Lesson Title: Monochromatic Quilt Making

Instructors: April Lammers and Rebecca Acree

Title: Kindness Quilts

Level: 5th Grade

Media: Choice Based of Tempera Paint, Watercolors, or Oil Pastels

Time: 5-7 days

Central Focus and Purpose: In this lesson students will be learning how to create a monochromatic scheme. Students will be introduced to storyteller, illustrator and author Faith Ringgold. Along with Ringgold’s quilts, a brief history on the AIDS epidemic, focusing on the quilt artwork displayed at the Zuckerman Museum will be discussed. Finally, students will learn to create an artwork piece using a monochromatic scheme, which tells a story about an act of kindness.

Objectives:
1. Students will create an art piece expressing a monochromatic color scheme with their chosen color, as well as the hue’s tints and shades.

2. Students will utilize and explore their own choice based art medium of watercolor, oil pastels, or tempera paint.

3. Students will story tell of an experience which demonstrates an act of kindness to create an individual artwork.

5. Students will reflect on their exploration of acts of kindness with an artist statement that is related to their artwork.

6. Students will record their voice narrating their artist statement to convert to a QR which will be printed and adhered to their final artwork.
GA State Standards:

**VA5CU.2** Views and discusses selected artworks.
   c. Discusses how social events inspire art from a given time period.

**VA5PR.1** Creates artworks based on personal experience and selected themes.
   c. Communicates values, opinions, or personal insights through an original work of art.
   d. Generates artworks to express individual ideas, thoughts and feelings from memory and/or imagination.

**VA5PR.2** Understands and applies media, techniques, and processes of two dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.
   f. Uses color schemes in a work of art (analogous, monochromatic, complementary, neutral, tertiary)

**VA5PR.4** Plans and participates in appropriate exhibition(s) of artworks.
   a. Prepares artwork for exhibition by writing a title, statement and signature on his or her finished work of art.
   c. Attends art exhibits in the school and/or local community.

Essential Questions: How are artists inspired by personal experiences and the world around them in their art? By using monochromatic color, how can I use story telling with 2 dimensional illustrations to show kindness?

Vocabulary/ Word Wall:

*Monochromatic:* a color scheme consisting of tones, shades and tints from a single color base

*Complimentary Colors:* colors on the opposite side of the color wheel which produce the most contrast.

*Hue:* color

*Tint:* a color diluted with white for less saturation

*Shade:* a color with black added

*Value:* the light or darkness of a color. The brightness.

*Warm Colors:* Bright and vivid colors: Red, Orange, Yellow

*Cool Colors:* Calm and soothing: Green, Blue, Violet

*AIDS:* a disease of severe loss of the body’s cellular immunity, lowering the resistance to infection. Acquired Immune Deficiency in which there is no cure.

*Quilt:* joining together layers of fabric by stitching for a decorative effect.

*Story Telling:* using words, sounds or images to describe an event such as entertainment or education
Art Materials:

Watercolors
Tempera Paints
Oil Pastels
10x10 Sheets of Colored Felt
8.5x11 White Paper (Pre-Sketch)
8 x 8 White 80lb/heavy paper
Yarn to attach felt squares together
Whole puncher
Tacky Glue

Teacher Materials & Resources:

Computer
Recording Device
I Pad
PowerPoint
“Tar Beach” by Faith Ringgold
Quilting books for general reference
“Tar Beach” by Faith Ringgold
Examples of actual quilts
1x1 Avery Labels

Procedure: Have several quilts displayed in the room and posters of Faith Ringgold and AIDS quilts.

Day 1: Introduce Faith Ringgold as an illustrator, author, painter and storyteller. Read aloud the book “Tar Beach” by Faith Ringgold to the class. Discuss her love of painting and story telling as well as her artwork “Tar Beach”.

Watch PowerPoint discussing and reviewing Faith Ringgold’s quilts, the AIDS quilt movement. Critique quilts and discuss with the students what they see, how the quilt makes them feel and the story they think is being told. When reviewing AIDS quilts, ask students if they can remember a time when they felt ignored or hurt? Explain to students they’ll be making a piece of artwork based on an Act of Kindness. Give examples, such as sharing a snack with a friend at school who forgot to bring one or helping a family member with dishes or putting away groceries. Explain to the students that they will be visiting the Zuckerman Museum to see one of the AIDS quilt artwork piece in
person as well as their artwork piece on display. Remind students that they can also visit with their parents or family and together they can see the exhibit and their artwork, as well as hear the recorded artist statements accessed through QR codes. Finally, introduce what Monochromatic colors, review color wheel and final details of art project. Leave final slide of PowerPoint with instructions up for students to refer to. Show finished examples of what students will be creating.

Pass out 8.5”x11” white paper for students to begin brainstorming and sketching of an incident showing an Act of Kindness they received or something they did for someone else. Have students draw lightly and to fill the whole sheet of paper. They can focus on the details once they receive their final 8”x8” white sheet. Remind students again of examples to help them get started such as the examples described above. Tell students to think about the people they will draw and how they will illustrate their story.

