Mica Lee Anders is a visual artist and arts educator who works in mixed media, mosaics, textiles, and photography. She received her MFA in studio arts, with a focus in photography, from the University of Minnesota. Mica often incorporates her background in graphic arts and genealogical research into her art and her teaching.

Mica has shown her work across the midwest and locally in locations such as at the Katherine E. Nash Gallery, The Minneapolis Foundation, and The Soap Factory. Mica has also exhibited internationally in Anji, China. Her public and community art projects are permanently installed in and on buildings around the Twin Cities metro area.

These artists are some of the more famous African American quilters and each is very well known for creating or perfecting their specific technique of quilt-making. These are the go-to quilters and techniques used by many art quilters.

**ARTIST(S) AND ARTISTIC MODELS INCLUDED IN THIS LESSON:**
- Quilters of Gee’s Bend - Strip Quilting and Block Quilting
- Harriet Powers - Block Quilting and Story Quilts
- Faith Ringold - Story Quilts and fabric painting
- Michael A. Cummings - Art Quilts
- Adinkra Cloth - Stamped fabric, symbols with specific meaning

**LEARNING GOALS:**
- Students will learn about famous and influential African American quilt makers
- Students will be inspired by their works to create quilted pieces of their own.
- Students will visually display their storytelling skills.

**MEASURE STUDENT ACHIEVEMENT BASED ON:**
- Completion of their personal quilting projects.
- A clear progression from first draft to final product.
- Ability to use the terminology learned during the lesson.
- Ability to make connections to quilts or other examples of textile art they have seen in their personal lives.

**GRADE LEVEL(S):** This lesson plan is designed for middle-elementary school students, but can be modified for many grade levels.

**COMPAS PRISM PROGRAM**
Teaching Artist-designed lesson plans inspired by the work of local and national African American artists
LESSON ACTIVITIES
(COMPLETE THESE ACTIVITIES IN THE ORDER LISTED)

1. Watch a brief video about the Quilters of Gees Bend. Then discuss scrap quilting and scrap quilting, strip quilting and how to create full quilts out of “tiny quilts” called quilt blocks.

2. Watch a brief video by Faith Ringold. Students will learn about her story quilts and the process through which she makes them.

3. Share images with more examples of the work of Michael A. Cummings, Harriet Powers, and examples of Adinkra cloth.

4. Compare and contrast the work and techniques of each artist through discussion.

5. Ask students to decide if they will create their own quilt as a story quilt or as a scrap quilt.

6. Once they have decided which direction they will proceed, have students draw or sketch the design they wish to create on paper.

7. If they are making a story quilt, their main story panel should be able to be interpreted by another student or teacher without words to explain the story moment. Be sure there are enough details to convey the story with pieces of cut fabric rather than drawing.

8. If they are making a block quilt, their design should have continuity between quilt blocks. There should be similar colors used (analogous or complementary colors for example) or similar patterning throughout the quilt.

9. Once they have shown the sketch to the teacher, students will select scraps of fabric to work with to create their final piece.

10. To create the final quilts, ask students to glue their fabric onto foam core

11. For those making story quilts, students will start by gluing down their background fabric(s) and working their way to the main subjects in the foreground.

12. For those making strip quilts, students will put together and glue down one quilt block section at a time.

13. Once all students have finished their quilts, they will share their final pieces with each other, explaining why they chose the style they chose and what they were inspired by.
HOW TO PREPARE FOR THIS LESSON:

• Ask students to begin thinking about a favorite memory or a moment in an imaginary story.
• Have students spend time manipulating Tangrams to see how to create various patterns and designs out of geometric shapes.
• Teach students basic color theory including the color wheel and how to find complementary and analogous colors.

EDUCATIONAL STANDARDS ADDRESSED IN THIS LESSON PLAN:

Visual Arts
4.1.2.5.1 Describe the tools, materials and techniques used in a variety of two- and three-dimensional media such as drawing, printmaking, ceramics or sculpture.

4.1.3.5.1 Describe the personal, social, cultural, or historical contexts that influence the creation of visual artworks including the contributions of Minnesota American Indian tribes and communities.

4.2.1.5.1 Create original two- and-three-dimensional artworks to express specific artistic ideas.

4.2.1.5.2 Revise artworks based on the feedback of others and self-reflection.

EQUIPMENT/SUPPLIES NEEDED:

• Quilt Blocks
• Adinkra Symbols
• Color Wheel
• Fabric pieces of complementary and analogous colors
• Glue

OTHER NOTES FROM YOUR COMPAS TEACHING ARTIST:

If your classroom does not have access to fabric, this lesson could be modified using patterned scrapbook paper, regular scissors, and glue sticks or pre-cut felt shapes and school glue.

WHAT COULD A COMPAS TEACHING ARTIST HELP YOU ACHIEVE IN YOUR CLASSROOM?

Learn more at COMPAS.org