

**Consumer & Life Studies**  
**Fiber Arts**  
**Unit 6: Quilting**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Quilting is a worldwide craft born of necessity and currently a popular pastime in many countries.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ Why were the first quilts created?</li> <li>▪ What was the progression of the quilting industry in the world?</li> <li>▪ What kinds of quilts historically have been made?</li> <li>▪ How is a quilt created?</li> <li>▪ What specialty media supplies are currently available on the market and how are they used?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Early quilting was used as protection and insulation for the body, and was especially under metal armor.</li> <li>▪ The quilting industry has been influenced by the climate of the country, the fabrics available, the affluence of the quilter, the personal time available, the political climate, and the technological advances.</li> <li>▪ Quilts can be categorized as whole cloth, t-shaped, paper pieced, broderie perse, pieced, signature, crazy, art, digital, appliquéd, mixed media, miniature, garment and wall hangings. In addition quilts can be hand quilted, machine quilted or tied.</li> <li>▪ The quilt is composed of three layers: the top, the batting, and the backing.</li> <li>▪ Quilting media currently includes: freezer paper patterns, fusible web, foils, Angelina fibers, photo transfer paper, crystals, fun fibers and yarns, paints, dyes, ink, markers, crayons, oil pastels, shaving cream marbling, specialty threads, and embellishments.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms</u>; <ul style="list-style-type: none"> <li>○ rotary cutter, rotary mat board</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Recognize factors which influenced the development of quilting around the world.</li> <li>▪ Distinguish types of quilts.</li> <li>▪ Produce a quilt with top, batting and batting.</li> <li>▪ Evaluate and use multi-media techniques.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>Visual and Performing Arts</u></p> <p>A. Disciplinary Literacy – Visual Arts</p> <p>A1.Artist’s Purpose  Students research and explain how art and artists reflect and influence culture and periods of time.</p> <p>A2.Elements of Art and Principles of Design  Students evaluate all the features of composition.</p> <p>a. Evaluate Elements of Art: color, form, line, shape, space, texture and value.</p> <p>b. Evaluate Principles of Design including balance, contrast,</p>

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	emphasis. Movement, pattern, rhythm, and unity.
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<p><b>Related Maine Learning Results</b></p>	<p>A3. Media, Tools, Techniques, and Processes Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles and expressive qualities in art forms and genres.</p> <p>B. Creation, Performance, and Expression – Visual Arts</p> <p>B1. Media Skills Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.</p> <p>B2. Composition Skills Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p> <p>B3. Making Meaning Students create a body of original art work.</p> <p>a. Demonstrate sophisticated use of media, tools, techniques, and processes.</p> <p>b. Demonstrate knowledge of visual art concepts.</p> <p>c. Communicate a variety of ideas, feelings, and meanings.</p> <p>B4. Exhibition Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p> <p>C. Creative Problem Solving</p> <p>C1. Application of Creative Process Students apply and analyze creative problem solving and creative thinking skills to improve or vary their own work and/or the work of others.</p> <p>D. Aesthetics and Criticism</p> <p>D1. Aesthetics and Criticism Students analyze and evaluate art forms.</p> <p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.</p> <p>d. Research and explain how art and artists reflect and shape their time and culture.</p> <p>E. Visual and Performing Arts Connections</p> <p>E1. The Arts and History of World Cultures Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures</p> <p>E2. The Arts and History of World Cultures Students analyze skills and concepts that are similar across disciplines.</p>
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<b>Related Maine Learning Results</b>	<p>E3.Goal-Setting Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.</p> <p>E4.Impact of the Arts on Lifestyle and Career Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p> <p>E5.Interpersonal Skills Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <ol style="list-style-type: none"> <li>a. Getting along with others.</li> <li>b. Respecting differences.</li> <li>e. Accepting/giving/using constructive feedback.</li> <li>f. Accepting responsibility for personal behavior.</li> <li>h. Following established rules/etiquette for observing/listening to art.</li> <li>i. Demonstrating safe behavior.</li> </ol>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Handouts</li> <li>▪ Slide show of quilts</li> <li>▪ Truck show of quilts</li> <li>▪ Demonstration of multi-media techniques</li> <li>▪ Demonstration of rotary cutter, ruler and mat board</li> <li>▪ Creation of quilts</li> <li>▪ Display quilts at the Spring Art Show</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Quilt project.</li> <li>▪ Daily participation</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>The Classic American Quilt Collection, Quilting Made Easy</u>, Rodale Press, 1995.</li> <li>○ <u>Encyclopedia of Classic Quilt Patterns</u>, Oxmoor House, inc., 2001.</li> <li>○ <u>Quilting for the First Time</u>, Sterling Publishing Co., Inc., 2003</li> </ul> </li> </ul>