# WALKING BILLBOARDS

Screenprinting / T-Shirt Design
Grade 8

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April 2017

## INTRODUCTORY INFORMATION

Grade: 8
Class Size: 28 students
Length of Class Period: 50 minutes / 10-12 classes
Lesson Topic / Description: Students will consider what they want to communicate to the world with an "I am" statement and screenprint t-shirts.
Presentation:
https://docs.google.com/presentation/d/1ic1zdj3P73qytrzdq3DBsYupqr1_SXZ8zWIDgp54_WM/edit?usp=sharing
Pinterest: https://www.pinterest.com/msbradyart/t-shirt-typography/?eq=t-shirt&etslf=2971
Big Idea: identity
Skills: screenprinting, typography, graphic design

# STAGE 1: DESIRED RESULTS

A. ENDURING UNDERSTANDINGS:
- Art can tell the story of many cultures and people.
- Art and language are both communication vehicles by which ideas are transmitted.
- We are all walking billboards.

B. ESSENTIAL QUESTIONS:
- What ideas are expressed through art?
- How can art illustrate one's identity?
- How is art a communication tool?

C. MASSACHUSETTS VISUAL ARTS STANDARDS:
- 1. Methods, Materials, and Techniques: Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.
- 3. Observation, Abstraction, Invention, and Expression: Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.
- 6. Purposes of the Arts: Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

D. ACQUISITION/ LEARNING OBJECTIVES:
- The students will know…
  - that art and graphic design are important communication tools.
  - how to define the term: screenprint.
  - that our choice in fashion / apparel affects how we are perceived by the world.
- The students will be skilled at…
  - screenprinting using stencils.
  - designing original typography by hand.
  - designing a t-shirt with both text and imagery.

# STAGE 2: ASSESSMENT EVIDENCE

A. PERFORMANCE TASK OR FINAL PRODUCT:
- A successful example of the final screenprinted t-shirt will include a silhouette, and an "I am" statement that communicates an idea about one's identity.

Hannah Brady, *Samples,* 2017.

B. CONTINUUM OF ASSESSMENTS:
- Completion of worksheet
- Self-assessment rubric
- Observation notes



Hannah Brady, *Walking Billboards Worksheet,* 2017.

# STAGE 3: LEARNING PLAN

A. MATERIALS AND EQUIPMENT:
- Stencils: x-acto knives, cardstock, masking tape, scissors, cutting mats
- Screenprinting: t-shirts, boards for backing, screens, fabric ink, squeegees, paint sticks, tape, drying rack, clothes lines
- Equipment: computer, projector, camera, printer

B. RESOURCES: VISUALS, TEXT, MEDIA AND WEB
- Pinterest:
https://www.pinterest.com/msbradyart/t-shirt-typography/?eq=t-shirt&etslf=2971

- Printing Demo Video: https://www.youtube.com/watch?v=HFMHsUxBL5c
- Corita Kent: http://corita.org/
- Shepard Fairey: https://obeygiant.com/
- I Am Wall: https://www.youtube.com/watch?v=Oo6ZMo7fTUc
- NPR Planet Money Makes a T-Shirt: http://apps.npr.org/tshirt/#/title
- Screenprinting Glossary:
  http://www.screenprinting-aspa.com/screen-printing-glossary.html



Corita Kent, *mary does laugh,* 1964; Shepard Fairey, *Make Art Not War,* 2015.

C. VOCABULARY WITH DEFINITIONS:
- screenprint: force ink onto a surface through a screen of fine material to create an image, text, or pattern

D. TEACHER INSTRUCTION:
The teacher will…
   A. Walking Billboards Intro / Worksheet
      a. Introduce new lesson.
      b. Distribute brainstorming / reflection worksheet.
      c. Take silhouette photos of each student.
      d. *Show Planet Money video.*
   B. Silhouette Stencils
      a. Demo preparing silhouettes.
         i. Print photos.
         ii. Tape photo to oaktag.
         iii. X-acto contour of face to create silhouette.
      b. Circulate through room.
   C. Typography 101 / T-Shirt Prep
      a. Share Pinterest board of typography and highlight elements to notice.
      b. Distribute text practice worksheet.
      c. Distribute t-shirts in small groups.
      d. Demo t-shirt board prep.
         i. Like a pillowcase, stuff printing board into t-shirt and tape to create flat printing surface.
      e. Circulate through room.
   D. Screenprinting Silhouettes / Text Stencils
      a. Show screenprinting demo video to students and walk through techniques providing tips.
      b. Quick follow up live demo with teacher benchmark.
      c. Have color stations set up for printing - one color per screen.

        d.   Assist students in printing. Each student should train the next student to print.

        e.   Demo text stencils.

        f.   Circulate through room.

E.  T-Shirt Portraits

    a.   Take portraits of each student wearing their t-shirt.

F.  Self-Assessment

    a.   Distribute self-assessment rubrics for students to complete individually.

    b.   Collect rubrics.



Hannah Brady, *Teacher Benchmark*, 2017.

E. QUESTIONS TO GENERATE DISCUSSION:
- What is a walking billboard?
- What do you want people to know about you that they can't see?
- What are your strengths? Aspirations for the future? Passions?
- What adjectives do you use to describe yourself?

F.  LEARNING ACTIVITY:

The students will...

A.  Walking Billboards Intro / Worksheet

    a.   Complete brainstorming / reflection worksheet.

    b.   Have silhouette photos taken.

    *c.   Watch Planet Money video.*

B.  Silhouette Stencils

    a.   Watch demo on how to prepare silhouette stencils.

    b.   Create silhouette stencil.

C.  Typography 101 / T-Shirt Prep

    a.   View Pinterest board of typography.

    b.   Practice typography design on practice worksheet.

    c.   Watch t-shirt board prep demo.

    d.   Receive t-shirt.

    e.   Prep t-shirt board and stencil.

D.  Screenprinting Silhouettes / Text Stencils

    a.   Watch screenprinting demo video and live demo with teacher benchmark.

    b.   Screenprint first silhouette layer.

    c.   Train the next student to print.

    d.   Watch demo on text stencils.

E.  T-Shirt Portraits

a. Have portraits taken wearing t-shirt.
F. Self-Assessment
    a. Fill out self-assessment rubrics individually.
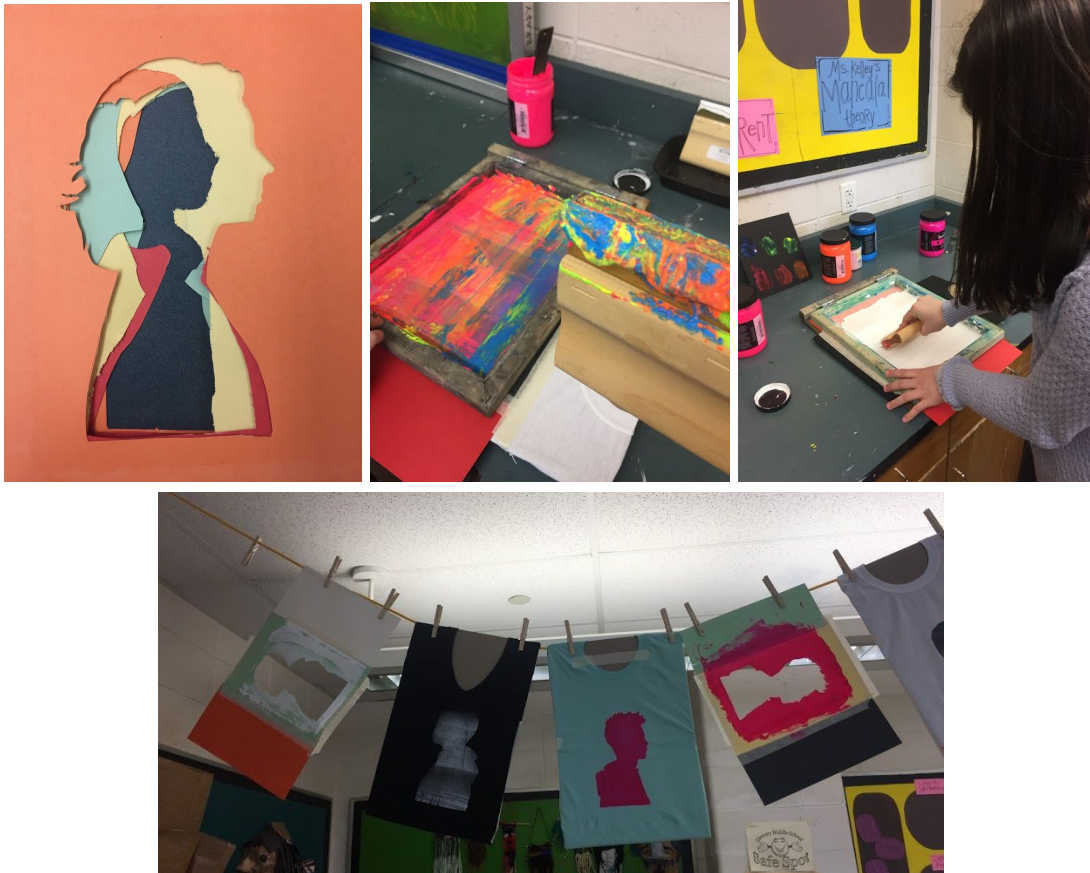


Hannah Brady, *Student work, 2017.*

G. DIFFERENTIATION:
- Assign partners for collaboration
- Step by step visual instructions posted in classroom
- Recorded video demos for easy access / replaying
- Pre-cut stencils.
- Prepared t-shirt boards.
- Additional time