



FRANK
LLOYD
WRIGHT
TRUST

YOGA WITH WRIGHT

GRADE: 1 - 4

TIME: One 45-minute session

Students will learn how both Frank Lloyd Wright and the practice of yoga use nature to inform their design. Students will model yoga poses to represent shapes, much like the angular drawings of nature created by Wright. This activity will benefit students kinesthetically while encouraging students to think mathematically and creatively about how nature is admired in yoga and art.

INTEGRATED SUBJECTS: Math, Visual Arts, Physical Education

OBJECTIVES

MATERIALS | RESOURCES

Paper
Pencils
Colored pencils or markers
Space for students to execute yoga poses

1. Learn about Frank Lloyd Wright and his incorporation of geometry as seen in the natural world.
2. Practice yoga poses to kinesthetically model nature.
3. Work in pairs to identify shapes represented by yoga poses.
4. Understand that both yoga and Frank Lloyd Wright admire and honor nature by symbolizing lifeforms in unique geometric ways.

ESSENTIAL QUESTIONS

1. How did Frank Lloyd Wright incorporate nature in his art and architecture?
2. How are yoga poses inspired by nature?
3. What shapes are mimicked in yoga poses?
4. How can the power of observation be used to notice shapes created by others?

LESSON PROCEDURE

EXPLORE

- **Introduce the work of Frank Lloyd Wright, highlighting his incorporation of geometry in his design.** Images can be found in Appendix A.
- **Show light screens of Frank Lloyd Wright to show how Wright geometrically represented nature.** Images can be found in Appendix B.
- **Show images of flowers and trees. Ask students to find shapes in each plant or other item shown from the natural world.** Images can be found in Appendix C.

LESSON PROCEDURE (continued)

ENGAGE

- Much like Frank Lloyd Wright was inspired by nature, many yoga poses are inspired by nature. Tell students that the poses they will practice and study are named after animals, plants and other forms of nature.
- Demonstrate the following yoga poses for the class one at a time. First, model the pose. Next, direct students to repeat the pose. Then, ask students to identify shapes they see represented in the pose. After discussing, move on to the next pose. All of the poses mentioned in this lesson can be easily searched for reference on the internet. Images can also be found in Appendix D.
- First, model the tree pose. (Students will likely see triangles in this pose.)
- Then, model the starfish pose. (Students will likely see triangles, a circle, and/or lines in this pose.)
- Then, direct the butterfly pose. (Students will likely see triangles and lines in this pose.)

DESIGN

- Next, instruct students to draw the poses being modeled. A quick “stick-figure” style sketch is best.
- Model cobra pose and instruct students to draw in pencil. Using a colored marker or pencil, ask students to trace the shapes they see over their drawing of the pose. Complete the same process for cat pose.
- Now, model the following poses, asking students to select a pose that they feel comfortable to try on their own: Mountain pose, downward dog or eagle pose. Eagle pose is a more advanced pose that requires practiced balance, whereas the other two poses should be achievable for most students.
- Have students work in pairs, watching their neighbor perform the pose of their choice. Instruct the student to draw a stick figure of their partner and trace the shapes they see over it in color, just as they did before. Then, have students switch roles.

CRITIQUE & INTERPRET

- Direct students to work with a partner to choose an animal or plant with interesting shapes. Have students invent a new yoga pose inspired by the animal or plant.
 - Differentiation: provide a collection of plant and animal images such as fish pose, flamingo pose, elephant pose, and flower pose.
- Encourage students to draw the pose and find shapes hidden within it. Tell students to be prepared to discuss their creations and findings. After each pair has invented a new pose and found shapes hidden within, lead a discussion with the following questions.
 1. What animal or plant does your yoga pose represent?
 2. How much does your yoga pose resemble the actual animal or plant?
 3. What shapes are present in your yoga pose?
 4. Can you find the shapes in your yoga pose when looking at the actual animal or plant?
- Show images of Wright’s light screens once again. Discuss how Wright’s geometric representations of nature remind students of their yoga poses representing nature. Ask students how Wright’s art honors nature and then how yoga poses honor nature.
 - Optional Extension: have students select a Frank Lloyd Wright design of a building, piece of furniture, or light screen. Instruct students to create a yoga pose inspired by that Wright design.

