

Lesson Title: Story Quilt	Grades: Pre-K to 1st Grade
Unit Title: Black History Month	Duration: 4 Class periods

Featured Artist:



Faith Ringgold

(Born October 8, 1930, in **Harlem, New York City**)

is an **African-American** artist, best known for her painted story quilts.

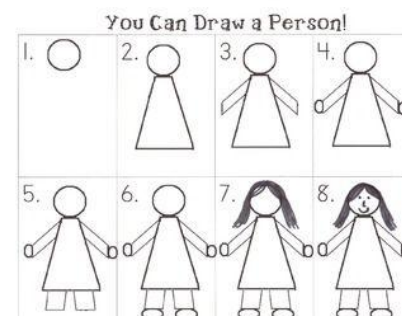
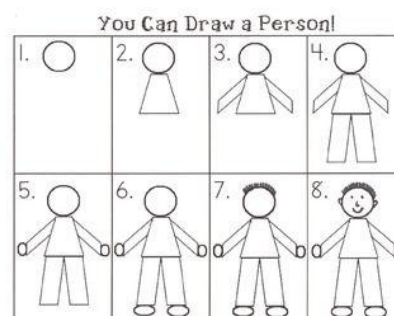
“When I was a little girl growing up in Harlem, I was always encouraged to value who I was and to go after what I want. Ever since I was young, I’ve always had a need to express my ideas through art. Being an artist and a writer of children’s books is a fulfillment of my lifelong ambition.” – Faith Ringgold

Materials:

- Construction paper
- Glue sticks
- White 60 LB paper
- Scissors
- Wallpaper samples
- Glue bottles
- Pattern blocks

Worksheets:

- My Quilt Worksheet
- Pattern coloring practice
- How to draw a person



Project Overview: Students will be learning about the art of Faith Ringgold and creating their own story quilt squares. We will practice making patterns, using

Topics: Quilts, Storytelling, Black History Month, Patterns.

shapes to build pictures of our houses, drawing pictures of ourselves using shapes, and adding layered details to a single work of art.

Lesson Procedures:

(Week 1)

Link: [click here](#)

Week 2

Link: [click here](#)

Week 3:

- **Entrance:** Students will come in and go to their assigned seats or carpet.
- ◆ **Story Quilt Review:** We have been making story quilts for three weeks now. Who can raise their hand and tell me something they have learned about quilts or about Faith Ringgold? Review essential question: How do artists work?
- ◆ **Pattern Making: This week we will be making patterns in art class.** I will give you an example of a pattern. (Red, blue, red, blue, red, blue) did you notice that the colors were repeating over and over? Who can give me another example of a pattern?
- **Pattern Video:** Let's watch a short video to review patterns.
https://www.youtube.com/watch?v=Js45cR_7wFE



Essential Questions:

What can we learn from our responses to art?

How do artists work?

I Can Statements:

- **Pre-K - 1st:** I can describe what an

- **Pattern Practice:** Students will first practice making patterns using shape blocks. This will be a formative assessment of their understanding of patterns.
- **Guided Practice: Pattern Making**
 - ◆ **Step 1:** Model procedures at the green table with students watching.
 - ◆ **Step 2:** Students begin selecting shapes to glue around the border of their story quilt to create a pattern.
 - ◆ **Step 3:** We will place glue on the edge of our paper and glue our pattern into place.
 - ◆ **Step 4:** Walk and place artwork on the drying rack.
- **Clean up:** 5 minutes before the end of class students will clean up their artwork and materials.
 - Artwork: On Drying Rack
 - Glues: Closed and put away properly
- **Finish Early:** Students that finish early can color a pattern quilt worksheet independently. If the entire class finishes early we will watch the finish early video.
- **Line up:** Students will line up.
- **Review and awards:** We will review what we learned for the day, celebrate an art star, if the class earned a compliment and a golden broom I will give that out if not students will provide feedback for what they will do differently next time.

Week 4:

- **Entrance**
- **Storytelling Review**
- **Essential Question Review**
- **Guided Practice**

image represents

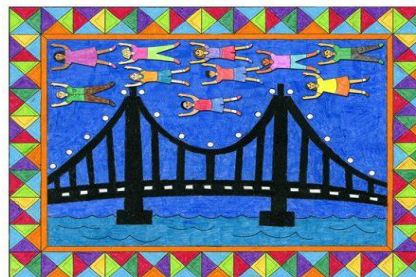
- **Pre-K - 1st:** I CAN explore and invent art-making techniques.

