trips to look at FLW architecture, and creating art work.  

**Teacher Preparation:**

Teacher will be taking the class Frank Lloyd Wright and the Prairie School in the Midwest. Information from the class will be the primary resource for the teacher. Instructor will need to decide what information can be used by the students in the classroom, what will meet the needs of the students and what will give them the best information to create an art work that is based upon the work of FLW.  

**Materials and Resources Needed:**

Copies of the Scholastic Art issue on Frank Lloyd Wright.  
Note taking sheet to improve the reading in the content area for comprehension.  
Ipad instruction on responding to the teacher via email about the reading as the exit activity for the class.
Brief videos about FLW posted to the Sharepoint site so that students can view the videos outside of the regular class time.

Quiz prepared and posted on Google apps for students to take after watching videos about FLW.

Examples of drawings and architecture completed by Frank Lloyd Wright, with emphasis on the art glass windows.

Knowledge of prairie plants and flowers that can be incorporated into stained glass window design.

Bus forms and arrangements made for field trip and notice sent out to fellow faculty of students who will be gone on the trip.

Canvas boards, acrylic paints and brushes, paint shirts, water containers, masking tape, exacto knives, rulers and pencils.

Electrician’s tape, large paper, masking tape, tempera paint, brushes and water containers.

**Vocabulary:**

- **Architect:** Someone who designs and oversees the making of buildings.
- **Atrium:** A large, open space inside a building.
- **Client:** Someone who hires an architect to design and build a structure.
- **Commission:** The act of hiring an artist or an architect to create a work of art or a building.
- **Façade:** The front of a building.
- **Local:** From or relating to something in a particular area.
- **Model:** A table-sized reproduction of something bigger.
- **Organic:** Close to nature; something living.
- **Site:** A place where something is built.
- **Studio:** Where architects or artists design and create their work.
- **Support:** To hold something else up.
- **Sustainability:** Maintaining the environment rather than depleting it.
- **Utopian:** Ideal; perfect

**Plan / Procedures:**

Day 1: MAM website information ▶ Have your students complete the Museum’s Frank Lloyd Wright Webquest (see Classroom and Gallery Activities). Complete the webquest as posted on the Sharepoint site, you may work with a partner for this activity. (Student-centered Classrooms: Students are directly involved and invested in the discovery of their own knowledge. Through collaboration and cooperation with others, students engage in experiential learning which is authentic, holistic, and challenging. Students are empowered to use prior knowledge to construct new learning and develop meta cognitive processes to reflect on their thinking.) Make sure you put your name and the name of your partner on the answer sheet. Submit your answer sheet via the dropbox on Sharepoint.

▶ Watch some or all of the PBS documentary on Frank Lloyd Wright (see Resources) with your students and get to know him better. Did you learn anything surprising about him? Complete a movie study guide about the portion of the FLW documentary that we saw today. Submit that guide via email to the instructor. (Assessment for Learning: Process used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of core content. Formative assessment practices provide students with clear learning targets, examples, and models of strong and weak work, regular descriptive feedback, and the ability to self-assess, track learning, and set goals.)

Day 2: Have students complete the Vocabulary Scavenger Hunt from the MAM website. Students can choose to do it hard copy or via the Ipad post on Sharepoint.

▶ Students need to read a brief article from the MAM website. Ask students to choose one of Wright’s buildings represented in the exhibition (see list on MAM website). You can find pictures of some of the buildings at mam.org/frank-lloyd-wright. Students should work together in small groups to show how the building they selected supports one or more of his ideas, outlined in the brief article. (Rigor
and Relevance: Lessons are cognitively demanding and challenge students to apply the essential concepts and skills to real-world, complex and open-ended situations. Content is linked to core concepts or skills and requires authentic work, discipline-specific methods, and applying what is known or being learned to solve complex problems. Involves use of prior knowledge, development of in-depth understanding, and the ability to develop and express ideas and findings through elaborated communication. Students can download the image to a drawing program on their Ipads and point out how the building supports some of the ideas from the reading.

Day 3: Students will go on a field trip to Mason City to view and tour the Prairie Style homes of the Rock Glen area. They will also tour the Stockman House with a docent. Students will have their Ipads to photograph a variety of elements that have been identified via the vocabulary scavenger hunt.

Day 4: Students will look up information about the stained glass windows used in the FLW architecture and compare them to photographs of the actual prairie flowers and plants. Students will be introduced to Froibel colored paper shapes to be used on a grid. Students will practice drawing flowers and plants in the manner that will allow them to transfer them to stained glass windows. They will then use the Froibel colored shapes to create their design for their FLW styled window.

Day 5-6 & 7: On their own canvas board students will create their stained glass type painting of a floral or geometric design that would emulate FLW style. Using masking tape to tape off the areas were the leading would be in the glass work. Acrylic paint will be used to fill in the glass-like area to create the illusion of stained glass. When all the color has been placed then students will remove the tape and paint the areas with bronze color to create the leading of the stained glass.

Day 8: Students who are done sooner then others may begin to create the windows that will be painted on the large windows out by our high school office. We will use electrical tape to create the leading in the windows and then tempera paint for the colors. These windows will be created in the style of Frank Lloyd Wright.

Assessment:

Students will brainstorm ideas for the criteria that will create the rubrics which will be used to evaluate their own art work. Students in my classroom assess their own work in addition to the instructor evaluation on the rubric. Emphasis will be placed on assessing for successful use of the elements of art and the principles of design in the universal construct of critical thinking and creativity. They will also assess for reflecting upon the characteristics of their work and the work of others by writing an artist's statement for the universal construct of complex communication.

Follow Up Activities:

Paintings will be put on display in various areas of the building with the artist's statement to accompany them. The art will also be photographed and put onto the Artsonia website for viewing by family and friends. Artsonia now has the capability to add the artist statement to the image of the art work.

Resources & References:

http://mam.org/frank-lloyd-wright/media/pdf/MAM_teachersguide_flw.pdf (Milwaukee Art Museum)
Scholastic Art issues for Frank Lloyd Wright architecture
Drawing program downloaded onto the Ipads
Google App quizzes and tests for follow up on articles and tours

For questions about this lesson, contact:

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