

# Visual and Performing Arts Service-Learning Projects

# 1

## Elementary

- 1. Students were learning about early America. After reading *Sweet Clara and the Freedom Quilt*,** students brainstormed who in their community they might send a hidden message to. They decided to design a quilt of their own with a hidden messages of hope and inspiration to donate to the local homeless shelter.
- 2. After learning about resources and community people, students identified resources in their** community that help others e.g., police, fire fighters, Red Cross. They decided to design and make 4' x 6' felt banners to send to identified “heroes in their community” showing their gratitude for what they do to help the community everyday.
- 3. Students worked with the local chamber of commerce to learn about the history, resources and** culture of their town. After surveying their parents, they decided that there where a lot of people that didn't know/appreciate the history of their town. They decided to make a book to teach others what they had learned. In writing class, they wrote their book and in art class they made paper and produced their book, which they donated to the library.
- 4. Students were learning about what emotions are and how to name them as part of their social** emotional learning. In art class, they learned about different artists and the techniques they used to evoke emotions. Students decided to create a mural in their school displaying multiple emotions, using techniques from different artists they have learned about.

## Middle

- 1. 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.
- 2. 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 e.g., window, door, bathroom, homework.
- 3. Students were concerned about bullying and drug use. After researching, they decided to** create two interactive theater pieces about these issues and tour county elementary schools.
- 4. Students in health class were learning about mental illnesses, they partnered with The Tulip** Project to create a tulip mural, a hope garden and educational brochures to promote mental health in their school.

**Additional Service-Learning  
Projects on Back**



**Harkins  
Consulting, LLC**

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High

- 1. 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.
- 2. 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.
- 3. Music students studied ethnic music and performed and taught younger students about the diverse** cultures found in their community. They hoped this would celebrate diversity in their community.
- 4. Students learned about hunger in their community. As part of a humanities unit, students decided** to host an empty bowl soup supper, in which they made and sold pottery bowls and filled them with homemade soup. They also created a presentation to educate the community on food insecurity in their community and shared what community members can do to impact the problem. After paying for supplies for the bowls and soup, students donated a check to a local food pantry.