Visual Arts Standards:

- ☒ **Creating**
 - ☐ VA:Cr2.1.(PK-1)
- ☐ **Presenting**
 - ☐ **Va: Pr4.1** (PK-1)
- ☐ **Responding**
 - ☐ **VA:Re7.1.a**(PK-1)
- ☒ **Connecting**
 - ☐ VA:Cn11.1(PK-1)

Vocabulary:

- **Black History Month**
- Quilt
- Story Telling
- Patterns
- Words
- Portrait
- Shapes
- Colors
- Repeating



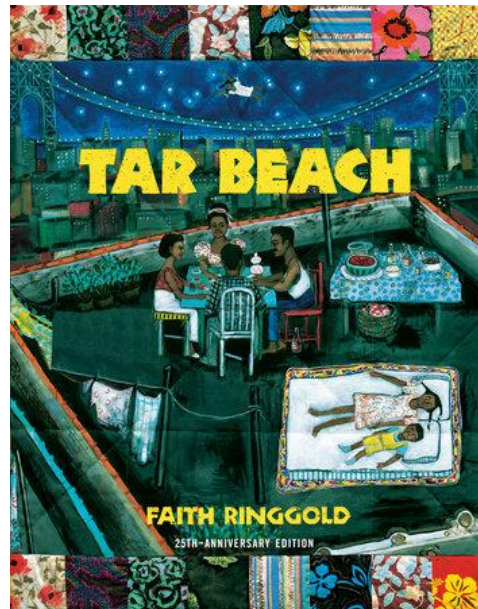
Cross Curricular Connections:

Patterns (Math),
Geometric Shapes (Math), Story telling
(ELA)

- ◆ Compare “rough draft” my quilt worksheet and finished project.
- ◆ Re-write “story” sentence on a new colorful piece of paper
- ◆ Glue “story” on to quilt
- ◆ Add final details with crayon, glue, and construction paper.

- **Gallery Walk**
- **Student Reflection time**
- **Clean-up**
- **Line-up**

Keywords: Activating strategy, extended critical thinking, summarizing strategy, art making, teaching strategies, assessment prompts, guided practice, independent practice, clean up procedures.



At the end of our lesson students will...

Know: Students will be exposed to and learn about Faith Ringgold for Black History Month.

Students will be introduced to soft sculpture with fabric, painting, the use of imagination, color, and telling a story

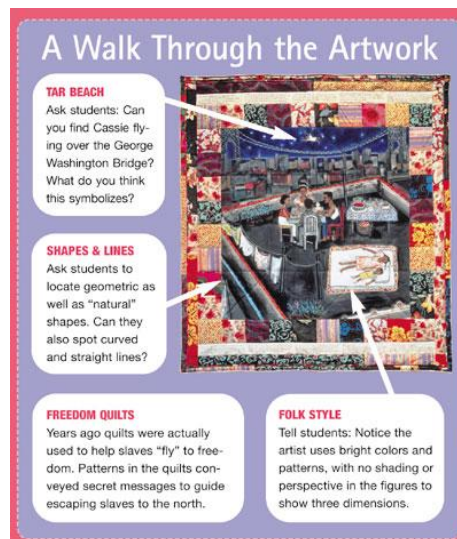
Understand: That a quilt is both a functional type of blanket that keeps us warm but is also a work of art that incorporates shapes and colors. They will understand that some quilts can tell a story, like Faith Ringgold's quilts.

Do: Create their own story quilt square that incorporates a self-portrait and a picture of their house built out of shapes. Students will showcase their growing knowledge of patterns within their work of art.

