

SCHOOL/CLASS CONTEXT: Visionary Studio: Saturday Art Workshop is a 9-week program that combines the excitement of creating art with issues in social justice. Saturday mornings, from 10am-12pm, teens research one of four significant social themes (such as imagining the human body, street art, power & the symbol of the fist, and the water crisis) and discover a rich array of innovative, multidisciplinary approaches through which they can visually express their ideas.

Classes are taught by teams of graduate students completing their Certification in Art Education program at New York University. Together, students and teachers consider ways in which artists can and do influence society, and experiment with techniques that include drawing, painting, printmaking, video, photography, 3-dimensional media, and installation. These workshops challenge students to think outside of traditional artistic media and explore how artistic boundaries and influence can be stretched to include what has historically been excluded. As part of the program students participate in a final exhibition inviting a wide audience of parents, friends, teachers, and NYU faculty, to see their work.

GRADE Level: High School

BIG QUESTION: How can we understand the role of food in our society through art?

SUB-QUESTIONS:

1. How have artists addressed where our food comes from and how it is produced?
2. How do artists examine the ways food is a political and social issue?
3. How does the media influence our views about food and the food choices we make?

OVERVIEW: Food is a basic human need and right. While we used to produce our own food, we now rarely see where or how our food reaches our plates. From cafeterias to five star restaurants what are the issues that influence where food comes from, how it is produced, and who eats it? Many artists today are looking at food production and consumption in order to propose alternative systems for generating, sharing, and representing food. Other artists are using art as a means to research and raise awareness about the food we eat, as well as to discuss ethnic and national conflicts in various parts of the world. In this class, students will have the opportunity to find about a wide range of artistic projects related to food and food issues, and make their own work that explores the intersections between food issues, social awareness, and art.

LEARNING OBJECTIVES:

- Students will learn how artists have addressed issues related to food.
- Students will learn that media influences food choices and our understanding about food.

- Students will learn that there are many contemporary art strategies and techniques that can be used to address issues with food.
- Students will learn that unfamiliar art techniques can enhance a concept or message.

RESOURCES & MATERIALS:

Materials: acrylic paint, paper plates, paint brushes, water color, clay, print making supplies, colored pencils, colored paper, water color paper, computers, cardboard/found objects

Resources:

Artists referenced: William Eggelston, Jennifer Rubell, Juan Capistran, Yves Pinard, Daniel Spoerri, Bansky, Sue Coe, Martha Rich, "Scion Palate Exhibition," Nikau Hindin

Handouts: Getting to Know You Survey, Syllabus, Treasure Hunt Activity, Effective Critiquing, Contemporary Art Strategies and Techniques, Exit Survey

PROCEDURE:

Day 1

The Agenda will be posted:

- 1) Ice Breaker
- 2) Getting to Know You Survey
- 3) Course Goals
- 4) Paper Plate Exercise
- 5) An Introduction to Art and Food
- 6) Introduce Experience Assignment

The first day will be about getting to know each other and getting familiar with the subject matter. The syllabus will be gone over and the students will participate in a class exercise that gets them thinking about how they view food. After the activity students will have a discussion based on the exercise responses. The debrief will segue into a presentation by the teachers on art and food. The teacher will present on topics relating to food such as food production, food and the media, and food in culture. Students will suggest topics that they are interested in during a debrief discussion, which will lead into the first homework assignment. The first homework assignment is for students to document an experience they have relating to food.

Day 2

The Agenda will be posted:

1. Treasure Hunt Activity
2. "Experience" Debrief
3. Large Group Connections
4. Reflective Art Making
5. Exit Activity

Students will take part in another getting to know you activity. It will require students to move around and speak to their classmates. Next students will share

their documentation of their experience with food over the week in small groups and then in a class debrief. The first project will be introduced to students as a Reflective project. Students are to take the conclusions they made about their experience and reflect on the experience through an art making from of their choice. Students will have 2d and 3d options. The rest of the class will be dedicated to work time. As an exit activity students will write one question they want to further investigate on a post it and leave it on the door on the way out.

Day 3+4

The agenda will be posted:

1. Name Activity
2. Questions/Reactions from last class
3. Continue Reflective Art Making Project
4. Exit Activity

The students will start off the class by circling up and participating in a name game to help keep a strong community. Students will have a chance to ask any questions they may have on the project thus far. The rest of the class will be for working. The teacher will provide specific feedback to students based on the last exit activity. Students will have one more class to finish their project before a class critique.

