

Quilting - Grade 4

Created by Alisa Ripley

Note: This lesson is still being worked on in the classroom and adjustments will be made upon completion.

Lesson Plan Summary:

In this lesson plan, students will learn to create individual patterns and arrange a larger group of patterns while using and reinforcing the [Elements of Art](#) and [Principles of Design](#). The students will learn basic sewing techniques and form a more appreciative understanding of life in the 1800's by supporting fourth grade history lessons with advanced art projects.

Objectives:

The student will communicate ideas about self, family, school, and community, using sensory knowledge and life experiences. **TEKS §117.14. Fine Arts (4.1)(A)**

The student will learn and select appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space and value, and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity. **TEKS §117.14. Fine Arts (4.1)(B)**

The student will express ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: integrate a variety of ideas about self, life events, family, and community in original artworks; design original artworks; and invent ways to produce artworks and to explore photographic imagery, using a variety of art media and materials. **TEKS §117.14. Fine Arts (4.2) (A)(B)**

The student will identify simple main ideas expressed in art, and identify the roles of art in American society. **TEKS §117.14. Fine Arts (4.3)(A)**

The students will make informed judgments about personal artworks and the artworks of others. **TEKS §117.14. Fine Arts (4.4)(A)**

Notes to Instructor:

This lesson should take about two, 40 minute classes to get started. This can be assigned as homework and worked on in the classroom after the student has completed another project. This has the potential to become a multiple semester project.

Fabric – the instructor should seek donations of fabric from fabric and upholstery stores. Ask for books that have fabric or upholstery samples in them. If using fabric from such books, make sure to disassemble the books to release the fabric prior to class. This will save time in the classroom.

If time allows, the instructor may pre-thread needles, knot the ends, and place them in the pincushions. Pre-threading as many as possible will save time and can be done by a teaching assistant, if one is available.

Directions:

Activity #1 – Creating Individual Blocks

Begin by demonstrating the quilting process to the students. With the half-completed sample in hand, begin a demonstration and discussion on sewing techniques. Explain to the students that they should only use the needle for sewing. With the students watching, line up the next two pieces to

be sewn on the sample. With a pencil draw a sewing line on the fabric 1/8" in from the edge. Demonstrate how to begin by poking the needle through the sewing line and back through a hole in the thread to create a knot. Refer to [Stitch Example](#) Next, demonstrate a running stitch. Begin by slowly poking the needle down through the sewing line, pulling the thread all the way through, and back up through the sewing line, pulling the thread all the way through. Once the students understand the process, demonstrate this stitch with one pull. Poke the needle down through the sewing line, and just a hair back up through the sewing line. Then, demonstrate how to do several stitches, a running stitch, with one needle. Do not remove a pin until you come to it, otherwise your fabric might shift. When you remove a pin place it in the cushion. When you come to the end of the thread, do a triple backstitch prior to cutting it.

1. Have the students select the fabric they like and decide which block pattern style they want to use. ([Quilt Block Example](#))
2. Cut the fabric scraps into the desired shapes.
3. Arrange the shapes into a block quilt. The blocks should be no larger than a 12 inch square and no smaller than an 8 inch square.
4. Once the blocks have been arranged, the instructor should approve the designs before the students begin to sew. Take this time to review the [Elements of Art](#) and the [Principles of Design](#) as they apply to the quilt blocks.
5. After the design has been approved, pin together the first two pieces and draw a sewing line with a pencil. Refer to the Quilt Block Example for the order in which a pattern must be sewn.
6. Once the student has retrieved a threaded needle, she may begin sewing. Begin by sewing the sections that have already been pinned down, following the [Quilt Block Example](#). When the first section is done, pin the next piece to be sewn, draw a pencil sewing line, and sew. Repeat until complete.
7. Appliqué blocks will be sewn with the same technique. If the scrap pieces are layered, then start with the one on the bottom.
8. Once sewn, use a steam iron to “press” each block and flatten the seams.

Activity #2 – Creating the Quilt Top

1. Clear off a space large enough to arrange the quilt blocks. Several tables placed together should be sufficient.
2. Have the students participate in the placement of the blocks. Select a center piece and arrange the other blocks around the center. Remind the students that the [Elements of Art](#) and the [Principles of Design](#) should be used during the process. Assist the students by making suggestions on placement.
3. Once the pieces have been arranged, begin sewing the blocks around the center piece using a running stitch. Press and repeat with the next round of blocks until completed.

