

MINI ACTIVITY

Title: "You are what you Eat"
Jennifer Mustachio

Grade: 4
10.2.12

<p>Theme Concept (s):</p> <p>The main goal of this mini activity is to introduce the elements of art in a fun, exciting, and humorous way. Students will need to fill a face template with magazine cutouts of food. Shape, form, and line will be discussed.</p> <p>Students will develop critical thinking skills in determining what food shapes resemble human facial features. In addition, the magazine clippings of food can be healthy and unhealthy, and since "we are what we eat", students can share with the class what foods they like to eat, and which student made the "healthiest" portrait based on food clippings used.</p>	<p>Aesthetics, Art Crit, Art History:</p> <p>An example will be shown of Giuseppe Arcimoldo's work and a brief discussion will follow about class interpretations. He added meaning to his pieces by painting fruit and vegetables associated with that time of year. The produce and species of produce he chose to use gave his characters a personality.</p> <p>When your portrait is finished- Do the images symbolize that person? Does the portrait look like someone you know? Did you pick food shapes that share a similar shape you'd see in a person's face? What kinds of shapes would you find in a face?</p>
<p>Art Production Concept(s):</p> <p>-Instead of pasting each individual shape, use a glue stick by putting a layer of glue inside the face template. Then layer items.</p> <p>-Critical thinking about what shapes are found in a face- determining what foods best fit that description. Making choices about what foods to use based on shape, color, and what you would like to eat.</p> <p>-The teacher will show students a celebrity and outline what shapes you would find in their face.</p> <p>-Student's have a template to start with. They can add beyond the template; like hair or hands.</p>	<p>Teaching Strategies:</p> <p>-Hands-on, activity orientated instruction.</p> <p>-Demonstration</p> <p>-Talking about their work during the activity, in a Rogerian approach- ie. "You just used a banana's shape to show the depth of a nose".</p> <p>- Constructing knowledge- Students will call out what shapes are located on the celebrity's face.</p> <p>-Stimulation Activity</p> <p>For students with disabilities:</p> <p>-Students can take breaks from their work to look at more examples of Arcimoldo's work or cut additional items out of magazines for other students who may request a kind of fruit or color.</p> <p>-Repeat instructions as needed.</p> <p>-provide extra space for students to work.</p> <p>- Brushing glue on the paper and clippings can be messy, resulting in some uncomfortable students. Rubber grips can be added to the brush handles and the paintings can be completed in tins.</p>

<p>Creative & Critical Abilities, Behaviors, & Skills Students will Enhance:</p> <ul style="list-style-type: none"> -Critical thinking skills: Using shape, form, color, and line and knowing how to incorporate the criteria into their piece in a successful, legible way. -Students are encouraged to trade clippings if they don't like what they have. This will require courteous communication and respect to one another. This also promotes advocating for oneself. -Making creative decisions about how to use the materials to achieve certain results - Students will need to share tools, working together so the group can finish the project. 	<p>NJCCCS (One visual arts & one non-arts):</p> <p>See Attached</p> <p>OTHER SUBJECT AREA:</p> <p>2.1.4.B.1 : Health/Physical Education: Choosing a balanced variety of nutritious foods contributes to wellness.</p>
<p>Materials and supplies:</p> <p>20 flat edge brushes, glue sticks, paper towels, precut magazine clippings of food, Guiseppe art print, portrait templates printed on 20 sheets of paper, sharpie marker, picture of celebrity's face.</p>	

Artmaking steps:

1. Teacher prep- a pile of precut magazine clippings of food items will be at each table grouping.
2. Do now: Draw a face.
3. After a few minutes, teacher will discuss what items make up a face (eyes, mouth, ears, nose, chin, etc). But there are many important details to a face, like the lines under our eyes and the way our cheeks are shaped.
4. Stimulation Activity- The teacher will have students follow along in a “face feeling” activity. Teacher will show the planes of the face using his/her hand to outline their profile, feel around the eye sockets, and under the cheekbones. Students can close their eyes during the activity.
5. Teacher demonstrates what shapes can be found on a face using a celebrity’s photo (Beyonce’ in this case) and outlines the shapes within the face using a sharpie. Students will call out the shapes they see in the face.
6. Guiseppe used foods to demonstrate shape and form. Students will look at his work, identifying with what foods he chose for what facial features.
7. The students can start any way they like, but are recommended to start with the nose shape. Find a shape in the pile that would convey a nose. It is also suggested to use a gluestick inside the template copy and arrange items after gluing.
8. Students can use the glue stick all over the face template first, applying magazine clippings after. The clippings can be reassembled if desired.
9. Apply clippings to your portrait until the face has been filled- consider the hair and clothing.
10. Critique- assemble pieces for the class to see as a whole. Start with a student and ask him/her to talk about a piece they like. Discuss what shapes are important to a face. What person is the healthiest in the group? Would you eat your portrait?
11. Clean up.

Aesthetics Steps/Questions/ Essential Questions:

What shapes are important to a face?

If you are what you eat, do you eat healthy or poorly?