Students will experience the use of several different art media and tools, through projects that encourage creativity, dexterity, and the creation of two-dimensional work.		
---	--	--

External Resources:

Week 1:



- Artwork Resource: "Tar Beach" Quilt
- Textile Visuals: Quilt Samples
- (Video) **Who is Faith Ringgold:** <https://www.youtube.com/watch?v=nRYVGLnorb8>
- Book "Quilts in America"
- Book "Tar Beach" by Faith Ringgold
 - (Video) **Tar Beach Story Link:** <https://www.youtube.com/watch?v=h9RKJleFdBU>

Week2:

- **Parts of a house review:**
- (Video): <https://www.youtube.com/watch?v=R9intHqlzhc>
- **Finish Early Activity:** Types of homes with Elmo: <https://www.youtube.com/watch?v=wDJpcR6OSOc>

Week 3

- **Patterns Lesson Video:** https://www.youtube.com/watch?v=Js45cR_7wFE
- **Pattern Lesson Extension Activity:** Clapping patterns
<https://www.youtube.com/watch?v=9sS0OeABaFs>

(Books, DVD's, Links, Videos)

Lesson Extension:

Books: "Cassie's Word Quilt" & "If A Bus Could Talk" by Faith Ringgold

"Freedom Quilts" K reader book



Anyone Can Fly
Words and Music
By Faith Ringgold

1. There is a place way up high where
everyone can fly. There's no limit to where you can
go or how strong your wings can grow. All you
have to know Anyone can fly. One can anyone can.
All you got to do is by. Spread your wings.

© 1991 Faith Ringgold

Song:

PBS/ Classroom Incentives:

- **Art Star:** One student is selected from each class for going above and beyond the expectations of the lesson. This student receives a paper award and gets to write their name and draw a picture on the art star wall of fame.
- **Artist of the Month:** Two students are selected from each grade level for showcasing outstanding and/or unique craftsmanship and they are celebrated with a certificate, shout out on my website, and a mini poster displayed in the hallway.
- **Class Compliment:** If a class is following the expectations they will earn a class compliment.
- **Golden Broom:** This is the award for the cleanest class. The first class to earn 10 gets to build the art history time machine.

Accommodations & Modifications:

Notes:

Students who finish Early: These students may complete worksheets or read books in the world resource center at their table.

Gifted Students: Gifted or advanced students may be given optional fonts to use when creating the lettering on their portfolio or encouraged to research a famous artist and add images themed around that featured artist on their portfolio.

Visual Impairments- students with visual impairments will be placed closer to the front of the classroom. Supplemental worksheets can be created with larger font types and visuals.

Hearing impairments- Students with hearing impairments will be placed at a table closest to the front of the classroom to hear step by step directions given during guided practice activities.

Cognitive Learning Disabilities: Students with cognitive learning disabilities will be placed closer to the front and center of the room, so that I can easily access them to give repeated modeling and prompts during guided practice. Depending on student needs I will also create visual cues for each step during our guided practice.

Visual Learners: Visual learning skills are highlighted through sample visual art projects, step by step modeled techniques, visual assessment models, featured artist images and written text, as well as illustrations within our featured literature.

-Pre-K to 2nd grade students created more detailed works of art after creating a rough draft sketch.

-Pre-K and Kindergarten students have been more successful with their independent pattern making on their final project when the teacher models proper glue procedures and also places dots of glue on their paper for them to guide appropriate placement so students can focus on pattern making.

Audible Learners: Audible learning skills are highlighted through hearing our featured literature read out loud while they are reading along, verbal step by step directions during guided practice, verbal descriptions of project expectations and focused project based conversations within group table settings.

Behavioral Incentive: During class students participate in a team based on a traffic cone system. Each table or team is named after an era of art and begins on green which means “ready to learn”. If a table receives two warnings or reminders about expected behavior in the art room their cone is flipped to “Warning: reflect on your expectations”. The team is given an opportunity to work together to solve the problem and move back to “ready to learn”. If the team receives additional warnings, their cone changes to “take a break”, at this time the team must clean up early and complete reflection sheets that will guide them through the problem solving process in art class. On the other hand if each table is on ready to learn at the end of art the class earns a compliment. Each table has the option of moving up to “above and beyond”, earning a blue ticket, and additional responsibilities and materials. This game is a great way for each group table to monitor their use of classroom expectations during class time. It also allows them to work together to reach their goals. In the event that one individual student is affecting a team’s ability to meet their goal for a class period for more than two weeks in a row, I will set up a student/teacher conference to discuss my expectations and possible incentives and consequences.

--	--