

## **Lesson Plan: Paper Quilts**

**Grade level: PreK-3**



**Duration: 2-3 class periods**

**Media Type: colored paper**

**Subject Integration: Math**

**Objective:** To create a paper quilt after being inspired by quilter Karen McTavish.

**Assessment:**

Rubric:

4-Standards are exceeded

3-Standards are met

2-Standards may be met at a very low quality or with some exceptions

1-Standards are not met

0-

**Vocabulary:**

Visual Arts Elements/Principles:

color	shape	line	texture	balance	unity	proportion	form	value
space	contrast	emphasis	movement	pattern	rhythm			

**Materials and Procedure:**

**Day 1:**

Share with students the *Making It Up North* video snippet about artist Karen McTavish.

<https://makingit.wdse.org/watch/mctavish-quilting-studio-connects-makers> (6:14)

Discussion: “Why do you think Karen McTavish opened a quilting studio?” “What does Karen say about quilting in her art studio?” “What did you notice about the quilts in her studio?” “Do you think quilting is related to math? How?” Discuss visual elements and principles with students: Discuss vocabulary: color, shape, line, texture, space, value, contrast, emphasis. Ask students: “Did you see any examples of line on any of the quilts shown in the video?” “Did you examples of shape? Contrast? Pattern?” Show students pictures of various quilt examples. Ask students to point out examples of color, line, shape, texture, etc. Students will love to share their knowledge!

Hand out one 6” x 6” brightly colored paper square to each student. Hand out additional pieces of colored paper, especially paper with patterns, visual texture, contrast, line, etc. Ask for a helper to hand out glue sticks for gluing paper quilt pieces. Model pattern and how to plan a

work of art before actually gluing. When students are ready, they may glue their pieces together.

**Day 2:** Work time for completing quilt square. Students may want to complete more than one quilt square. Additional materials may be added to final squares, such as colored pencil details for painted details.

**Day 3:** Final work time for quilt squares. Teacher may guide students to create a large class size quilt to display for all to share and view. Older students may write stories about their quilt squares. Books about quilts can be read to students while they are gluing their pieces and finalizing their quilt pieces.

**Resources:**

<http://mctavishquilting.com/gallery>

**Books:**

*The Quilt Story*, written by Tony Johnston, Illustrated by Tomie de Paola

*Story Quilts: Through the Seasons* by Yukari Takahara

*Hidden in Plain View: A Secret Story of Quilts and the Underground Railroad* by Jacqueline L. Tobin and Raymond G. Dobard

*Tar Beach* by Faith Ringgold

*Cassie's Word Quilt* by Faith Ringgold

**National Standards for Visual Arts:**

**VA:Cr1.1.1a:** Engage collaboratively in exploration and imaginative play with materials.

**VA:Cr1.2.1a:** Use observation and investigation in preparation for making a work of art.

**VA:Cr2.1.1a:** Explore uses of materials and tools to create works of art or design.

**Sample Math Learning Targets:**

**Grade 1:** I can name two and three dimensional shapes.

**Grade 1:** I can compare two and three dimensional shapes.