Day 2: Review with students what was discussed on day 1. Have students participate in a Kahoot interactive game as a review. Demonstrate how to create a tint and shade with the watercolor, tempera paint, and oil pastels so students get a better understanding and visual. Pass out sketches to complete. Walk around the classroom to check for understanding and see if any students are struggling with ideas. Once sketches are complete and approved by the teacher, students can begin working on their 8x8 final paper. Have students lightly draw in pencil before beginning with their choice of watercolor, tempera paint, or oil pastels. Students will choose only one medium using monochromatic colors.

Day 3: Start with a quick review of key terms, warm colors, cool colors, monochromatic colors, hue, tint and shade. Also, review facts about Faith Ringgold and the AIDs epidemic. Setup stations for each art medium, such as those working with watercolor sit at this group of tables, and the same for tempera paints and oil pastels. Pass out rubric sheets and discuss expectations. Review the color wheel, warm, cool colors and what their color choice is. Students will need to create a monochromatic color in their chosen art medium on their rubric as an example, as well as completing the color wheel. Most students should be beginning with their 8x8 final paper and choice of art medium. Students will continue working on artwork. Rotate around the classroom checking for understanding.
Day 4: Review at the beginning of class what the expectations are for the day, which are to continue completing their artwork, and begin working on their artist statement. Then, review complimentary colors. Students will choose a complimentary color of felt to attach their artwork to as a background. Handout Artist Statement sheet and read instructions on what they are to write in their statement. Once statement is written students will need to record their statement to be converted to a QR code that will need to be attached to their artwork. Continue completing final Act of Kindness artwork piece in a monochromatic color.

Day 5-7: Students will continue completing artwork as well as rubric, artist statement, and QR recording. Students will need to glue artwork to a complimentary piece of felt as well as attach their label with QR code and name.

Squares of felt will need to be hole punched in all corners and attached to other squares with yarn.

**Closure:** As a closure to the project the student’s artworks will be joined together to create a large quilt to be on display at the Zuckerman Museum. Students will be able see a portion of the AIDs quilt on display as well as their quilt during a class field trip. During the field trip, students will participate in a group critique where they can reflect on the project and how the pieces work together as a whole. Visitors to the museum will be able to use a QR code reader to hear the recorded artist statement from each student’s piece.

**Accommodations:** Refer to students IEP/504 plans. Speak slowly. Repeatedly ask students if they have any questions and check for understanding. Repeat key words and have students repeat aloud back to teacher the next step. Tape down sketch sheets and final artwork to help when drawing for those struggling with motor skills. Have students work in small groups and seat those who struggle with hearing or understanding closer to the front. Have examples for students to refer to if they are struggling with ideas to draw. Continually walk around the room to check for understanding and clarification.

**Differentiation:** Allowing students creative freedom to choose their own medium as well as color choice for their monochromatic artwork. Students will be offered verbal and visual presentation styles and students will have to
receive the instructor’s approval of the sketches where questions can be answered before moving onto their final artwork.

**Extension Activity:** Student can create an additional composition utilizing a different medium and color choice for a monochromatic scheme that was not used in the first artwork. Students will also be able to have the option to create another composition that utilizes expressive color (however this will not be added to the display) or they can choose to add writing to their monochromatic compositions around the boarders.

**Connections:** This lesson will include history as well as language arts and creative writing. Students will learn about a brief history of the AIDS epidemic and the creation of the AIDS quilts.

**Evaluation/Requirements:** Did student pre-sketch their idea and show their monochromatic color scheme before creating their artwork. Did student choose one medium to use in the artwork? Did student create fill their art paper from edge to edge using good craftsmanship utilizing 1 choice of medium and 1 monochromatic color scheme. Did student write an artist statement and record statement to be transferred to QR code? Students will self evaluate with a rubric given to them.

**Diagnostic:** Before starting the PowerPoint, instructor will verbally review for student’s understanding of the material by asking questions that relate to the lesson, such as: “Who knows what a monochromatic artwork is?” “Who can explain to me what an act of kindness is?” Teacher will rotate around the room as students are pre-sketching ideas and discuss with them one on one before receiving final art paper. Once students begin with the art medium, teacher will reinforce the understanding of a tint, shade, and the use of one monochromatic color.

**Formative:** Teacher will walk around the room and check for understanding of monochromatic colors as students are working. Students will pre-sketch their idea on sheets of paper. Students will also participate in Kahoot game as well as group question and answer sessions.

**Summative:** Students will complete a rubric with a self-reflection. Students will also conduct a group critique of final finished artwork displayed at the Zuckerman Museum.

**Reflection:** Get feedback from the students to see how much they learned and if they enjoyed the project. After the initial run through, instructor can
then reassess the different parts of the lesson such as the procedure, objectives, and grading and make changes as needed.