**BPS Elementary Art Curriculum**

Abe Lincoln Silhouette Quilt

Art Standards: 4.1.5

Alignment Standards: ART-2.2.1 Know the differences among visual art structures and functions.

Content Connections:

Social Studies : Abraham Lincoln

Math: Patterns, penny

Writing: biography or informative

Materials: Lincoln story, blue, red and black construction paper, glue, silhouette and quilt patterns, penny, scissors

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| --- | --- |
| **Art Elements** | **Art Principles** |
| \_X\_Line | \_X\_Pattern |
| \_X\_Shape/Form | \_\_Rhythm/movement |
| \_\_Color  | \_\_Proportion/Scale |
| \_\_Value | \_\_Balance |
| \_\_Texture | \_\_Unity |
| \_X\_Space/Perspective | \_\_Emphasis |

Grade: 2nd

Time: 1 hour

Preparation: You’ll need ( for each student)

* Quilt block pattern
* Eight 1 ½ inch squares of red and blue construction paper
* One Lincoln penny
* Lincoln silhouette block pattern
* One 7 inch black square
* One 7 inch red square
* Scissors and glue

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* Identify and use a variety of line in artwork (horizontal, vertical, diagonal)
* Recognize and use organic shapes in artwork
* Identify and use patterns
* Create artwork using foreground and background
* Use symmetry in artwork

Vocabulary: silhouette, quilt block pattern, Abraham Lincoln, penny

Lesson description:

Read an Abraham Lincoln story to the class. Discuss who Abraham Lincoln was and why he is important to our history.

Put quilt together.

Teacher Background Knowledge:

History of Abraham and understand patterns and ilhouettes.

Lesson

1. Read a Lincoln story and discuss Abraham Lincoln and how he helped end slavery and kept the country together during a bitter war between the Northern and Southern states. He was later killed by a man who disagreed with his views.
2. To make the quilt block have the children glue the red (or blue) triangles or full squares in to the quilt pattern to form their own pattern.
3. Give the children the Lincoln silhouette tracer to trace out on the 7 inch black construction paper and glue it on to the 7 inch red square.
4. Assemble the class quilt.

Writing Extension

Have the students write about what they learned about Abraham Lincoln or use the following prompts.

* I admire Abraham Lincoln because\_\_\_\_\_\_\_\_\_\_\_\_.
* I wish I could have asked Abraham Lincoln\_\_\_\_\_\_\_\_\_\_\_.

 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Assessment*

|  |  |  |  |
| --- | --- | --- | --- |
| **Thumbs Down** | **Don’t Know** | **Thumbs Up** | **Assessment Question** |
|  |  |  | Did you use your personal best during this lesson? |
|  |  |  | Did you actively listen and follow directions? |
|  |  |  | Did you use your creativity? (is it original?)  |
|  |  |  | Did you complete your project? |
|  |  |  | Did you incorporate the art media? |
|  |  |  | Does the artwork show the elements and/or principles discussed?  |
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|  |  |  |  |

Source



