

Teacher Handbook to Art Quilt Lesson

Grades 3-5



Cathedral City Elementary

We welcome
contest entries as per the
back page of the manual!
Send us your photos!



MOXIE

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MoxieBox's mission is
to nurture creativity,
exploration, and
self-expression through
providing a well-rounded
visual arts experience.

Your Teacher's Handbook For Art Quilt Lesson

In this lesson students will learn how textile art can be an excellent creative outlet. Their brains will consistently be engaged with the hands-on, problem solving challenges provided by the design element of this lesson.

"Each aspect of quilting is unique and novel, and requires efficient attention and other cognitive abilities"
- Dana Howell, program director of the occupational therapy department at Eastern Kentucky University

Along with tips for each step on the next page, there is a PowerPoint available on our Teacher Only portal. Click the "support" button for slides to introduce the lesson as well as helpful links.

National Common Core Standards addressed in this lesson:



VA:Cr1.13a Elaborate on an imaginative idea.

VA:Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.

VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.

VA:Cr2.1.4a Explore and invent art-making techniques and approaches.

VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making.

VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.

Teacher Tips

Lesson Planning: Each step is designed to be its own session. There are 4 steps so there are 4 sessions. Each step will take 40-60 minutes depending on the age of the students. If 60 minutes is too long for one session, the steps are designed to be broken up into smaller steps.



You will see this bullet command for breaking the steps into multiple sessions.

Lesson Prep

1. Cut open the boxes before passing them out.
2. Read through each step in the manual prior to beginning that step.
3. The Moxie University page (8) can be integrated at any time throughout the project depending on your schedule. Keep handy for fun facts during drying time, etc.
4. Brown paper inside box can be used to protect desk in each step.
5. Decide if you would like to use step four as a project for early finishers or if you would like to keep it as part of the lesson. You may want some guidelines for this step and/or other supplies available. Perhaps to integrate with language arts.
6. If you would like to use the video demonstration, have it available to and pause for each step.
7. Suggestion: Step 1 can be completed in 3 sessions and Step 2 in just one.

STEP 1: Prepare background and fabric.

Suggestion: For younger students, you may want to limit them to the two background prints suggested as they do not need adjustments.

1. Show PowerPoint as an introduction to the lesson or review page 1 with students.
2. Pass out boxes and have students remove only fabric, glue, and frame board with backing. (You may want to have them save the frame's plastic bag to keep their petals in later.) They will also need scissors.
3. If desired, play Kestrel's video as they complete the first step pausing as needed.



If breaking this step into two sessions, you can stop before or after cutting and attaching the bowl and shadow. The bowl/shadow portion can then be done in its own session or included with the cutting of petals depending on if you would like to break this into two or three sessions

4. When you begin the cutting of the petals, hand out petal templates for them to cut the correct sizes.
5. Have students carefully place all their cut pieces in the bag from the frame to keep them from getting lost.

STEP 2: Assemble your design.

Suggestion: Suggestion: This can probably be completed in one session.

Early finishers may be introduced to the pollen option in the video.

1. Have students remove only their cut pieces of fabric, glue, scratch paper, tweezers, and applicators.
2. Show video demonstration of this step.
3. When returning items to box, demonstrate folding the scratch paper over again to protect box contents from wet glue and so that they can reuse the paper for the next step if desired.

STEP 3: Decorate Frame.

Decide in advance as to which option(s) you would like to make available to the students depending on supplies/abilities. Supplies will depend on your decision.

Step 3: Bonus Bookmark Project.

Options: Free choice, integrate with Language Art theme, extra project for early finishers, collage with paper/pictures, etc.