

Visual and Performing Arts Service-Learning Projects



Elementary

- Students decided to send the quilt they were making to a local homeless shelter.
- After the September 11 disasters, art students talked to local firefighters and then designed and made 4' x 6' felt banners to send to downtown New York City fire stations.
- Students worked with the local Chamber of Commerce to learn about their town. In art class they made paper and produced a book about their town, which they donated to the library.

Middle

- Students worked with a landscape architect to study various design principles and create a beautiful garden as a place for thoughtful reflection. They created tiles and sculptures, which they placed in the garden.
- As a team, students decided that they wanted to make their middle school more inclusive for the hearing impaired. They interviewed and assessed the needs of deaf students, studied sign language and created labels of American Sign Language signs for objects and actions that impact school life (i.e., window, door, bathroom, homework)
- Students were concerned about bullying and drug use. After researching, they decided to create 2 interactive theater pieces about these issues and tour county elementary schools.
- Music students studied styles of music composition, taught younger students what they learned, and then invited younger students to accompany them to a local bluegrass festival.

High School

- Drama students partnered with the city's fire fighters to create a play for elementary students about fire safety. They toured the city's elementary schools.
- Art students, after moving in to a newly built school, painted a mural of a tree upon which the guidance office annually hangs the post-graduation plans of all seniors. They also created banners for their school depicting the 6 Guiding Principles of Maine's Learning Results.
- Music students studied ethnic music and performed and taught younger students about the diverse cultures found in their community.
- Art students organized an "Arts Gala Day," contacting and hosting 12 artists from different disciplines who worked in individual classes, integrating their specialty with the curriculum. The day ended with multiple performances of students demonstrating what they'd learned. At night community members were invited to an art show/coffee house highlighting student-selected performances that met agreed upon criteria.