

Lesson Plan

Visual Communication (2D Art)/
International Studies
Spring Semester 09
Beginning High School
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Title: 'Social Justice Quilt'

Time: Two weeks (10hrs.)

Learning Statement/Objectives:

This is a cross-curriculum project between the Painting & Drawing class and International Studies classes. The International Studies classes are writing poems based on their studies of major acts of genocide that have taken place in the twentieth century and more recently. Once completed these poems are distributed to the students of Drawing & Painting who will make visual interpretations of them. The Drawing & Painting students will then be introduced to the art of quilting. They will print their design onto fabric which will then be accessorized with color and appliqué and then sewn together with each of their classmates' squares to make one large quilt. This quilt will then be on public display along with the poems. The public will be able to read the poem and see the corresponding image.

MDE Benchmarks and Standards Met:

Content Standard 1: All students will apply skills and knowledge to perform in the arts.

ART.I.VA.HS.1 Apply materials, techniques, media technology, and processes with sufficient skill, confidence, and sensitivity that personal intentions are carried out in artworks.

ART.I.VA.HS.2 Intentionally use art material and tools effectively to communicate ideas.

ART.I.VA.HS.3 Apply organizational principles and functions to solve specific visual arts problems.

ART.I.VA.HS.4 Be involved in the process and presentation of a final product or exhibit.

Content Standard 2: All students will apply skills and knowledge to create in the arts.

ART.II.VA.HS.1 Apply materials, techniques, and processes with sufficient skill, confidence, and sensitivity that personal intentions are carried out in artworks.

ART.II.VA.HS.2 Create artworks that use organizational principles and functions to solve specific visual arts problems.

ART.II.VA.HS.3 Describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.

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ART.II.VA.HS.4 Apply and adapt subjects, symbols, and creative ideas in artworks and use the skills gained to solve problems in daily life.

ART.II.VA.HS.5 Demonstrate an improved ability to integrate structures, characteristics and principles to accomplish commercial, personal, communal, or other purposes of art.

Content Standard 3: All students will analyze, describe and evaluate works of art.

ART.III.VA.HS.1 Analyze the effectiveness of selections in communicating ideas and reflect upon the effectiveness of choices.

ART.III.VA.HS.2 Identify intentions of artists, explore the implications of various purposes, and justify analyses of purposes in particular works.

ART.III.VA.HS.3 Describe how expressive features and organizational principles cause responses.

ART.III.VA.HS.4 Reflect upon the characteristics and assess the merits of one's personal artwork.

ART.III.VA.HS.5 Reflect and analyze the personal experiences that influence the development of personal artwork.

Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.IV.VA.HS.1 Reflect on how the subjects, ideas, and symbols of artworks differ visually, spatially, temporally, and functionally with respect to history and culture.

ART.IV.VA.HS.2 Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places. \

ART.IV.VA.HS.3 Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using conclusions to inform personal artwork.

Content Standard 5: All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

ART.V.VA.HS.3 Compare the materials, technologies, techniques, and processes of the visual arts with those of other arts disciplines as they are used in creating and types of analysis.

ART.V.VA.HS.4 Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Context:

Social justice and international relations, genocide, the communal act of quilting, etc.

Vocabulary:

- **Social justice:** sometimes called **civil justice**, refers to the concept of a [society](#) in which [justice](#) is achieved in every aspect of society, rather than merely the administration of law. It is generally thought of as a world which affords individuals and groups fair treatment and an impartial share of the benefits of society. (Wikipedia)
- **Appliqué:** *verb* – to apply.

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Materials:

- Sketchbooks
- Sharpie markers
- Regular Pencils
- Charcoal Pencils
- Erasers
- One 12x12 sheet of drawing paper
- Screen printer (Hot press scanner)
- Fabric ink
- 13x13" square piece of fabric
- Large silk screen
- Squeegee
- Appliqué of various sorts
- Thread and needles
- PhotoShop application and web access

Process:

1. Show PowerPoint on social justice themes and give students website directives for doing their own research.
2. Give students poems on social justice themes from International Relations class
3. Students sketch ideas in their sketchbooks and create a layout
4. Students find images on internet to compliment their designs and layout
5. Students create a 12x12" black/white design
6. Students feed 12x12" design into hot press silk screen scanner
7. After screen is printed, students will affix it to a larger screen and then pull a color of their choice through it with a squeegee onto a 13x13" square piece of fabric then let dry
8. Students will sew their square design into the larger quilt.
9. Final critique.

Evaluation:

- Did students learn about a social justice issue they might not have known to exist?
- Did students learn something about quilting?
- Were students able to create a visually compelling design that tells us something about a social justice issue?
- Did students learn the process of silk screening?
- Did students see strategies in the final critique for creating even more dynamic designs in the own work in the future?

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Rubric:

Project:	Student Evaluation:	Teacher Evaluation:
Name:		
Hour:		
Craftmanship: 1. (5pts.) 2. (5pts.) 3. (5pts.) 4. (5pts.) 5. (5pts.)		
Effort: 6. (5pts.) Written Assignment 7. (5pts.) Art work turned in on time. 8. (5pts.) Very respectable development of image. 9. (5pts.) Use of class time focused on project.		
5 - Excellent 4 - Good 3 - Satisfactory 2 - Needs Work 1 - Incomplete		
50 Total Points 50 - A Excellent 45 - A Good 40 - B Competent 35 - B Satisfactory	Student Total:	Teacher Total:

