

Quilt Around the World
High School 9-12

Adapted by: Polie Campitelli
3 – 1 hour periods

Learning Statement:

Students will learn about a different country of their choosing and best represent the culture of this country using geometric and organic shapes out of different fabrics. Students will also learn basic stitching techniques as well as basics about quilt making.

State Benchmarks and Standards:

Art. I.VA.HS. 1-4 Apply materials, techniques and processes with sufficient skill, confidence and sensitivity that personal intentions are carried out in the artwork. Intentionally use art materials and tools effectively to communicate ideas. Apply organizational principles and functions to solve specific visual arts problems. Be involved in the process and presentation of a final product or exhibit.

Art. II.VA.HS 1-5 Apply materials, techniques and processes with sufficient skill, confidence and sensitivity that personal intentions are carried out in artworks. Create artworks that use organizational principles and functions to solve specific visual arts problems. Describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others. Apply and adapt subjects, symbols, and creative ideas in artworks and use the skills gained to solve problems in daily life. Demonstrate an improved ability to integrate structures, characteristics and principles to accomplish commercial, personal, communal, or other purposes.

Art. III.VA.HS 1-5 Analyze the effectiveness of selections in communicating ideas and reflect upon the effectiveness of choices. Identify intentions of artists, explore the implications of various purposes, and justify analyses of purposes in particular works. Describe how expressive features and organizational principles cause response. Reflect upon the characteristics and assess the merits of one's personal artwork. Reflect and analyze the personal experiences that influence the development of personal artwork.

Art. IV.VA.HS 1-3 Reflect on how the subjects, ideas, and symbols of artworks differ visually, spatially, temporally, and functionally with respect to history and culture. Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places. Analyze relationships of works of art to one another in terms of history, esthetics, and culture, justifying conclusions made in the analysis and using conclusions to inform personal artwork.

Context Background:

Teacher will demonstrate different stitching techniques and show different videos on quilt making. Students will select a country of their choosing from the world map, research it, and best represent what they have learned into a quilt block design using different shapes and fabrics.

Materials (for 25 students):

- *Sewing Needles
- *Scissors
- *Floss or string
- *Miscellaneous Fabric Squares
- *Miscellaneous Embellishments (buttons, ribbons, etc.)

Process (Day 1):

Preparation of Activity: Teacher will show slideshow presentation on basics about quilt making, covering topics such as: styles, history, famous quilt makers today, and examples of different quilts.

- Students will then be introduced to the assignment, Quilt Around the World.
- Students will pick a country they would like to research from world map.

Artistic Production: Students will begin researching about the specific country in the computer lab and fill out worksheet.

Clean Up: Students should log off their computers and turn in worksheet.

Process (Day 2):

Set Up/Prep Time: Review worksheets for credit.

Preparation of Activity: Teacher will demonstrate stitching techniques used in quilt making.

- All students will follow demonstration step by step and complete the “stitching worksheet”

Artistic Production: Students will sketch out five different ideas for their 12”x12” blocks.

- If idea/sketches are turned in and approved, students may begin working on their block.

Clean Up: All materials put away, floors cleared of any debris, counters and tabletops wiped clean, and projects stored in a safe area of classroom.

- Stitching Worksheet turned in for credit.
- Five block sketches turned in for credit.

Process (Day 3):

Artistic Production: Full workday.

- Students should be cutting fabric shapes.
- Students should be stitching fabric together to complete their block.
- Early finishers can embellish their blocks.

Clean Up: All materials put away (either trashed, recycled, or saved for later use), floors swept, tabletops and counters wiped clean, all projects turned in for grading.

Rubric:

Circle the number in pencil that best shows how well you feel you completed the criterion for the assignment.	Excellent	Good	Average	Needs Improvement	Rate Yourself	Teacher's Rating
Criteria 1 – Creativity	10	9 – 8	7	6 or less		
Criteria 2 – Use of Materials	10	9 – 8	7	6 or less		
Criteria 3 - Composition	10	9 – 8	7	6 or less		
Criteria 4 – Effort: took time to develop idea & complete project? (Didn't rush.) Good use of class time?	10	9 – 8	7	6 or less		
Criteria 5 – Craftsmanship: neat, clean & complete? Skillful use of the art tools & media?	10	9 – 8	7	6 or less		

Total: 50 x 2 = 100 (possible points)	Grade:	Your Total	Teacher Total
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Name: _____ Hour: _____

Stitching Basics...

Practice Rectangles...

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