

THE QUILTED CONSCIENCE

STORYBOOK QUILT WORKSHOP

Lesson Plan

By Peggie Hartwell

CONCEPT

The Storybook Quilt Workshop gives students the opportunity to share stories through quiltmaking, art, and writing. Participants are introduced to the history of quilt making as they explore various techniques to create personal story quilt blocks. Open classroom discussions on family traditions/histories, communities, or personal stories encourage participants to develop their designs. Students may also bring/include personal memorabilia to further personalize their work. Basic sewing techniques, including embellishments and writing on fabric, are demonstrated to help in construction of their stories.

Each completed block then serves as a fabric storybook quilt page. Once technique is learned, construction of additional pages is possible. Removable pages allow for an exhibition of participants work at completion of workshop.

This project allows each student to work at her/his own pace. Number of completed pages per participant may vary. This project builds self-confidence as it promotes "imaginative and creative thinking" not only in the world of art but in other disciplines as well. Students are encouraged to explore and develop their "hidden talents". Future projects are approached with more confidence.

GENERAL GOALS

- Introduce students to Story Quilts as a Narrative Art form. Promote creative thinking and the concept of art as a language and / or "visual language".
- Explore various cultures and how customs are passed on through the tradition of storytelling.
- Stimulate and develop hidden artistic talents of students through encouragement and participation in open class discussion on family traditions/history and the communities in which they live.
- Execute construction of stories by creation of individual quilt blocks.
- Construct several individual fabric blocks (pages) which will be formed into a Fabric Art Book. Removable pages are exhibited separately.

This project allows each student to work at her/his own pace and promotes a pride in achievement.

Peggie Hartwell's Storybook Quilt Workshop

OBJECTIVES

The student will create individual quilt blocks which will be formed into a Fabric Art Book.

STANDARDS

South Carolina Visual Arts Standards: Grades K – 12

Standard 1: The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

McREL NATIONAL EDUCATIONAL STANDARDS: Visual Arts

<http://www2.mcrel.org/compendium/>

Standard 1. Understands and applies media, techniques, and processes related to the visual arts.

Level III (Grade 5-8)

1. Understands what makes different art media, techniques, and processes effective (or ineffective) in communicating various ideas.
2. Knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.

Level IV (Grade 9-12)

1. Applies media, techniques, and processes with sufficient skill, confidence, and sensitivity that one's intentions are carried out in artworks.
2. Understands how the communication of ideas relates to the media, techniques, and processes one uses.

Standard 4. Understands the visual arts in relation to history and cultures.

Level III (Grade 5-8)

1. Understands similarities and differences among the characteristics of artworks from various eras and cultures (e.g., materials; visual, spatial, and temporal structures).
2. Understands the historical and cultural contexts of a variety of art objects.
Understands how factors of time and place (e.g., climate, resources, ideas, and technology) influence visual, spatial, or temporal characteristics that give meaning or function to a work of art.
3. Understands how factors of time and place (e.g., climate, resources, ideas, and technology) influence visual, spatial, or temporal characteristics that give meaning or function to a work of art.

Level IV (Grade 9-12)

1. Knows a variety of historical and cultural contexts regarding characteristics and purposes of works of art.
2. Knows the function and meaning of specific art objects within varied cultures, times, and places.
3. Understands relationships among works of art in terms of history, aesthetics, and culture.

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MATERIALS

- 14" x 14" Multi Color 100% Cotton squares for design pages
- 14" x 14" fabric for back of design
 - Assortment of 100% cotton fabrics: solids, floral, juvenile patterns (if working with youth), Batiks
- Permanent fabric marker (Micron 01 Fabric Marker)
- Crayons
- Scissors for cloth
- Scissors for paper
- Tracing paper
- Xerox paper
- Sewing/Embroidery needles
- Quilter's straight pins (flat heads)
- Cotton thread and embroidery floss (multi colors)
- Round tooth picks
- Fabric glue
- Decorations such as trim, small buttons
- Grommets plier kit & refills to create booklets

VOCABULARY

- Quilt / Sewing Terminology
- Balance
- Emphasis
- Art Terminology

PREPARATION

1. Participants discuss ideas for their story blocks and decide if story will be related to family traditions, history or personal stories. If verbiage is included, this is a good time to think about placement and spelling.
2. Original designs are drawn. (This is also a good time to use scrap paper until designs are finalized.)

Note: If copier is available, photocopy each design twice:

- One to use for pattern.
- Second allow participants to have souvenirs of original work.

PROCEDURES

1. Participants construct their story blocks. If writing is part of the design, this must be done before each shape is cut out. (**Note:** Each shape must be cut individually on the drawing line.) Shapes are placed/pinned on top of the fabric, traced, and cut on drawing line around each shape. Shapes are arranged on a 14"x 14" foundation fabric square to form the story: each shape is pinned and secured by sewing it to the foundation block. (Instructor will demonstrate this method and assist in placement). This method is done until entire design has been transferred to fabric blocks. Shapes are checked to make sure they are secure. (Fabric glue may also be used to help stabilize edge of shapes.) Entire design is completed in this method.
2. Design may now be embellished with ribbons, beads, buttons, etc.

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3. Completed blocks are sewn onto a 14"x 14" **felt block**. Batting may be inserted between the top fabric page and the back plain fabric of same size. This gives good weight and dimension to the story block. If batting is used, it will be secured with medium stitches in embroidery thread around the edge of the block. Fabric glue near the center of the page/block will be used to glue pages together. Whatever the method, embroidery thread/stitching are sewn around borders of each of the fabric pages. Labels with participants' names and titles of work are placed on the backs of completed pages/ blocks.

ASSESSMENT

Upon completion of the workshop, students will have created individual quilt blocks to be included in a Fabric Art book.

INTERDISCIPLINARY CONNECTIONS

LANGUAGE ARTS

- Participants write stories of their quilt blocks.
- When blocks are shown as part of project quilt exhibition, participants prepare the labels and tell the story of their block at the viewing.

MATH

- Each participant will be encouraged to include no less than two Geometric shapes in their designs.
- Shapes may be hidden (in plain view) by color – method shown in class.

SOCIAL STUDIES

"Cultural concepts" will be represented in this project when participants include in their blocks:

- Family traditions.
- Experiences of family holidays in/around their cities and/or towns.