T Shirt Design Iron-On Printmaking Project

A T-shirt design is made up of two major components:

“the copy” (the written information) and “artwork” (the compositional design and images used).

Emphasis of this project will be on the following subjects:

- Composition and Layout design
- Imagery & Typography elements
- Creativity & Originality
- Adherence to a particular chosen theme

**STEP ONE: CHOOSE** one theme for your original colour T-shirt image design.

**STEP TWO: BRAINSTORM** possible imagery and subject matter for your original colour T-shirt image design.

**CONSIDER:** Colour, Shape and variety of imagery & typography elements.

**STEP THREE: DRAW 3 conceptual sketches of possible themes based on your chosen theme**

**CONSIDER:** layout imagery and typographic elements.

**STEP FOUR: GET APPROVAL** from the teacher on one of your designs and then **CREATE** your own original T-shirt.

**STEP FIVE: FOLLOW** the image steps.

**STEP SIX: REFLECT** by answering the following questions with your completed work:

1) What aspect of your finished work do find most successful and why?
2) What aspect of your finished work do find least successful and why?
3) If you had to do this project again, what would you do differently and why?

**TIPS:**
- Turn your shirt inside out when washing it. This will prevent your design from fading and being "washed away."
- "It helps if towel is thin, but if too thin fold it over. This acts as a heat absorber so don’t burn pattern.
- Be careful to not burn the paper on the transfer.
- "Dry your shirt on low heat to prevent it from cracking or shrinking."
- Make sure you reverse the transfer on the computer before ironing it on.
<table>
<thead>
<tr>
<th>Achievement Criteria</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking/Inquiry</td>
<td>Work does not meet assignment expectations for this category of assessment. Incomplete.</td>
<td>Concept is slightly unclear and/or weak. Meaning or ideas conveyed are not on par with student’s grade level. 0.25</td>
<td>Concept is clearly and valid. Meaning or ideas conveyed are on par with student’s grade level. 0.25 – 0.50</td>
<td>Concept is clearly and strongly. Meaning or ideas conveyed are above expectations for student’s grade level. 0.50 - 0.75</td>
<td>Concept is clearly and strongly. Meaning or ideas conveyed are above expectations for student’s grade level. 0.75 - 1.0</td>
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<tr>
<td>Concept &amp; Meaning: T Shirt Design Print</td>
<td>Knowledge/Understanding: Design Process: Develop and apply a variety of approaches to communicate ideas and solve problems: 3 Conceptual Sketches</td>
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<td></td>
<td>Research &amp; Reflection Questions</td>
<td>Work does not meet assignment expectations. 0</td>
<td>Limited demonstration of understanding the design process. 1</td>
<td>Some demonstration of understanding the design process. 2</td>
<td>Considerable demonstration of understanding the design process. 3-4</td>
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<td>Elements &amp; Principles of Design</td>
<td>Work fails to meet assignment expectations. 0</td>
<td>Limited demonstration of understanding the design process. 0.5</td>
<td>Somewhat coherent and somewhat complete. 0.5 – 1.0</td>
<td>Clear and substantial answers. 1.0-1.75</td>
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<td>Application/Creation Creative process: Ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts.</td>
<td>Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or nonexistent. (0.5)</td>
<td>Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial &amp; shows some alternative ideas. (0.5 - 1)</td>
<td>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident &amp; shows some divergent thinking is evident. (1 - 1.5)</td>
<td>Preliminary sketches are complete and complete. Concepts are fully developed. Planning is exceptional &amp; shows considerable flexibility in thinking. (2)</td>
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<td>Preliminary Sketches (3) Creative Process: Demonstration of Skill Development &amp; following procedures including Clean Up Uses elements &amp; principles of design to produce an effective artwork: Imagery &amp; Typography elements</td>
<td>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 0.5</td>
<td>Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6</td>
<td>Student demonstrates some use of the e &amp; ps of design to produce an art work of limited effectiveness. 1</td>
<td>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8</td>
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<td></td>
<td>Communication Clarity of concept: T Shirt Design Print &amp; Chosen Theme</td>
<td>Work does not meet assignment expectations for this category of assessment. Incomplete. 0</td>
<td>Work demonstrates a limited degree of clarity in concept. 0.25</td>
<td>Work demonstrates considerable degree of clarity in concept. 0.25 – 0.50</td>
<td>Work demonstrates considerable degree of clarity in concept. 0.50 - 0.75</td>
</tr>
</tbody>
</table>

A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively:
A1.1 Use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works (e.g., use research, syntactic charts, and/or a class brainstorming session to generate a variety of creative ideas; reflect on the suitability of the ideas and choose one to serve as the basis for their plan; use notes and/or thumbnail sketches to develop their plans; revise their plans on the basis of peer- and self-assessment)
A1.2 Use exploration/experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, and printmaking (e.g., explore a variety of materials and/or techniques; reflect on the input of their peers; refine their art work on the basis of useful feedback)
A1.3 Document their use of the creative process in a portfolio (e.g., include thumbnail sketches of ideas and/or plans, notes on or examples of
the results of experiments with different media or techniques, and copies of their preliminary and final work to show evidence of revision and artistic growth), and refer to this portfolio to reflect on how effectively they have used the creative process.

A2. The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;

A2.1 explore elements and principles of design, and apply them to create art works that express personal feelings and/or communicate emotions to an audience (e.g., explore the use of colour, texture, and/or space to express specific emotions)

A2.2 apply elements and principles of design to create art works that communicate ideas and information

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

A3.1 explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

B1.1 use appropriate terminology when identifying and describing the use of elements and principles of design in their own art works and the works of others

C1.1 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., brayers, conté, frottage, markers, painting techniques, pencil techniques, relief, stencil)

C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., brayers, conté, frottage, markers, painting techniques, pencil techniques, relief, stencil)

C1.3 identify the stages of the creative process and the critical analysis process using appropriate terminology

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;

C2.1 demonstrate an understanding of some techniques that artists use to achieve specific effects (e.g., the use of cross-hatching to create a feeling of depth and dimension; the use, in watercolour painting, of a transparent wash of colour to create the effect of light coming through the composition)

C2.2 demonstrate an understanding of some of the conventions used in visual art works (e.g., the use of metaphor, similes, symbols, synectics to create a specific effect or to communicate an idea; the use of conventions associated with narrative art)

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.

C3.2 demonstrate safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts (e.g., identify hazardous materials and adopt appropriate precautions and/or protective measures when using them; demonstrate respect for property, including classroom facilities, tools, equipment, and technological devices