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**Lesson #4: Fabric Squares**

**Enduring Understandings:**

Individual parts can be assembled to make a whole.

Symbols are an effective means of communication.

* Works of art articulate and express different points of view
	+ *identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and Ideas*
* Evaluative criteria is used when responding to works of art.
	+ *use specific criteria to discuss and evaluate works of art*
* The processes and philosophies of art and design inform interpretation in works of art.
	+ *explain, demonstrate, and interpret a range of purposes of art and design recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives*
* Apply an understanding of art processes and creative thinking to plan and create art in traditional, unique and inventive ways.
	+ *Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research*
* Historical time periods and cultural settings are interpreted in works of art.
	+ *Identify, compare and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts*
* *Transfer the value of visual arts to lifelong learning and the human experience*

**Objectives/Outcomes/Concepts/Standards:**

1. 1) Students will be able to create a collaborative quilt as a class. *(Creating; Create: Apply an understanding of art processes and creative thinking to plan and create art in traditional, unique and inventive ways.)*
2. 2) Students will be able to manipulate acrylic paint with water and permanent markers and observe how it reacts with a glue resist. *(Applying; Reflect: The processes and philosophies of art and design inform interpretation in works of art.)*
3. 3) Students will be able to demonstrate the use of needles and sewing to attach buttons to their quilt squares. *(Applying; Create: Apply an understanding of art processes and creative thinking to plan and create art in traditional, unique and inventive ways.*)
4. 4) Students will be able to describe the reactions between the fabric and the watered-down paints and resists. *(Understanding; Reflect: The processes and philosophies of art and design inform interpretation in works of art.)*
5. 5) Students will be able to generate and design symbols that relate to events or aspects of their lives. *(Creating; Observe and Transfer: Works of art articulate and express different points of view. Historical time periods and cultural settings are interpreted in works of art.)*
6. 6) Students will be able to demonstrate proper studio habits. Students will effectively use their time, and use materials properly.

**Pre-Assessment**

1. Can students create a collaborative quilt as a class?
2. Can students manipulate acrylic paint with water and permanent markers and observe how it reacts with a glue resist?
3. Can students demonstrate the use of needles and sewing to attach buttons to their quilt squares?
4. Can students describe the reactions between the fabric and the watered-down paints and resists?
5. Can students generate and design symbols that relate to events or aspects of their lives?
6. Can students demonstrate proper studio habits. Students will effectively use their time, and use materials properly?

**Accommodations and Modifications:**

Throughout the lesson we will check on Davis, Aaron, and Justin to make sure they are on task. We will ask Justin questions throughout the lesson so he stays on task, and if Aaron gets finished with his work we will ask if he wants to do another quilt square or if he wants to read. We will make Davis work at his desk and make sure he stays in his own space and is working independently and not distracting other students. If students become frustrated with the sewing and the needles we will work individually with them, or have other students who worked well with the materials, help them. If students are absolutely unable to use the needles we will have other students sew the buttons on for them.

**Materials:**

* 6”x6” 100% cotton squares of fabric
* Elmer’s glue blue or white
* Acrylics
* Brushes
* Cups for watering down acrylics
* Paint shirts
* Needles: blunt thick
* buttons
* Permanent markers
* Thread
* Hair dryer
* Newspaper
* Pencils
* Sketchbooks

**Resources:**

[**http://www.litcircles.org/Extension/storyquilt.html**](http://www.litcircles.org/Extension/storyquilt.html)

[**http://teachers.net/lessons/posts/1398.html**](http://teachers.net/lessons/posts/1398.html)

[**http://www.kinderart.com/textiles/easytiedye.shtml**](http://www.kinderart.com/textiles/easytiedye.shtml)

[**http://cdn.dickblick.com/lessonplans/personal-flags/personal-flags-personal-flags.pdf**](http://cdn.dickblick.com/lessonplans/personal-flags/personal-flags-personal-flags.pdf)

**Preparation:**

* get materials
* cut squares
* create examples
* assemble powerpoint
* create response notecards for final reflective activity.

**Safety:**

Needles: students will be informed about proper use of needles. If they are not using them as tools they will be taken away from the students. Also, permanent markers need to only be on the cloth; not on their clothes, or the carpet or any other surface than their personal piece of artwork. We will remind them to be very aware of the carpet on the floor and to not get any supplies on it.

**Ideation:**

**-** What are symbols?

- Where do you see them?

- What symbols can you use to describe your life?

- What is important to you? How could that be represented?

**Action to Motivate/ Anticipatory set:**

On the smartboard we will show various images of signs and symbols and ask the students if they know what the various symbols mean. As the slides continue, the symbols will get less and less recognizable so that we can discuss interpretation with the students. Every time an individual sees a symbols they interpret what it means based on their own previous experiences and understandings. Students will then be told that it is important they generate several symbols for one idea so that they can choose the best one that most clearly represents what they are trying to say.

**Procedures:**

**Day 1: (45 min)**

1. Students will come into class and put away their coats and bags. After putting away their belongings, they will sit at the couches and show that they are ready for art.
2. Students will be introduced to the project. “Today we will start creating a class collaboration quilt. We will be taking aspects of our lives and creating symbols that represent those parts of our lives. After you decide what you want to express you will draw the symbols in your sketchbook and plan out your square. In the end we will be connecting these squares together to show what is important to us as a class.”
3. **Action to Motivate/ Anticipatory set:**

- We will have a quick 5 minute discussion on symbols, signs, quilting, and what we are thankful for.

- “Do any of you know what a symbol is? What about symbolism? What are some different symbols you can think of? (flags, religions, safety signs around town, heart for love ect.) Let students come up with some of these different symbols on their own in the discussion.

- “So why do you think we could use symbols and symbolism in art? Do we use the types of example we just talked about? We can use some universal symbols in art like hearts for love, or flags for countries, but artists also think more abstractly. They may combine a bunch of symbols or ideas to make a symbolic image!”

- Then, show my example that I made with glue. I drew a bunch of different shapes that are unrecognizable, but they are symbolic. I will have students guess what the symbols are and what they represent. They represent my family and how they are all over the country in different states. The different shapes came from the different state shapes.

- “So what do you think my symbolic quilt square represents? What types of shapes do you see? (Let them discuss and guess...) It is a bunch of shapes that I wanted to look like states! The states represent my family and how they are all over the country and I really miss them. None of them live close to me so I have them scattered all over this piece of paper!”

- “So as you can see I created symbolism with state shapes. We want you to think about what you are really thankful for, and represent it symbolically on your cloth! Next week we will get to put them together and it will be a huge collaborative class quilt with lots of symbols representing what you are grateful for! After you are done with your rough draft bring it up to us to approve it, and you can start on your cloth. I will now do a demonstration of how to put the glue onto your cloth!”

- Show them the other examples we made with different symbol out of glue. The students will talk about what they see and why that might be important to the artist and what the artist encounters in their daily life. As well as how they might have created it.

* 1. Show a demo of how the glue will create a resist.
	2. We will have the materials out. “first you put your square out flat and then you add the glue. It takes awhile for the glue to dry and because we have a short class today we will only be doing the glue part today. the next class we will add the paints and other techniques.”
1. -Then the students will go sit at their desks and create their symbols. We will ask them to do this quietly so that their ideas are independent and not influenced by other students. They will take aspects of their lives and create symbols that represent aspects of their daily lives. (ex: mountains, trees, houses, bikes, flowers, music, art, math, animals, boats, books etc.) They will then plan them out in their sketchbooks and decide which symbols they want to include on their squares and how they want it to be laid out.
	1. “So now that you know what the project is it is time for you to go draw out your symbols in your sketchbook. today we are going to ask you to do this quietly and not talk to your neighbors. You will also want to think about how you want the symbol to be arranged on your square. Once you have your symbols that you want to use, you will create a plan for your square. Once you have it all planned out, discuss it with one of the teachers and they will give you your square fabric and some glue so you can get started.”
2. After the image plan is approved by a teacher they will  be given a square piece of cloth and glue to create this design they have done. First they must draw out their symbol and resist design with pencil, this way there will be a guide as to where the symbol and designs are. The students will have only today to finish their glue part of the fabric. So they will need to work quickly.

**Day 2:**

There will be stations set up: a paint station, a permanent marker station, and a sewing station.  (wet vs dry station?)

today the students will be finishing their projects.

- Remember the project we started before break? The aspects of your daily life square? we will be finishing them up today. we only have today to work on them so we will have to work quickly.

Before we send you off to get started on your projects I want to show you a few things.

-demo attaching the buttons: needle use.

 - using a needle is tricky because it is sharp. the hardest part of using a needle is threading the needle, you will but the thread through the eye. as you go to sew the button on make sure that there is a knot at the end of your string so that it does not pull through the fabric. pull it up through your chosen button and back through the holes to the back of the fabric. do this a few times untill you think it is strong enough to hold.

- acrylic wash vs paint

 - a wash will keep it lighter and opaque and the paint will be thicker. Both of them will resist the glue. What do I mean when I say resist? It has been used before in other lessons. “a resist is when a material such as glue creates a seal and does not allow another material like paint to cover the same area.

- permanent markers.

 -can be used to add more details on top of the paints. Before you do this the paint must be dry, if you are waiting around for your paint to dry you can use a hair dryer to speed up the drying process.

 - If you are using the hair dryers you must use them only for speeding up the drying process. If we see you using them as a toy and pointing it in each others faces you will lose privileges and have to sit at your seat.

If we have time they will be connecting their pieces together, If we do not have time the teachers will put it together for the art show.

**Students Reflective/ Inquiry Activity:**

Students will have a chance throughout the last class period to arrange the composition of the final collaborative piece and begin putting it together. Before students can cut button holes or sew on buttons they will need to know the rough arrangement of the final piece. As the final piece is assembled students will need to talk with the “squares” surrounding their piece to. So, if you were a corner piece you would only be talking to two people. With these attachment discussion students will ask each other what they think their piece means. What are the symbols? Why did they chose that daily activity?

**Post Assessment:**

1. Are students able to create a collaborative quilt as a class?
2. Are students able to manipulate acrylic paint with water and permanent markers and observe how it reacts with a glue resist?
3. Are students able to demonstrate the use of needles and sewing to attach buttons to their quilt squares?
4. Are students able to describe the reactions between the fabric and the watered-down paints and resists?
5. Are students able to generate and design symbols that relate to events or aspects of their lives?
6. Are students able to demonstrate proper studio habits. Students will effectively use their time, and use materials properly?

**Reflections:**