

Education Department Abbreviated Lesson Plan

Template includes directional text that can be deleted as necessary

A lesson plan should not exceed four pages.

If you refer to a text, worksheet, slides or whiteboard images, include a copy. These extra items should not exceed five pages.

Teacher	Liv Henson
Subject and grade level	6th, 7th, 8th - Art
National and/or State Standard	5.6.2.2.1 Elaborate upon an initial concept for art making. 5.6.2.2.2 Plan art with a specific theme, concept, or idea, considering a contemporary or traditional artistic practice. 5.6.5.9.1 Make art collaboratively to reflect on and reinforce positive aspects of group identity. 5.7.2.3.1 3. Using artistic foundations, create artwork that combines images and words to communicate a specific idea. 5.8.2.2.2 2. Innovate and take risks with ideas, form and content, or methods to shape intent for an artwork.
Objective(s) [learning targets?]	SWBAT build upon their knowledge of making art with fibers to collaboratively build a quilt (using fibers) with their classmates. SWBAT plan the collaborative quilt with the specific concept/idea of the community in an art classroom. SWBAT make art collaboratively to reflect on and reinforce positive aspects of their group identity in the classroom. SWBAT innovate and take risks with ideas, form and content, or methods to shape intent for their square which will be added to a large collaborative quilt.
Instructional Resources	Tangible - Fabric square (one per student) - LiquidGlue - Fabric scraps - Yarn scraps - Magazine scraps - Scissors - Sharpies - Baskets to keep supplies organized Intangible - Presentation

Instructional Content and Procedures

Procedure (Bulleted form is sufficient)	Anticipatory Set— Introduce the idea that quilts are more than just blankets—they tell stories and bring communities together. Share the history of quilt codes in the Underground Railroad and discuss Sharon Tindall's work as a contemporary quilter. Explain that today, students will contribute to a collaborative quilt that represents their classroom community.
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	Bridge— “Just like each square in a quilt is different but contributes to the whole, each of you plays a unique role in our classroom. Today, you’ll create a square that represents you and your role in this community.” Instructional Strategies— Direct Instruction: Show examples of quilt squares with different themes and techniques (fabric markers, stitching, layering, symbols) Independent Practice: Students create their quilt squares using fabric, markers, stitching, or layering techniques. Engagement— Hands-on Creation: Students actively design their own quilt squares, making artistic choices about colors, symbols, and materials. Peer Interaction: Encourage students to discuss their ideas with a partner or table group before starting. Teacher Check-ins: Walk around and ask students about their designs, reinforcing the theme of community. Extension for Early Finishers: Prompt them with deeper questions to add more details to their squares: Can you add another layer of meaning to your design? Is there a word or phrase that would strengthen your message?	
-OR-		
Teaching Script	Write out what the teacher will do. Quilts have been used as storytelling tools across cultures. Examples include the Gee’s Bend quilts, which were created by African American women in Alabama and reflected their personal and community history. And the Underground Railroad quilts, which were believed to convey secret messages so an enslaved person on the run could know the area’s immediate dangers or even where to head next. Many cultures including Native American, Amish, and Hawaiian traditions, use quilting as a way to pass down stories and preserve traditions. For example, the Hawaiian artist John Serrao created this quilt to preserve the polynesian/Hawaiian tradition of quilt making that symbolize an attachment and love for the islands, which people share throughout the world. Artists today, like Faith Ringgold, use quilting to share personal and political narratives. Community quilts are often used in movements for social justice, memorializing events, or celebrating identity. Our classroom is a community, and like a quilt, we are made up of unique individuals who come together as a whole. Each of you will create a quilt square representing your identity and your role in this community—whether through symbols, colors, words, or images. While each square will be unique, the final quilt will reflect the collective identity of our class. As you design, remember that our artwork should be respectful, inclusive, and school-appropriate, just as we show kindness and respect to one another in our daily interactions. If you’re questioning whether it is school-appropriate or not, then there is a good chance it isn’t and you should not do it. As you are thinking about what to do with your square, think about your role in this classroom community. How do you contribute? How do your classmates support you? How do you support your classmates? If you are struggling to come up with ideas think about these things: - Symbols & Patterns: Hearts for friendship, hands for teamwork, spirals for growth. - Words & Phrases: Inspirational words like “trust,” “creativity,” “together.”	Write out what the students will do. Active listening with the lesson. eyes forward, voices off, asking questions when needed and/or prompted.

	- Personal Imagery: A paintbrush for an artist, a book for a reader, a sun for positivity. - Abstract Designs: Colors and shapes that capture feelings of connection. Reminders and Expectations: Your quilt square is a part of something bigger—just like you are in the class. Ensure all materials are securely attached, so the quilt will hold together. You need to be working on your quilt square the ENTIRE 10 minutes but what if I get done early?? Could you add texture by layering fabric or creating patterns? Have you tried mixing materials, like drawing on fabric and adding fabric scraps? What happens if you overlap materials or add a border? Look at a classmate's square—how does theirs connect to yours? Add something to make your squares feel more linked. Could you add an element that represents a shared experience in this class? What do you see in your peers' designs that inspire you? How might you apply that to your own work? Stay at your table spot to create Your NAME must be on the FRONT of the quilt square.	
Assessment Plan	Formative: Observation of student participation and engagement in the design process. Teacher check-ins during work time to gauge students' understanding of the theme and their application of materials. Peer discussions to assess thoughtfulness and planning. Summative: Evaluate quilt squares for thoughtful engagement with the theme, risk-taking in materials/methods, and craftsmanship.	
Closure	CLEAN UP Period 4&5 EVERYONE has a cleanup job. At each table: One person organizes the fabric and tools bin. One returns the tools bin. One returns the fabric bin. One collects and turns in the quilt squares. If you have less than four people, you will have to share doing the other jobs. CLEAN UP Period 6 EVERYONE has a cleanup job. At each table: One person puts the scissors back in the scissors bin What center has our scissor supplies?	

	One puts the glue back in the glue bin What center has our glue supplies? One puts fabric scraps in the fabric bin What center has our fabric supplies? One collects and turns in the quilt squares AND blue bins Where do we usually turn things in?
Accommodations	Period 4: Student A: Checklist for what needs to be done will be on the board for him to refer to keep him on task. Period 5: Student B, C, D, E, F, G, and H: Checklist AND schedule for what needs to be done will be on the board for them to refer to keep them on task. Visuals are also provided on each slide. Period 6: Student I, and J: Checklist AND schedule for what needs to be done will be on the board for them to refer to keep them on task. Visuals are also provided on each slide.

Provide examples of worksheets, handouts, graphic organizers, or other individualized materials used.