

Quilted Family Portraits: Lesson Plan

Summary: Students will create a narrative quilt “patch” of their family. Inspired by the artwork “Tar Beach” by Faith Ringgold, students will create a drawing of a quilt patch that depicts an event/story involving their family. The patch will have text describing the event, along with an image/drawing of the family together in the setting of the story. Students will use colored pencils to draw and color in their patch. They will incorporate aspects of quilt making by drawing patterns and sections within the quilt. The artwork will explore the aspects of family and narrative. When completed, the class can “sew” their drawings together to create a large quilt. This can be hung up for display.

If time permits, students can piece together the sections of their quilt drawings by sewing them together

Artist: Faith Ringgold

Artwork: Woman on a Bridge #1 of 5: Tar Beach



Big Idea: Family

Materials: pencil, square paper, ruler, colored pencils (optional: string, scissors and sewing needle)

Objectives:

Students will be able to...

1. Create a “quilted” family portrait by drawing a quilt patch that incorporates characteristics of quilting, depicts a family scene/event, and narrative in the form of text.
2. Identify the works of Faith Ringgold by exploring her artwork and analyzing how she combines quilting, family systems and narrative to create diverse works of art.
3. Apply characteristics of quilts/quilting by incorporating patterns and designs of traditional quilting into their portrait/drawing.
4. Explore the big idea of family by developing a family portrait and discussing what family means.

Standards:*NJ Visual Art Standards*

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. Strand A. History of the Arts and Culture

- 1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Strand D. Visual Art

- 1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
- 1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Strand A. Aesthetic Responses

- 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
- 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

National Visual Art Standards:

Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

- VA:Cr1.2.6a : Formulate an artistic investigation of personally relevant content for creating art.

Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

- VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

- VA:Re8.1.6a: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

- VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.

Key questions:

1. What is a quilt?
2. What is a portrait?
3. How does Faith use pattern and a family portrait to convey a narrative?

Essential Questions:

1. What makes a family? Are they always people you are related to?
2. What is the role of a family?
3. How do families interact?
4. What is the significance of memories?

Modifications:

For those with special needs or severe learning disabilities they can find a photo of their family and paste it into the center of the quilt. They can then use a computer to type their story and paste it to the quilt. An aid or myself can type for them if they are unable to. They can then draw the patterns and designs on their quilts.

Day by Day Breakdown

Day 1:

- Introduction: students are introduced to the big idea and artist/artworks. Brief background history on Ringgold and her artwork is discussed. Her most famous piece will be shown and discussed - students will attempt to interpret the piece. This artwork will serve as an example/inspiration for students' pieces. Discussion on what "family" means (family systems and meanings)

- Brainstorming and narrative writing: students will first select an event/memory they have with their families. They will then write a short “story” or summary of this event. This is done first because the details discussed may inspire students in their drawing process (students may discuss certain aspects that they would then like to draw).
- Clean-up/closure: recap of the day’s goal and what will be done during the next class. Any questions can be answered.

Day 2:

- Recap of previous class: discuss the key ideas and concepts covered previously.
- Introduction to quilting design and pattern: Students evaluate the parts/characteristics of quilts and how it is used as a non-traditional art piece to convey a meaning. Discussion of what a family portrait is.
- Demo: A demonstration will be done to show students how to begin dividing up their paper into the sections seen/used in quilting. The outer sections will be used for patterns and the narrative text. The center section will be used to create the family portrait.
- Work Time: students continue writing their narrative. Once finished, they may begin dividing up their paper and drawing the central portrait. This will be done in pencil first.
- Clean-up/Closure: Students put away sketchbooks and materials. Any questions will be addressed. Discussion of what will occur next class.

Day 3:

- Recap: Sections of a quilt
- Introduce pattern - what is it and how it’s made. Discuss how the pattern in the outer border relates to the pattern in the characters’ clothing and the tablecloth. The pattern should relate to the subjectmatter/theme/topic of the memory.
- Introduce family portraiture- what is a portrait? What is a family portrait? How does Tar Beach portray a family portrait?
- Pattern Worksheet (optional): students practice creating a pattern on the pattern worksheet.
- Work Time: Students continue dividing up their paper into the quilted sections and drawing their family portrait (in pencil). When finished, they can write their narrative story in one of the borders surrounding the portrait. After this is finished, they can begin drawing patterns in the remaining sections of the quilt.
- Clean-up/Closure: Students put all materials away. Recap on what is family and pattern.

Day 4:

- Work day: Students continue drawing their family portrait, writing their narrative and drawing the patterns.
- Once students finish drawing their quilt in pencil (family portrait, patterns and narrative text), they may begin coloring.
- Catch-up: For those students who were absent, demonstrations and information will be shown/reviewed.
- Clean-up/closure: All materials are put away.

Day 5:

- Recap: Review the big idea, quilting characteristics and narrative

- **Coloring Discussion:** Students will be instructed on how to color their quilt drawing - shading is not necessary, as fabric usually has one flat wash of color. Therefore, students may color by doing flat even shading.
- **Work time:** Students continue drawing their portrait and pattern. When they finish their pencil drawing, they may begin coloring.

Day 6:

- Work day: students continue working on their quilt/block.
- Students should be finishing up their drawings and begin coloring.

Day 7:

- Work day: students continue working on their quilt/block. They should have all components drawn at this point.
- Students begin coloring their quilt.
- For those who finish early: they can begin cutting up their quilt into its sections and stitching them together (THIS STEP IS OPTIONAL)

Day 8:

- Work day: Students should be working on finishing their coloring.
- For those who finish early, they can begin cutting up their quilt/block into its sections and sew them together.

Day 9:

- Students should be finished with their coloring.
- As a class, stitch all the quilts/blocks together to form one large class quilt. Hang up the quilt for display.