

The Frank Lloyd Wright Origami Chair with Japanese Art Influence in Clay

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ABOUT THIS LESSON

In 1949, Frank Lloyd Wright designed the Taliesin armchair, also known as the origami chair, for the Garden Room in Taliesin West. Constructed from a single piece of folded plywood, it is frequently called 'Origami' because of the way it recalls this Japanese art. Every apprentice that came to Taliesin had to make one. Our assignment will be to create a 'Origami' chair in clay that has Japanese inspired images carved into the clay.

GRADE LEVEL

9-12

CLASSROOM TIME

12 - 15 classes of 63 minutes.

RESOURCES

- Film: [Frank Lloyd Wright: A Film by Ken Burns & Lynn Novick](#)
- Book: *Frank Lloyd Wright: Natural Design, Organic Architecture: Lessons for Building Green from an American Original* by Alan Weintraube and Alan Hess
- Websites:
 - [Chazen Museum of Art](#)
 - [Frank Lloyd Wright Foundation: Cassina, Frank Lloyd Foundation Partner to Bring Wright-Designed Furniture into Homes](#)
 - [Frank Lloyd Wright Foundation: Taliesin West is Frank Lloyd Wright's desert laboratory in Arizona](#)
 - [How to Make Origami: Frank Lloyd Wright Origami Chair Plans](#)
 - [Minneapolis Institute of Art](#)

BACKGROUND

The students have background knowledge of working in clay before this lesson. Students will already have this background knowledge of the Minnesota State Art Standards Create, present, respond, and connect. This lesson will be used for expanding students critical thinking skills and understanding of Japanese Art on Frank Lloyd Wright.

OBJECTIVES

Students will:

- Create a Frank Lloyd Wright Origami' chair in clay that has Japanese inspired images carved into the clay. Create, generate, originality, and revision.
- Present - Make artistic choices, develop, and refinement.
- Respond - Respond, Analyze, and Respond
- Connect - Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. 1. Appraise the impact of art, an artist, or a group of artists on the beliefs, values and behaviors of a society.

MINNESOTA STATE ART STANDARDS

Visual Arts ALL

- 5.A.1.1 5. Visual Arts ALL 1. Foundations 1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work. The benchmarks are integrated across the other strands, highlighted in bold.

Create - Create, generate, originality, and revision

- 5.9.2.2.1 5. Visual Arts HS 2. Create 2. Generate and develop original artistic ideas. 1. Collectively or individually apply inquiry methods of observation and research to investigate an idea.
- 5.9.2.2.2 5. Visual Arts HS 2. Create 2. Generate and develop original artistic ideas. 2. Explore and plan themes, ideas, concepts or styles in preparation for an artwork
- 5.9.2.3.1 5. Visual Arts HS 2. Create 3. Create original artistic work. 1. Synthesize visual literacy strategies and conceptual intent to create artwork for a specific purpose.
- 5.9.2.3.2 5. Visual Arts HS 2. Create 3. Create original artistic work. 2. Balance freedom and ethical responsibility in the use of images, materials, tools, and equipment during art-making.
- 5.9.2.4.1 5. Visual Arts HS 2. Create 4. Revise and complete original artistic work. 1. Engage in constructive critique with peers, then reflect on, revise and refine works of art to improve one's original artistic intent.

Present - Make artistic choices, develop, and refinement

- 5.9.3.5.1 5. Visual Arts HS 3. Present 5. Develop and refine artistic techniques and work for presentation. 1. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place, including an artist statement.
- 5.9.3.6.1 5. Visual Arts HS 3. Present 6. Make artistic choices in order to convey meaning through presentation. 1. Analyze, critique, and justify artwork in an artist statement for a collection or portfolio presentation.
- 5.9.3.6.2 5. Visual Arts HS 3. Present 6. Make artistic choices in order to convey meaning through presentation. 2. Analyze relationships between artists, artwork, and audience for impact of presentation.

Respond - Respond, Analyze, and Respond

- 5.9.4.7.1 5. Visual Arts HS 4. Respond 7. Analyze and construct interpretations of artistic work. Construct multiple interpretations of an artwork.
- 5.9.4.8.1 5. Visual Arts HS 4. Respond 8. Evaluate artistic work by applying criteria. Evaluate the impact of an artwork to influence ideas, feelings and behaviors of specific audiences.

Connect

- 5.9.5.10.1 5. Visual Arts HS 5. Connect 10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. 1. Appraise the impact of art, an artist, or a group of artists on the beliefs, values and behaviors of a society.

LESSON

Day One: Introduction to FLW - film ([Frank Lloyd Wright: A Film by Ken Burns & Lynn Novick](#))

Day Two: Discuss the film of FLW and introduce Japanese prints.

Day Three:

- Students will research Images owned by FLW from the [Chazen Museum](#) and find three Japanese prints that they like.
- Next, students will write and discuss their thoughts in their sketchbook.
- Last, Students will sketch out elements from the prints that they like in their sketchbooks. (As a side note students may research more than three).

Due at the end of the hour.

Day Four and Five: Today we will take our sketches from our research and carve them into clay tiles. Demo using the slab roller and tile cutter.

- Students will roll out three 4”x4” clay slabs.
- Next, Students will take their sketches from yesterday and carve them into the clay slabs. This is an opportunity for experimentation and discovery.
- Then, once completed with your slabs. Take a picture of them and turn them in on google classroom. Also, please write a brief summary of what you learned about what you discovered, anything that went well or didn’t.
- Last, FEEDBACK - GALLERY WALK (in-progress critique). Class discussion/mini critique. Students will then make revisions as needed from the in-progress critique.

Day Six and Seven: Introduction to the FLW origami Chair and integrating japanese woodblock print textures into their clay.

Demonstration of origami chairs in clay. Emphasis on scratch and attachment.

Students choose to integrate their designs/images before construction or after. Discussion of pros and cons.

Students must be mindful of what stage of drying your clay is in.

Day Eight: In Progress critique.

Then students will revise if needed. Otherwise construction continues.

Day Nine and Ten: Work days.

Day Eleven and Twelve: Introduction to underglazing.

- Students will photograph their chair before and after underglaze and submit photos to google classroom.

Firing time and the addition of a clear coat after bisque firing.

Critique and Assessment - See Link

Students will complete the written critique and self-assessment and then will participate in a verbal critique.