



Understanding Quilting and Patchwork

Textile Techniques

Lesson Plan

Total Time: 1 hour

Aimed at: KS3/4

For this lesson, you will need:

Quilt Quiz PowerPoint Presentation (Download from the Library)

'Textile Techniques' Loans Box

Object Investigator Sheet (KS3/4)

Mosaic Patchwork Project (Download from the Tips and Techniques section)

Scrap fabrics for mosaic patchwork

Needles, scissors, cotton thread

Scrap paper/newspaper for patchwork templates

Hexagon shape templates (if available)

Learning Objectives

To investigate and speak about textile-based objects

To be inspired by historic textiles and incorporate ideas into individual work

To make observations and simple comparisons with modern textiles

To learn new skills and techniques for creating artwork with different materials

To understand instructions and how to manage your own work

To work safely and with care for other people in your working environment

Before you start...

Set out your classroom so students can work in groups of no more than 6.

You might like to use trays to keep sewing equipment safe and pencils, etc. close to hand

Put needles on scraps of fabric in each box. Write on the fabric the number of needles attached so students know to return the same number of needles at the end.

Keep the quilts from your loans box, paper sheets and equipment out and covered so they're safely hidden away but ready to use at the right moment.

Introduction

Introduce students to the idea of what a quilt is and ask if they have come into contact with quilts or quilted costume/objects before?

Activity (10 minutes)

Play the 'Quilt Quiz' PowerPoint presentation and encourage students to agree their answers as a group.

Teacher's note: The quilts shown in the quiz are not the same ones as your loans box but many of the techniques covered are the same

Object Investigators - Examining quilts

Activity (15 minutes)

Hand out quilts/objects from your loans box to small groups/pairs of students. Give each group/pair an object investigator sheet and ask them to look for clues to help them understand: when it was made; how it was made; who might have made it, what it's made from and the techniques used to make it.

When students have finished examining their objects ask each group/pair to hold up their object and explain to the others what they've discovered. Explain what quilting techniques each group has and how they're created (refer to teacher's notes in loans boxes).

Ask how they might use their technique in a contemporary textile design .

Activity (30 minutes)

Explain to students that patchwork techniques and patterns often have names that reflect where they came from, who created them or the look of the finished patchwork design.

Paper-pieced patchwork is a traditional technique often used in quilts which pre-date the invention of the sewing machine because it could be done by hand, using small pieces of recycled fabrics and paper as templates (show students an example of an unfinished patchwork piece from the loans box).

Patchworkers would often use hand-written notes or newspaper to create individual patchwork templates. If a piece is unfinished you can often find about the maker or when they made their patchwork by reading the paper on the back. **(5 minutes)**

Give out trays of fabric, needles, thread and paper plus, if available, some hexagon shape templates. Also give out instruction sheets (download in Library) for students to follow.

Summary

At the end of the session, summarise some of the student's findings about patchwork and quilting and ask students how they might incorporate traditional techniques like mosaic patchwork into their own contemporary designs?

Ask them if the invention of new textile technologies may have changed how people thought of patchwork or the techniques used to make quilts. **(5 minutes)**

Note for teachers:

Explore the other quilting and patchwork projects available in our 'Tips and Techniques' section. You could incorporate learning different techniques into a second lesson or alter this lesson to give each group/pair a different technique to try.