Focus Activity Discussion

Upon completion of the quilt top have the students view their work, both up close and from a distance. Ask the students what they think about the quilt, whether they like or dislike it, and why. Ask the students to imagine having to go through the quilting process for all their bedding and other fabric needs. Discuss what life was like in the 1800's, when quilting was a common and necessary practice. Ask the students to identify the Elements of Art and the Principles of Design in the quilt. Discuss these elements and principles as they are mentioned. This will reiterate and reinforce the students' understanding of art concepts.

Extension:

Have the students view children-made quilts on the Internet.

(<http://www.thecraftstudio.com/qwc/>)

1. Using colored pencils, have the students design a complete quilt, using a repeating pattern of a block pattern, onto a piece of paper. These drawings can be attached to a large sheet of construction paper and hung on display.
2. Using colored pencils have the students design a block pattern. Once the drawings are complete arrange them, on the wall, and create a complete quilt.

Supplemental Information:**Discussion:**

The exact origin of Quilting is unknown, but has been a part of human history for centuries. The Random House Dictionary definition of a quilt is “a coverlet for a bed, made of two layers of fabric with some soft substance, such as wool or down, between them and stitched in a pattern or tufted (tied) through all thicknesses in order to prevent the filling from shifting.” During the 1800's, American women played a role in the history of quilts. The settlers of that time depended on the craft of quilting for bedding, clothing, floor mats, door coverings and curtains. The skill of quilting was shared when the women would gather and quilt together, providing a social life (Quilting Bee). The usefulness of quilts is what has kept it a part of our history and life today.

In recent times quilts have been recognized as an art form. Exhibits of quilts have been in most museums and galleries in our country. This art form has proven to be a beautiful, artistic expression for numerous women. Today, quilting groups still work together creating and teaching this ancient skill and art form.

Note to Instructor: Refer to [*Quilting Terms*](#) for reference prior to class.

http://www.fabriclandwest.com/quilters%20corner/quilt_terms.htm

Refer to [*Quilt Block Example*](#) while discussing the creation of quilt blocks. Display these examples to the students. Have a fabric block sample prepared with part of it sewn together, some pinned and the rest loose.

The quilt block is a unit of an entire quilt. Blocks are constructed out of piecing together fabric to create a square. Each student will create their own quilt block. You may use a block pattern design or Appliqué design.

A block pattern is a drawing that shows the combination of shapes creating a square. Select a block pattern to create. Next, you will select scrap materials and arrange, on the table, the pattern with the fabric. Show the students the block examples and diagram on the shapes used to create the block.

Appliqué is taking pieces of one fabric and attaching them on top of another, larger fabric. Select one large piece of fabric and several smaller scraps. Cut shapes out of the scraps and arrange on top of the larger piece. You can create a collage of shapes or a picture that tells a story.

Materials:

[Quilt Block Example](#)

[Stitch Example](#)

Fabric scraps
Six to seven 300 size sewing needles
Four spools of quilting thread
Pins and pincushions (sponges)
Steam iron
Scissors; pencils

TIDES Links and Resources:
Students Examples:



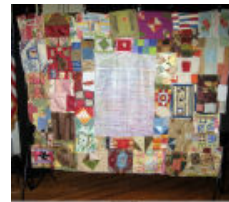
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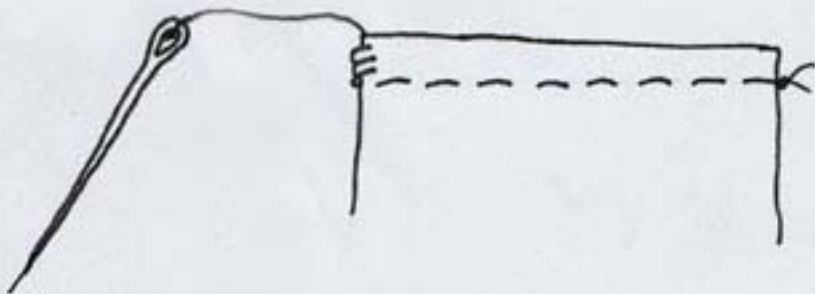
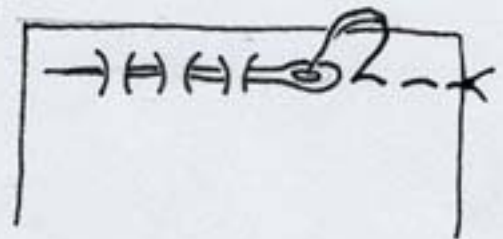
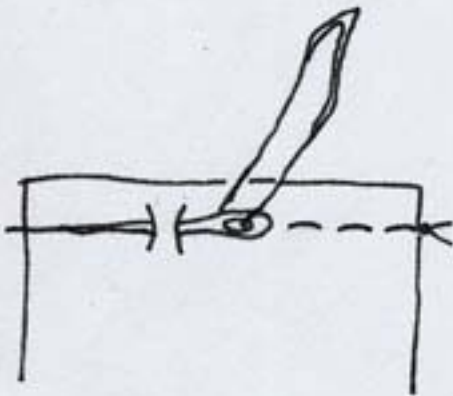
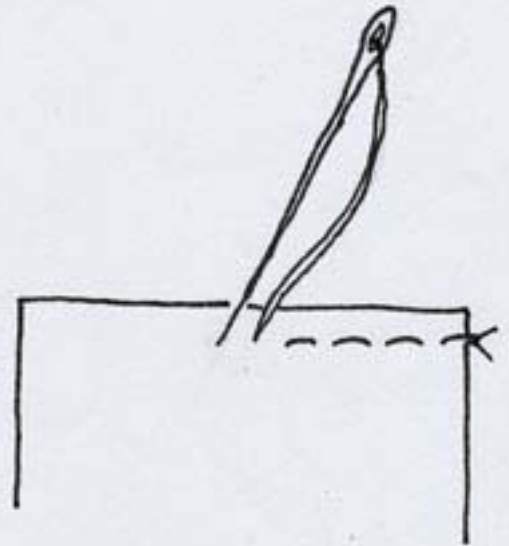
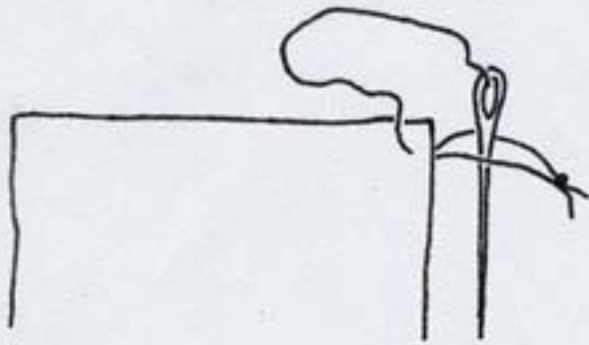


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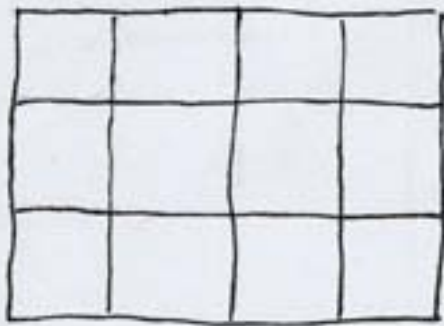


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Stitch Example



Quilt Block Pattern



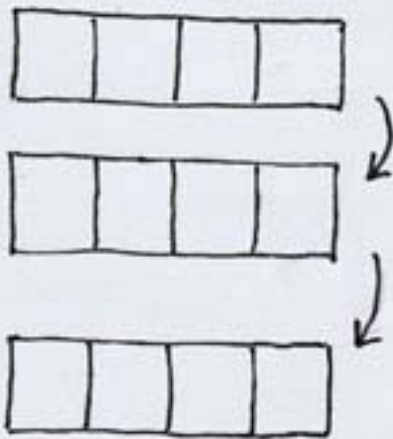
Row 1

Row 2

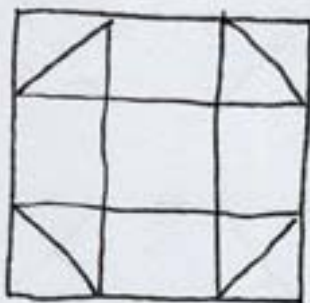
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Sew rows separately



Sew rows together



Row 1

Row 2

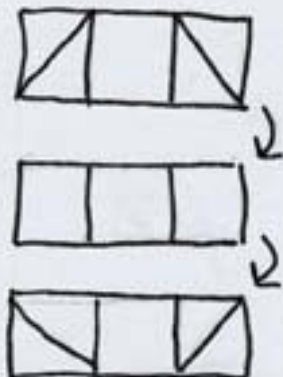
Row 3



Sew triangles together



Sew rows separately



Sew rows together