TEACHING
BY DESIGN

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APPENDIX A -Wright's Designs

*Wright's Home
and Studio*
(1889 - 1909)



Robie House
(1908 - 1910)

Fallingwater
(1935)



APPENDIX A cont. -Wright's Designs



*Children's
Playroom, Wright's
Home and Studio
(1889 - 1909)*

*Guggenheim Museum
(1959)*



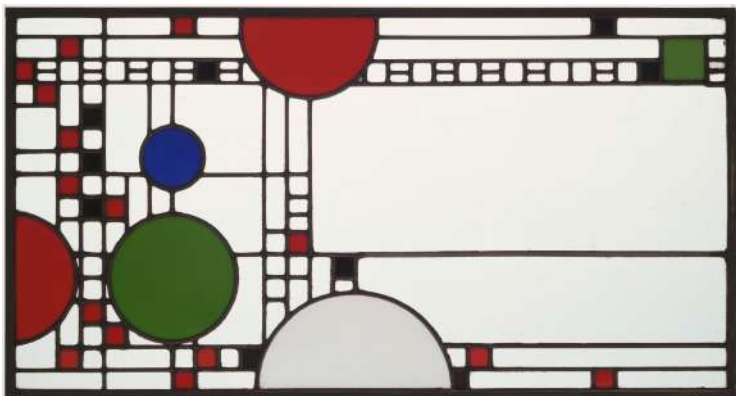
APPENDIX B -Wright's Lightscreens



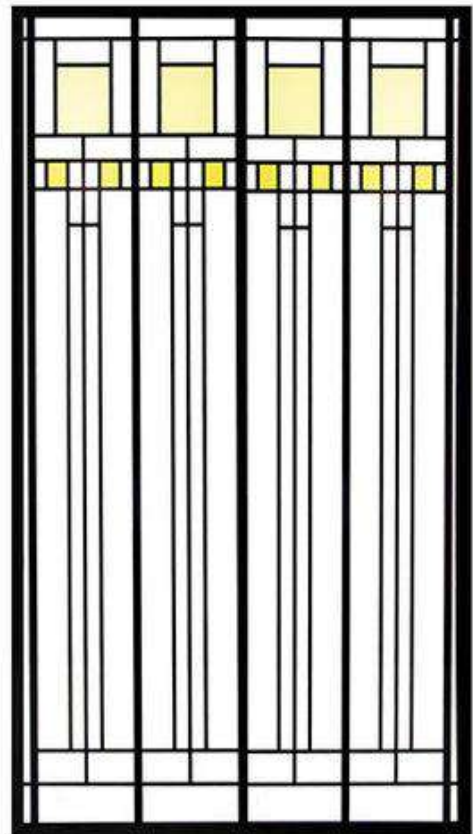
*Home and Studio,
Reception Hall
Skylight*



*Robie House, Living Room
Prow Window*



Coonley House, Playroom Window



*Home and Studio,
Playroom Window*

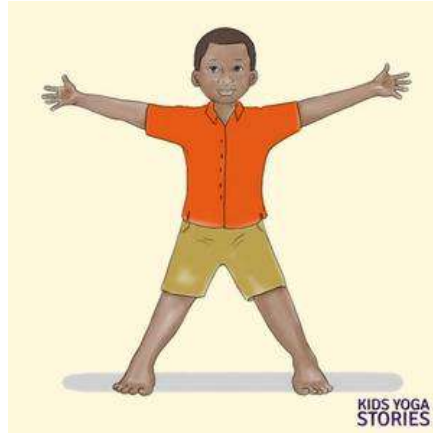
APPENDIX C - Geometry in Nature



TREE



STARFISH



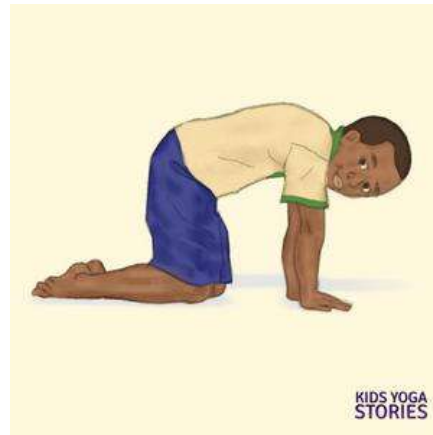
BUTTERFLY



COBRA



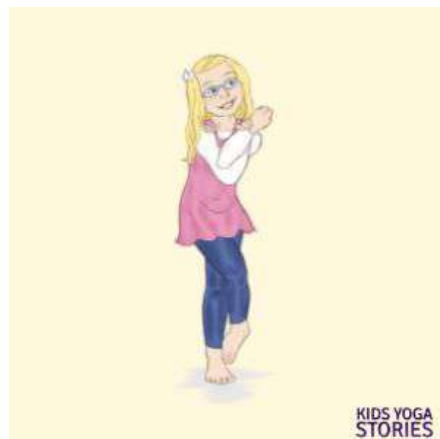
CAT



MOUNTAIN



EAGLE



DOWNWARD DOG

