

Title: *Paper Quilting as Play Analysis*

Grade Level: High School Accomplished

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Description: Tired of research papers, posters, or powerpoints on plays and musicals?

In this analysis lesson, students will research the background of a play or musical to design a paper quilt block that represents an important moment within the work. Students will present a summary of their play and explain how their design choices connect to the world of the play and the realities that the play is based on. Then, as a team, they will join the pieces together to complete the theatre “quilt” for display.

The example musical we will use in this lesson is *Once on the Island*.

[Once on This Island | Music Theatre International](#)

Learning Outcomes:

Students will research and connect their design to the history, movement, or culture behind the play/musical.

- I can research the history, culture, or event that inspired a play and create a design that connects reality to the world of the play.

Students will brainstorm ideas, create initial sketches, and refine their final design to create a paper quilt block that touches the emotional core of the story.

- I can refine ideas to create a design that touches the emotions within the story.

Class will assemble the paper quilt block together to make a paper quilt.

- We can work together to assemble each piece into a paper quilt.

SEL Competencies Taught:

Self-management, which is the ability to regulate and control one’s emotions and behaviors, particularly in stressful situations

Responsible decision-making, which refers to the ability to use multiple pieces of information to make ethical and responsible decisions.

2014 National Core Theatre Standards:

TH:Cr3.1.1.c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

TH:Re9.1.1.a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.

TH:Cr2.1.1.b. Cooperate as a creative team to make interpretive choices for a drama/theatre work

TH:Cn11.2.1.a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about a selected topic.

Time to Teach: 10 - 50 minute class periods

Day One	Day Two, Three, Four	Day Five, Six	Day Seven & Eight	Day Nine & Ten
Opening Assignment Intro and Checklist	Choose & Read Play Pick Scene to work with; Summarize	Background Research Sketches and Feedback	Construct Paper Quilt Block	Present Blocks Assembly Class Quilt

Materials Required for Instruction:

Graph paper, rulers, pencils, construction paper or cardstock in multiple colors; glue stick, (hole-punch, if tying pieces together), plays/musicals to analyze.

Opening:

SEL Task: “How and why do artists create? As we view the video about Faith Ringgold (or Bisa Butler), identify what called her to create her works of art? What calls you to create?”

[Quilt artist Faith Ringgold, THREADS episode](#)

- www.craftinamerica.org. Quilt artist Faith Ringgold segment. THREADS episode PBS premiere: May 11, 2012.

AND/OR

[Bisa Butler: Portraits | Exhibition Stories](#)

- The Art Institute of Chicago: Dec 17, 2020.

Instructional Procedures:

Day One

SEL Strategies: RESPONSIBLE DECISION-MAKING

- Demonstrating curiosity and open-mindedness

Opening

SEL Task: “How and why do artists create? As we view the video about Faith Ringgold (or Bisa Butler), identify what called her to create her works of art? What calls you to create?”

Assignment, Example, and Reflection Intro

Download Paper Quilt Assignment, Example, Reflection here:

<https://learn.schooltheatre.org/files/462961?name=Paper+Quilt+Assignment%2C+Example%2C+Reflection>

[Once On This Island - Forever Yours](#)

Day Two, Three, Four

SEL Strategies: SELF-MANAGEMENT

- Showing the courage to take initiative

SEL Task: “As an artist/designer/creator, every project begins with the courage to explore something new. Think for a minute about what plays/musicals you are most interested in. Generate a list of related words. Then use the following link to find a show you want to work with.” <https://www.theatricalrights.com/perusalsnow/>

(Alternate: Teacher will group available scripts by genre to help students find a show they might like.)

If you would prefer that students work with a summary of the play, MTI has solid summaries, song clips, and often short videos. [Show Finder | Music Theatre International](#)

- Choose & Read Play
- Pick Scene to work with; Summarize

Day Five, Six

SEL Strategies: SELF-MANAGEMENT

- Using planning and organizational skills

SEL Task: “Take a moment to plan how you are going to use your time over the next two days. How much time will you devote to each of the tasks? Write it down.”

- Background Research
- Sketches and Feedback

Day Seven & Eight

SEL Strategies: SELF-MANAGEMENT

- Exhibiting self-discipline and self-motivation

SEL Task: “Over the next two days you will need to be focused on creating your quilt block. What are some ways to motivate yourself so that you finish your project on time?”

Construct Paper Quilt Block

Day Nine & Ten

SEL Strategies: RESPONSIBLE DECISION-MAKING

- Anticipating how one’s work relates to others’ work when presenting a whole piece together.

