



Enduring Idea: Metamorphosis

Grade: 6-8

Integrated Discipline: Language Arts

Unit Title: Life Transformation Quilt

Unit Designer: Ginger Henson

Unit Description: When exploring *metamorphosis* we can begin to see ourselves, others, and the world around us in terms of transformation. Learners will create a four square life transformation quilt that represents the metamorphosis of their lives past, present and future. By creating a life transformation quilt, learners can begin to recognize the different stages of life that they have already experienced and see how they may transform in the future. Not only looking at people but at material objects, art, and the universe learners can see how evolution is constantly happening around them. It is important that we show learners that nothing is static, everything is changing and that they can shape their future by the choices they make every day.

Images:

René Portocarrero, Springtime, 1955.9

Elliot Daingerfield, The Moon Path, 1990.22.2

Paul Soldner, Vase, 1987.11



Key Concept: Metamorphosis is developmental transformation.

Essential Question: How can metamorphosis or transformation be shown visually?

CCSS Art:

VA7-1.3 Select and apply the most effective materials, techniques, and processes to communicate his or her experiences and ideas through the artworks.

VA7-1.4 Use art materials and tools in a safe and responsible manner

VA7-2.4 Describe, both orally and in writing, the ways that his or her use of organizational principles and expressive features evoke the ideas he or she intended to convey in a work of visual art.

CCSS Standard:

ELA-Literacy.W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

ELA-Literacy.W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

Learning Outcomes:

-Learners will create a four square life transformation quilt that represents the *metamorphosis of their lives past, present and future*.

-Learners will look closely at their lives, the lives of others and the natural world and see how their choices, environment can greatly affect who they are and who they are to become.

-Learners will look at historical/contemporary story quilts and other art images to see how art can conceptualize transformation and stories of our lives.

-Learners will think critically about ways to transform their lives and the lives of others in order to be positive contributing members of their community and the world at large by creating story quilts and writing a 1 page reflective story about their four panels.

Motivator: The learners will be introduced to images that represent *metamorphosis* from The Columbia Museum of Art permanent collection and to images of historical/contemporary story quilts. The learners will then begin connecting ideas of transformation, self-expression, and storytelling through quilt-making by watching Faith Ringold's "Process of making Tar Beach" video.

Day Breakdown:**Day 1:**

-Teacher will introduce CMA

- Learners will discuss metamorphosis/transformation in people, place, things, and animals.
- Teacher will show Quilt images and Faith Ringold's *Tar Beach video*.
- Learners will discuss how to connect ideas of personal metamorphosis with story quilt making.
- Learners will develop and research ideas for *Life Transformation Quilt* by creating sketches for their 4 panel quilt pieces.

Day 2:

- Teacher will demonstrate use of materials and options for creating quilt square panels. (applique, painting on fabric, and simple sewing techniques)
- Learners will choose fabric and sketch assembly pattern to refer to during construction.
- Learners will begin painting or sewing their stories of transformation on panels.

Day 3:

- Workday

Day 4:

- Workday.

Day 5:

- Workday

Day 6:

- Final workday. Teacher will discuss with students whether they want to keep their individual Life Transformation Quilt or make a larger quilt with each other to be displayed.

Day 7:

- Learner Art critique and display of final *Life Transformational Quilts*

Materials:

Fabric
 Needle and thread
 Yarn
 Fabric Glue
 Acrylic/or fabric paint
 Paint brushes
 Batting

Resources:

Websites & Videos:

- Faith Ringold-Tar Beach Story Quilt-
<https://www.youtube.com/watch?v=794M-mcOJY4>

Artists and Images:

- Columbia Museum of Art images
- Street Story Quilt*- Faith Ringold-

<http://www.metmuseum.org/toah/works-of-art/1990.237a-c>

-Mary Lou Wiedman- <http://marylouquilt designs.com/storyquilts.asp>

-Historical Story Quilts- Google Images

Assessment:

Artwork- Learners will complete a *Sacred Earth Space* showing; proper use of materials and execution of assembling earth materials for a completed vessel.

Composition: Learner must create an original vessel that represents their personal take on what a sacred space is. The learner must show understanding of Elements of Design such as balance, emphasis, unity, contrast and Elements of Art such as line, shape, color, texture, value, space.

Concept/Content: Learner will show grasp of *meaning* in their artwork. Their art will demonstrate *Earth spaces* in a reflective manner, whether abstract or representational.

Craftsmanship: Learners will show *understanding of earthwork* techniques. Construction is well thought through, *neat, clean* and complete. Material elements *are applied with care*. Art shows proper use of materials and supplies.

Originality: Learners ideas are independent, unique, and innovative. Artwork shows critical thinking. Vessel addresses subject matter through obvious thought and research.

Artist's Statement: Learner will write a short paragraph that will be submitted describing their personal experience constructing a Sacred Space Vessel. What did they learn? How did they come to their final product? What was their inspiration? Describe your process from start to finish (research, sketches, ideas).

Evidence of research and exploration: Learner will show the thought and study they put into their work via sketches, journaled ideas and note taking on research conducted on-line or library.