

IN HONOR OF QUILTING

ADAPTED BY: Jaffe Davis
MEDIA: Fabric
GRADE LEVEL: High school
NUMBER OF STUDENTS: 25
PROJECT LENGTH: One week
ESTIMATED CLASS TIME: (5) 75 minute classes



The Sunflowers
Quilting Bee at Arles,
1991

Learning Statement Paragraph

The students will learn about the history of quilting, including materials, styles, colors, and the different cultures who participated. They will also learn how to do different kinds of stitches. The students will use fabric needles, and thread to express their ideas. They will each contribute a quilting square that will eventually become part of a collaborative quilt. The students will be asked to write one page stating what the person they chose did positively in society, as well as why they chose the person whom they did.

<http://www.perestroika.ca/html2/vest/handstitching.php>

State Benchmarks and Standards

ART.I.VA.HS.1- Apply materials, techniques, and processes with sufficient skill, confidence, and sensitivity that personal intentions are carried out in the artwork.

ART.I.VA.HS.2- Intentionally use art materials and tools effectively to communicate ideas.

ART.I.VA.HS.4- Be involved in the process and presentation of a final product or exhibit.

ART.II.VA.HS.1- Apply materials, techniques, and processes with sufficient skill, confidence, and sensitivity that personal intentions are carried out in artworks

ART.II.VA.HS.3- Describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.

ART.II.VA.HS.5- Demonstrate an improved ability to integrate structures, characteristics, and principles to accomplish commercial, personal, communal, or other purposes of art.

ART.III.VA.HS.2- Identify intentions of artists, explore the implications of various purposes, and justify analyses of purposes in particular artworks.

ART.III.VA.HS.3- Describe how expressive features and organizational principles cause response.

ART.III.VA.HS.4- Reflect upon the characteristics and assess the merits of one's personal artwork.

ART.IV.VA.HS.1- Reflect on how the subjects, ideas, and symbols of artworks differ visually, spatially, temporally, and functionally with respect to history and culture.

ART.IV.VA.HS.2- Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places.

ART.V.VA.HS.3- Compare the materials, technologies, techniques, and processes of the visual arts with those of other arts disciplines as they are used in creating and types of analysis.

ART.V.VA.HS.4- Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Context and Background Information

The students will be working on the quilt during National Black History month. They will study artist Faith Ringgold and be working to create a final collaborative quilt done in a similar style to Ringgold's. They may use internet, books, or magazines if they need further ideas/inspirations about Black members of society, living or dead, who have contributed to the greater good in some way. The students will read Scholastic Art, April/May 1994, Volume 24, Issn. 1060-832X, featuring Ringgold to further their knowledge and understanding of the artist.

Materials for 20 Students

- Fabric
- Yarn, embroidery floss, thread
- Needles
- Buttons, sequins, ribbon, etc. for embellishments
- Scissors
- Acrylic paint
- Paint brushes, water containers, palettes
- Scholastic Art Magazine
- (42) 12 x 12 inch fabric squares, (22) brightly colored and patterned, 20+ solid and plain.
- Sharpies
- Stitching handout

Process-Day 1

Set up and Preparation time: none

- The students will each receive a copy of the Scholastic Art Magazine featuring Ringgold. They will take turns reading out loud through the whole issue, with the teacher asking questions to ensure comprehension. There are suggested questions on the fold out page of each issue.
- The class will brainstorm African American citizens who have contributed positively to society.
- The students will have the remainder of the hour to research people they would like to honor on a quilt square, or begin doing a sketch of their idea. They may want to take notes if they are researching because they will be asked to provide information in a short paper about why the person they chose was a benefit to society.

Process-Day 2

Set up and Preparation time: 5 minutes

- The students will do a sketch of their ideas.
- Those that are ready may begin creating their quilt square design using the provided materials. Each student will need to create a ½ inch border on their fabric square using the Sharpie markers. This border will disappear when they are sewn together.
- The teacher will demonstrate to the students how to do a whip stitch and a straight stitch, and pass out the handout of how to do other stitches (from the website <http://www.perestroika.ca/html2/vest/handstitching.php>).

- The students may use quotes on their square if they see fit. They may use acrylic paint if they wish in addition to the fabric and other stitching materials.
- They will continue to work on their quilt square until the end of the hour.
- The teacher will demonstrate to the students how to do a whip stitch and a straight stitch.

Process-Days 3-8

Set up and Preparation time: 5 minutes

- The students will continue to work on their quilt squares until they are finished.
- They will be required the one page paper to complete the assignment.
- The students that finish first will begin sewing their quilt squares together. The quilt can either be in a rectangle or square, which ever the students decide. Students that finish early may also create another quilt square, depending on the configuration decided upon for the quilt.
- Students that finish early may also begin sewing the border together, and the border to the center of the quilt. The border will be made from the brightly colored 12 x 12 inch squares, emulating the borders of Faith Ringgold.
- The students doing the border work will need careful and repeated instruction regarding the alignment of the squares and sewing techniques.
- The final quilt will be hung somewhere in the school for display.

Evaluation

The students will be successful if they are able to work harmoniously to construct a group quilt. They will hopefully leave knowing how to do two or more stitches. They should be able to talk knowledgably about their chosen individual, and compose a page or so about his/her accomplishments. The students will be trying to create a detailed, meaningful quilt square. Careful craftsmanship will be important.