

Lesson Plan: 'How I Can Help?' Quilt
Media: Quilting, Mixed Media
Estimated Class Time: 4 -5 Fifty minute sessions

Adapted by: Michelle Aimar
Grade Level: 6 - 12

State Standards:

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

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.4 - Apply and adapt subjects, symbols, and creative ideas in artworks and use the skills gained to solve problems in daily life.

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

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

Learning Statement: The student will discover the process of making a quilt while working together to form solutions to the social issue of conserving energy. The student will be involved in finding the resources used to create the quilt. They will have participated in the project from gathering materials to presentation of the final product.

Context/Background:

Quilting has been around for centuries. A quilt provides warmth but also a visual experience. There are many different types of quilts. Some tell stories, stories of the past, stories of hope, or a story of a loved one in a memoir. Great skill is required to design and create a quilt. Quilts are typically made up of "quilting squares" that are sewn together with a batting (a layer of cushioning). However, not all quilts consist of squares. Some quilts make a statement.

The class will be creating a social justice art quilt. It will make a statement on how our class can conserve energy to save our planet. Each student will create a square out of found materials only. The square will display how that individual can save energy. This quilt may or may not be made of fabric since it will be made of found materials. The students will spend time gathering used materials. The ideal materials would be cereal boxes, cracker boxes, any thin cardboard box used in groceries. Magazines and newspapers would work as well. They will be cut up to create patterns and a scene displaying their plan of action to conserve energy. For example, riding your bike to the store.

www.quiltindex.org

Materials:

-Students are to use only found materials. The only "new" resource allowed is glue.

- Glue
- Scissors
- Paper scraps
- Newspaper
- Magazines
- Product labels
- Regular cardboard to use as the base for the 12 x 12 square

Process:

- Teacher to go over brief history of quilt making.
- Teacher to lead a discussion on conserving energy. Students are encouraged to talk about their ideas with the group.
- Brainstorm ideas on paper. Plan out placement of cut pieces
- Gather materials needed for square (may take a few days, may want to start collecting before the lesson is presented.
- Cut pieces as needed
- Attach pieces to square (glue or sewing)
- When individual square is completed, the classroom's squares will be attached to be displayed.

Rubric:

Criteria	Point Possible	Points Achieved	Comments
Following directions	25		
Effort, Behavior, Attitude	25		
Creativity in design and idea	12.5		
Craftmanship, execution of idea	12.5		
Gathering materials	25		
Total Points	100		