Present Blocks

Closing: Assembly of Class Quilt & Reflection (below)

SEL Task: Remind students of the need to envision the final product, plan for it and then assemble.

- **Hint:** You could use quick sticky notes sketches to represent each piece; this would make moving around easy during the planning process without damaging the final quilt blocks.
- **Hint:** When assembling quilt, reinforce back of corners with masking tape before using hole punch to puncture holes. Tie together with yarn or twine.

Assessment:

Reflection: How have you worked through each of these learning targets? Create an artist’s statement to go along with your quilt block.

Students will research and connect their design to the history, movement, or culture behind the play/musical.

- I can research the history, culture, or event that inspired a play and create a design that connects reality to the world of the play.

Students will brainstorm ideas, create initial sketches, and refine their final design to create a paper quilt block that touches the emotional core of the story.

- I can refine ideas to create a design that touches the emotions within the story.

Rubric:

Rubric for Quilting Block

In this analysis lesson, students will research the background of a play or musical to design a paper quilt block that represents an important moment within the work. Students will present a summary of their play and explain how their design choices connect to the world of the play and the realities that the play is based on. Then, as a team, they will join the pieces together to complete the theatre “quilt” for display.

Learning Target	Above Standard	At Standard	Near Standard	Below Standard
<p>Students will brainstorm ideas, create initial sketches, and refine their final design to create a paper quilt block that touches the emotional core of the story.</p> <ul style="list-style-type: none"> I can refine ideas to create a design that touches the emotions within the story. 	<p>Final work is a culmination of the creative process, resulting in a piece that symbolically brings to life the play and its underlying themes as a visual story. It can stand as a work of art/design on its own.</p>	<p>Final work captures the elements of an important moment in the play.</p>	<p>Final work captures some elements of the play, however it is only loosely connected to the plot or moments in the play.</p>	<p>Final work is confused, rushed, and/or overly simple.; there is little or no connection to the play.</p>
<p>Students will research and connect their design to the history, movement, or culture behind the play/musical.</p> <ul style="list-style-type: none"> I can research the history, culture, or event that inspired a play and create a design that connects reality to the world of the play. 	<p>Artist's statement is concise and reflective, drawing clear connections between their research, the production, and the artist's creative choices. The statement adds to our understanding of the piece.</p>	<p>Artist's statement is an explanation of creative process, describing their creative choices and justifying their alignment to the production.</p>	<p>Artist's statement is general, providing little insight into why the artist made those choices and loosely connecting the artwork to the production.</p>	<p>Artist's statement is drawn out or confused. Little connection is evident between the production and the quilt block.</p>
<p>Teacher Feedback: (Include specifics of what was done well and how your student can improve. Provide examples of next steps for growth. If you can, also provide comments on how they have grown from earlier work. HINT: Voice Recordings or Voice to Text apps really help here. And the kids respond to the voice messages.)</p>				
<p>Student Growth Goal: (Students will make a plan to improve based on the suggestions above and on the feedback from the group.)</p>				

Learning for all: Please use the space below for suggestions for any specific adaptations or accommodations needed for neuro-diverse or atypical learners.

Choose a familiar story. Perhaps use precut figures and shapes. Plan the paper quilt blocks together.

How does this lesson's content model inclusivity and honor diversity?

Encourage students to research plays from different cultures, time periods, and regions. Ask students to look for plays that deal with social issues from around the globe. Perhaps they will find a new favorite.

Works Cited:

[Quilt artist Faith Ringgold, THREADS episode](#)

- www.craftinamerica.org. Quilt artist Faith Ringgold segment. THREADS episode PBS premiere: May 11, 2012.

[Bisa Butler: Portraits | Exhibition Stories](#)

- The Art Institute of Chicago: Dec 17, 2020.

[Once on This Island | Music Theatre International](#)

[Once On This Island - Forever Yours](#)

Additional Tools & Resources:

- This lesson can be as thought-provoking as researching plays developed to promote social change or as light as creating a representation of your favorite Disney musical.
- This lesson could also be based on a single play or musical. The designs would naturally include repeated motifs and create opportunities for patterning and comparison.
 - This could be a fun project for theatre in our schools month.
<https://www.schooltheatre.org/programs/tios>

Want to amp up the lesson? Do the sewing! Applique work is not that difficult and the paper quilt blocks would make a good pattern.

[Learn How to Sew by Hand: Six Basic Hand Stitches](#)