Day 5

The agenda will be posted:

1. What is critiquing?
2. Artwork Critique
3. What is an artist?
4. Visit to the gallery
5. Exit Activity

Students will participate in a class art critique. Students will be given a handout with recommendations on ways to critique art. Students may also add to this handout during the discussion. After the work is hung on the wall each student will comment on 2-3 pieces of artwork by writing on a post it and posting it next to the work. After everyone has finished posting about the work, each student will be required to share one of their comments. Then the artist will have a chance to share any information they wanted to include about his/her work. In preparation for next weeks lesson, students will take part in an interactive activity discussing what an artist is and who they consider to be an artist. The activity is mean to broaden the students' views on different art practices. Finally, the students will visit the gallery on the first floor and start brainstorming different types of artwork that could fit in the space. As a homework assignment, students will be asked to bring in 1-2 contemporary artists to talk about during the next class.

Day 6

The agenda will be posed

1. Talk about artists students brought in
2. Handout Review

3. Slideshow on Artists
4. Introduce Final Project
5. Research in Computer Lab

The class will begin by discussing the contemporary artists the students brought in to share. That discussion will lead into a discussion on contemporary art strategies and art techniques. The students will learn ways in which contemporary artists use these techniques and strategies to send a message or create a concept. Next the teacher will give a presentation on contemporary artists making work relating to or about food. Students will be encouraged to comment on the artworks and decide what contemporary art strategy or technique the artist is using. After the presentation the students will be introduced to the next and final project. Students can decide between:

- a. Choose a fast food chain and research some of the issues the company has run up against. For example, McDonalds did not always use really chicken. What did they use? How did this affect its customers, and how did the public find out?
- b. Choose a particular food that you eat on a regular basis. Research its “life cycle” from where it was grown, to where it was distributed, to where it was sold, to how it ended up on your kitchen table. What was particularly surprising about what you learned from this food’s cycle?

Students will then have the remainder of the class to research in the computer lab.

Days 7,8,9

On Day 7 students will be broken up into three groups. The groups will discuss ideas for the final project and receive feedback from their peers as well as the teacher. The remaining class time and the final two classes will be dedicated to finishing projects. At the end of class 9 students will also be asked to fill out an anonymous exit survey on the class.

TIME Allowance: 9 Weeks, 2 hour class each

ASSESSMENT OF STUDENT WORK:

Formal Assessment: The teachers will be assessing students with rubrics based on each class session. A sample rubric may look like:

Criteria	Above What was Expected	Satisfactory	Needs Work
Did the student work thoroughly each session on his/her project?	The student attended each class and worked thoroughly on improving his/her project.	The student used most sessions to work on his/her project.	The student had a hard time staying focused on working.

Did the student follow the prompt and research issues with food in society?	The student followed the prompt and it was clear that he/she did research on the subject.	The student followed the prompt, but needed to do more research on the subject matter.	The student did not follow the prompt and/or no research was evident.
Did the student create an effective artwork that uses a contemporary art principal to comment on food in society?	It was clear that the student thought about contemporary art principals in regards to food in society.	The student put effort into using a contemporary art principal, however it was difficult to understand through their work.	The student did not use a contemporary art principal in their work.
The student showed evidence of growth in their work and the subject matter.	It was clear that he/she is more knowledgeable on the subject matter and is reflected through his/her work.	It is clear that he/she is more knowledgeable on the subject matter, but has not come through in his/her art yet.	There is a disconnect between his/her knowledge on the subject matter and his/her artwork.

- Class Critique: Students will all be required to participate in one class critique. They will be assessed on participation, completion of the project, and usage of key critiquing terms discussed previous to the critique.
- The last formal assessment is that each student was able to complete one piece of art for the end of the class show.

Informal Assessment:

- In addition to assessing students through rubrics, the teachers will have small group sessions. During small group sessions students will be giving each other feedback. This type of assessment will show students interest in the subject matter and count as part of class participation.
- Teachers will also be meeting with students individually to discuss the their work in progress. This will give the teachers an opportunity to assess students' understanding of the subject matter, and give feedback on ways the student can improve their work. It will also help the teachers assess what students are struggling with and what the teachers need to spend more time on.

ASSESSMENT OF TEACHING:

- Was the big idea/question relevant and compelling to my students? If not, how would I modify or change it?
- Were the instructions for the learning activities and assignments clear? If not, how would I modify or change it?

- Did the sequence of learning activities and assignments flow smoothly and integrate the learning objectives? Do I have further ideas about how these learning objectives can be achieved?
- Were the resource materials provided sufficient and effective? Did these materials inspire students and their work process?
- What else would I need to know or learn if I were to improve upon this unit?
- How did the unit impact students in ways that I had anticipated or intended? How did it impact students in ways I had not anticipated or intended?

LEARNING STANDARDS:

1. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors.
 - experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences
 - develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events
 - reveal through their own art work understanding of how art mediums and techniques influence their creative decisions
2. Students will know and use a variety of visual arts materials, techniques, and processes.
 - understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent
 - give examples of adults who make their livings in the arts professions
 - select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums
3. Students will reflect on, interpret, and evaluate works of art, using the language of art criticism.
 - explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses