

## Creating Individual Style

These standards are examples that demonstrate authentic connections for deepening student learning and understanding. Please note that the lessons can be adapted to cross grade levels and subject areas. ([Note to Teachers](#))

Partnership for 21<sup>st</sup> Century Skills

### Learning and Innovation Skills: Creativity and Innovation

Demonstrating originality and inventiveness in work

#### **Learning Activity-Elementary and Secondary**

Students will view portions of the documentary, *Alabama Craft: Tradition and Innovation*, dedicated to the work of quilters Bettye Kimbrell and Mozell Benson (for links to these artists, see the Digital Media Resources below.) After analyzing the work of both individuals through discussion and further research, students will work in small groups to create a Venn Diagram to compare and contrast the two artists and their work (click on the Work Samples below.) Analysis of the designs should include a discussion of patterns, colors, fabrics, shapes, and quilting techniques. Results from these discussions will add to the development of the Venn Diagram. Afterward, each group of students will report their findings to the class, explaining decisions made and supplying details for those decisions.

Students (elementary or secondary) will use fabric, colorful paper, magazine cut-outs, buttons, and other “found” items to produce a paper quilt, fabric quilt, or collage that reflects their understanding of the personal style of either Kimbrell or Benson.

Students may work on this project as individuals or in groups. A large class quilt may be put together from the individual quilts produced. A final class analysis of the resulting pieces produced will afford the students greater opportunity to connect to one another and the history of the profiled quilters.

#### **Learning Activity-Secondary**

Students will use the information garnered from the Venn Diagram to determine which quilter’s style they prefer. They will write personal (persuasive) essays explaining the reasons for their choice and supporting their reasons with details that demonstrate student awareness, appreciation, and understanding of the two master quilters and their work.

Alabama Courses of Study

### Visual Arts Standard-Grades 6-8

1.1) Applying steps artists use in the production of art, including conceptualizing ideas and forms, refining ideas and forms, and reflecting on and evaluating both the process of production and the product

### English Language Arts-Grade 6

14.) Use organizing and paraphrasing in the research process.

- Taking notes to gather and summarize information

#### **Digital Media Resources**

##### **Bettye Kimbrell**

- [Interview](#)
- [Quilting Bee](#)
- [Stained Glass Quilt](#)
- [Leaf Pounding Demonstration](#)
- [Work Samples](#) (Slides 1-6)

##### **Mozell Benson**

- [Interview](#)
- [Demonstration](#)
- [Work Samples](#) (Slides 35-37)

#### **Resources**

-*Carry On: Celebrating Twenty Years of the Alabama Folk Art Apprenticeship Program*, a publication of the Alabama State Council on the Arts (PDF available online);

-Traditional Culture [www.traditionalculture.org](http://www.traditionalculture.org)

-Tradition Innovation [www.traditioninnovation.org](http://www.traditioninnovation.org) (see “For Educators” section)

-Alabama Folklife [www.alabamafolklife.org](http://www.alabamafolklife.org)

-Southern Artistry [www.southernartistry.org](http://www.southernartistry.org)

-Alabama Arts Radio Series [www.alabamaartsradio.com](http://www.alabamaartsradio.com)

-[Definitions](#)

-[Supplemental Activities and Lesson Ideas](#)

-[Teacher Resources](#)

