Do Something Graphic Design Quilt

Graphic Design Lesson   Adapted by: Meghan Collins

High School   5 x 82 min classes

Learning Statement:

High School students will explore the inequalities in their community and collect ideas for ways to help people who need a boost within their community. Using youth service website DoSomething.org, project ideas will translate into community service projects that students will complete in small groups. While researching and engaging in their service projects, students will each design an 8"x8" square for the class community service quilt. The quilt will be displayed within the school and then donated to a local public building to be on display with the hope of encouraging other young adults to engage in community service to help those around them.

State Benchmarks and Standards:

- **ART.I.VA.HS.3**: Apply organizational principles and functions to solve specific visual arts problems.
- **ART.III.VA.HS.1**: Analyze the effectiveness of selections in communicating ideas and reflect upon the effectiveness of choices.
- **ART.III.VA.HS.3**: Describe how expressive features and organizational principles cause responses.

Materials: (for 28 students)

- Access to computer lab with internet access
- Digital camera
- Inkjet printer
- 8"x8" fabric squares in light colors (28)
- Large fabric for backing
- Large piece of batting for filling

- Rulers
- Scissors
- Needles and thread
- Examples of process and finished square
- Pencils (28)
- Erasers (28)

Process Class 1:

Prep: 5 minutes Set out supplies on supply table. Prepare the chalkboard with a title: Community Service. Connect computer to projector and navigate to DoSomething.org

Class 1:

Begin with a discussion on community service. What is it? Have you engaged in these kinds of activities before? Brainstorm a list of ways to help people who need it in the community. Distinguish between nice gestures and community service engagement.

Demonstrate navigating DoSomething.org on the projector and find community service ideas that could be relevant for your community.

Outline the project for students
- Form small groups or pairs
- Decide on a project idea
- Collect research on theme of project
- Write up proposal for community service project
- Complete project
- Individually sketch thumbnails for square communicating project
- Complete design on the computer and print on fabric
- Connect squares to create quilt and present to school

Class 2:

Work in computer lab to research ideas and form groups. Students will write community service proposal with the intention of completing over the week to come.

Class 3: (May be a week from Class 2. Once everyone has completed project)

Discuss importance of communicating and encouraging more youth to engage in service. Diagram a grid quilt with a large square in the center that will be made collaboratively by every student. Students sketch ideas using knowledge of art and design, organizational principles, and graphic communication.

Class 4:

Students work on computers translating sketches into finished designs. If pictures are to be included, they must be of the students working, not from the internet. When compositions are finished, print in color for instructor approval before printing on fabric.

Class 5:

Assemble the quilt by hand sewing squares together in a grid. Add a layer of thin batting and a background piece front, middle, and back together by either tying yarn every 12" or by using a longarm quilting machine.

Presenting quilt to school could happen on video announcements or through school newspaper. An assembly is another option for sharing the students' experiences and final product.

<u>Evaluation:</u>

- Did students demonstrate understanding of engaging in community service and encouraging others to do so as well?
- Did the student put effort into creating a well-crafted and thoughtful final product?
- Was the level of effort evident in the final product?
- Can the student explain the importance of creating art products that affect the community?
- Did the student use computer design techniques effectively?
- Did the student engage with the community in a safe and appropriate manner?
- Did the student effectively demonstrate their own experiences by reflecting in their research journal?

- Can the student discuss her/his own reactions to final project?

Rubric:

- A – Wow! (Highly successful) The student followed the assignment, but went beyond expectations and demonstrated understanding through application of new material, excellent craftsmanship, and personal effort.
- B – Good Job! (Successful) The student completed the assignment and met all expectations. The student followed all rules the first time, demonstrated basic understanding of material and craftsmanship, but did not put forth much personal effort.
- C – Almost… (Satisfactory) The student completed the assignment, but did not meet expectations. The student demonstrates little understanding of material, craftsmanship, or the importance of personal effort.
- D – Keep working (Below Satisfactory) The student did not complete the assignment. The student did not put forth enough effort to demonstrate whether they understood the material and there is little evidence of value for craftsmanship. The student needs to continue working on the project if they want to improve their grade.