



Diamonds, Not Just a Girl's Best Friend

Comparing Plains Tribes Quilts with Tessellations

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Grade Level 9th – 12th Grade

Subject Visual Arts

Course Visual Arts

Essential Question

Summary

Snapshot

Engage

Explore

Explain

Extend

Evaluate

Standards

Oklahoma Academic Standards (Fine Arts: Visual Art (High School: Advanced (II)))

CP: Creative Process (CP)

VA.CP.1 : Learn and use vocabulary and concepts related to visual arts.

II.VA.CP.1.1 : Use the elements of art and principles of design to create artwork for the development of a portfolio.

II.VA.CP.1.2 : Choose from a range of materials and methods of traditional and contemporary artistic practices to plan personal works of art and design.

II.VA.CP.1.3 : Reflect on artistic choices through written response.

Materials

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Engage

Display **slide 1** and play the ICAP interview with *[insert artist here]*. After watching the video, move to **slide 2** and introduce the [GramIt](#) instructional strategy. Instruct students to use their devices to find an image that summarizes their understanding of the video and develop a hashtag that explains the image. After a few minutes have elapsed, allow student volunteers to share with the class.

Explore

Move to **slide XX** and distribute copies of the **Lakota Quilt History** handout to each student. Display **slide XX** and explain the [30-Second Expert](#) instructional strategy. Instruct your students to draw the [T-Chart](#) on the blank backside of the reading, or pass out the attached **T-Chart** handout. Have your students label the top of their T-Chart with “What I Know About This” and “What I Learned From My Partner.” Once they have completed the reading, instruct your students to complete the “What I Know About This” column with the information they can remember from the reading.

Preface the next steps for your students by letting them know they will only have 30-seconds to share what they learned. Use **slide XX**, which has a 30-second timer, to keep track of time. After the first student shares what they have written down, their partner should summarize that information in the second column of their t-chart.

Display **slide XX** and pass out the attached **Diamond Template** handout, and blank paper to your students. Instruct your students to lightly trace the pattern blocks onto their paper to make a design that is in the style of the Lakota quilt patterns. Show students **slide XX** and go over the following rules with them:

INSERT RULES OF DESIGN HERE AFTER MORE RESEARCH

Allow students the remainder of the day, as well as the first half of class tomorrow to finish their designs.

Explain

Display **slide XX** and explain the [Collective Brain Dump](#) instructional strategy. Ask students to share singular words that would describe their quilt design projects and list them on a whiteboard. Distribute the [Principles of Design](#) handout from the Getty Museum and one (1) sticky note to your students. Using the language from the handout, consolidate student answers on the whiteboard into corresponding principles.

Display **slide XX** and share the instructional strategy [8-Up](#) with your students. Ask your student to think back to the quilt design activity and, in the three (3) minutes they should consider three (3) words that would best describe the design they created.

Divide your class into eight (8) groups and move to **slide XX**. Instruct your students to share their words with their group. Together they should come to a consensus on three (3) words they feel are the best fit description.

Once time is up, move to **slide XX** and have students move to new groups and share their responses. You should now have four (4) larger groups. Together they should take their now six (6) responses and whittle them down to just two (2).

Next, move to **slide XX** and have groups partner up with another group. You should now have two (2) large groups. Have students share their two responses with one another and whittle these four (4) words down to two (2). Have the groups share their two (2) words with the class and, as a whole group, narrow these words down to one (1) single word that best describes the quilt activity.

Move to **slide XX** and share the Principles of Design. Ask your students to consider the words they just used to describe their work, as well as the single word the class settled on, do any of the principles match what they were describing? Ask students the following:

"Think back to the first activity, did you see those same principles there?"

After hearing their responses, instruct your students to select the principle that best matches their *quilt design* and write it down on their sticky note.

Display **slide XX** and explain the [Sticky Bars](#) instructional strategy to your students. Have them place their answers on the wall using the strategy. Have your students group together based on their responses and summarize why they think their principle of design is most applicable to the activity. The slide has a three (3) minute timer, but feel free to select a longer or shorter timer if you feel your students would benefit from an [alternate timer](#). When the timer ends, have each group share their response. After the students have shared their responses, ask if any students have changed their mind. If they have, allow them to join the group that persuaded them. Explain to students that while an argument can be made for many design principles, with an especially strong case for repetition, the lesson today is focusing on pattern.

Extend

Evaluate

Distribute the “It’s Optical” handout to each student and show them the instructions on **slide XX**, introducing the [It’s OPTIC-al](#) instructional strategy. Have copies of the sample professional pieces of artwork printed in color and centrally displayed so each student can assess them.

Instruct the students to complete the handout on both sides. When they have finished, have them turn in their handout along with their piece of artwork from earlier in the lesson for a complete project grade.

Resources

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