

Prairie-Style Stained Glass Clings

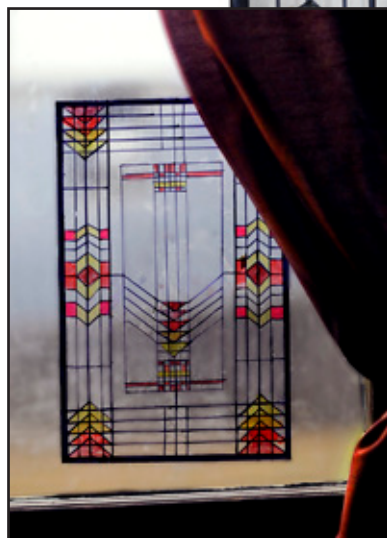
Design a window cling in the style of Frank Lloyd Wright

Well known for his architecture, Frank Lloyd Wright designed more than 4,000 stained glass pieces for more than 150 of his buildings. He referred to the windows as “light screens” because they interacted with the view behind them rather than covering or obscuring it, as stained glass windows often did.

As he designed a building, Wright often sought to balance solid walls with light screens, which he felt opened a room and blended it with the surrounding environment. This is a key idea in what is known as the “Prairie” style.

Wright’s designs featured geometric patterns that abstracted natural elements such as plants, waterfalls, and rivers. He used mostly clear or neutral-colored glass with accents of color and iridescence.

In this lesson plan, students use geometry skills and repeating patterns to create a stained glass design incorporating the ideals of Prairie-Style architecture. Then they make a window cling using lightfast permanent markers.



GRADES K-12 *Note: instructions and materials are based upon a class size of 25 students. Adjust as needed.*

Preparation

1. Cut vinyl using scissors or paper cutter. One yard of vinyl will make 18, 6" x 9" clings. Keep the vinyl attached to the backing paper.
2. Cut graph paper into 6" x 9" pieces.
3. In preparation, read "[Frank Lloyd Wright for Kids](#)" (70072-1003) for biographical information as well as simple, straightforward explanations of Wright’s ideas, illustrated with his key architectural works.

Process for grades 3-12

1. View examples of Prairie-Style windows. Discuss design choices, especially in relation to the surrounding landscape and buildings. If the finished clings will be displayed in a particular window, consider the view and how the students’ designs might interact with it.
2. Design windows with pencil on paper first. Use the graph paper and rulers to make straight lines and diagonals. With the vinyl still positioned on the backing paper, use a fine-line marker to make a tiny "F" (for "Frank") in one corner. It is important to be able to distinguish between the front side and the back side of the material, as the back side is designed to provide the static cling.

Materials

[Grafix[®] Static Cling Vinyl](#), clear, 27" wide x 1-yd (27228-1840); need two yards per class

[Canson[®] Foundation Graph Pad](#), 4" x 4" grid, 40-sheet pad, 8-1/2" x 11" (10636-2485); share one pad among class

[Alvin[®] Non-Skid Stainless Steel Ruler](#), 12" (55632-1012); one per student

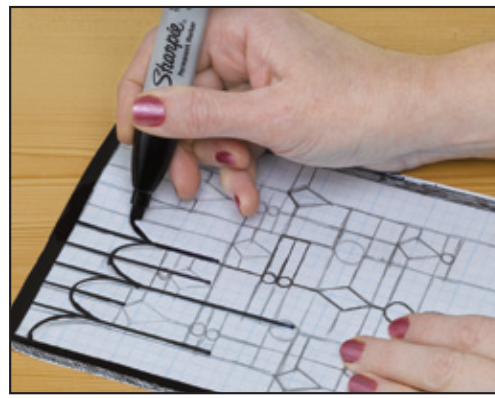
[Sharpie[®] Chisel Tip Marker](#), Black (21383-2020); one per student

[Blick[®] Studio[®] Markers](#), set of 12 (22148-1012); share three sets among class

Optional Materials

[Creativity Street[®] WonderFoam[®] Peel and Stick Shapes](#), package of 720 (61731-1010)

NOTE: The back side must be used for the "lead lines" in order to leave plenty of space not covered with marker to attach the cling material to a window.



Step 1: Create a Prairie-Style window design on graph paper.

Step 2: Trace the design on the back side of the cling vinyl using a black permanent marker.

Step 3: On the front side of the cling vinyl, fill the "lead lines" with permanent color marker.

Process for grades 3-12, continued

3. Remove the vinyl from the backing paper and place it back-side-up on the top of the pencil drawing. The "F" will be reversed. Trace the drawing using a black Sharpie marker. Use a ruler with a raised edge for inking to avoid smearing. Any regular ruler can be raised for inking by applying a piece of adhesive WonderFoam to the back side.
4. Allow a few minutes for the marker lines to dry completely, then turn the cling material over and return it to the backing paper, front-side-up. The "F" will read correctly.
5. Fill some of the spaces between the lines with color marker. Keep some areas blank in order to have a clear view of the landscape beyond. Allow to dry completely, for at least an hour.
6. Apply the vinyl cling to the window for viewing. Avoid extreme window temperatures and condensation. If the marker accidentally transfers to the window, the window can be cleaned with rubbing alcohol.

Options

Stained glass window designs in the style of Louis Comfort Tiffany and other artists may be created using the same process. Create preliminary drawings on plain sketch paper instead of graph paper.

Options for K-2

Younger students may create a simple window cling by drawing with permanent marker on the front side of the vinyl only. Keep the vinyl on the backing sheet until the ink is completely dry.

National Standards for Visual Arts Education

Content Standard #2 — Using knowledge of structures and functions.

K-4 Students describe how different expressive features and organizational principles cause different responses.

5-8 Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work.

9-12 Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Content Standard #5 — Reflecting upon and assessing the characteristics and merits of their work and the work of others.

K-4 Students understand there are different responses to specific artworks.

5-8 Students compare multiple purposes for creating works of art.

9-12 Students identify intentions of those creating artworks, explore the implications of various purposes and justify their analyses of purposes in particular works.

