



FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2022-2023

Ideas with **IMPACT**



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**We All Eat
Noodles!**

Classical Art Cookbook

Sara Alfaro, Art Teacher, salfaro@truenorthcharter.org
True North Classical Academy



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Detailed Description of the project:

Grades 6-8 students will begin this publication unit by researching, referencing, and synthesizing a specific artist to a specific recipe.

Break Down of Publication:

Introduction: Overview Timeline Role Responsibilities Establish Teams	Week 1
Investigation using research	Week 2
<ul style="list-style-type: none">• First Draft of the recipe• 3 Fun facts of artist completed• Preliminary Sketches Completed	Week 3-4
Revision/Completion of illustrations and recipe Overall recipe page synthesized	Week 5
Presentations	Week 6 and 7
Culminating food festival and book sale	Week 8

Explanation of Unit:

During an 8-week unit, Grades 6-8th grade students developed the first edition of our True North Classical Academy's Art Cookbook in art class. (The time can be modified for core classes) Students were assigned into groups of 3 or 4 and established roles and responsibilities including:

- Researchers
- Writers
- Illustrators
- Editors

Students were to:

1. Establish the artist of interest
2. Gather important information about the artist.
3. Research recipes with a tie-in or a connection to the artists. (Culturally, elementary and principally, anecdotally, etc.)
4. Incorporate a photograph or self-portrait of the artist.



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5. Create illustrations that become the visual narrative of the recipe.
6. Class presentation of their recipe page through PowerPoint or video.
7. Prepare their recipe for taste samplings for the culminating food festival.



Objectives:

Social Awareness Objectives:

Students will:

- Investigate artists throughout history and create a connection to food and recipe making
- Develop an understanding of how/why working in a small team is a powerful way to complete tasks successfully.

Fine Arts Objectives:

Students will:

- Develop an understanding of the process through multiple steps within the lesson.
- Experiment with a variety of techniques and mediums
- Understand how art is a way to communicate and connect to written works.

Language Arts Objective:

Students will:

- Research specific artists and recipes.
- Reference and revise
- Present through PowerPoint or video form.

Standards:

VA.2.C.1.2 Reflect on and discuss various possible meanings in works of art.

VA.1.H.1.1 Discuss how different works of art communicate information about a particular culture.

VA.1.O.1.In.a: Explore the placement of the structural elements of art in personal works of art.

VA.1.C.1.1 Create and discuss works of art that convey personal interests.

VA.2.C.1.2 Reflect on and discuss various possible meanings in works of art.

VA:Cr2.1.4a Explore and engage in art-making

VA:Re8.1.K Interpret art by identifying subject matter and describing relevant details



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Week One:

- Introduction:
- Overview Timeline
- Role Responsibilities
- Establish Teams

After the introduction, we will begin our journey in making our delicious cookbook. We will visit several cookbook-making websites and discuss the roles and responsibilities of each person in their group.

Resources:

- <https://www.blurb.com/blog/10-tips-creating-cookbook/>
- https://www.raddishkids.com/products/create-a-cookbook?variant=41450357457055¤cy=USD&qclid=EAlaIqobChMlu-TBIrXY-QIVoBXUAR1JwQu2EAAYASAAEgIOoPD_BwE
- <https://www.thoughtco.com/best-visual-artists-of-all-time-3985842>
- <http://www.visual-arts-cork.com/old-masters.htm>

Step by Step Instructions:

1. Introduce specific roles:
 - Researchers
 - Writers
 - Illustrators
 - Editors
2. Introduce the physical cookbook previously created.
3. Critique the book. Discuss what they found successful about it and also what may need improvement.
4. Visit the resources listed above.
5. Break up into groups.
6. Introduce the prompt for an investigation.
7. Reference and research topics of fine artists and fine recipes.
8. Assign homework: Students were to narrow down from their investigation which artist they selected and five fun facts about the artist.



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Week Two:

- Investigation session through research Students will work together to identify artists and recipes that could link together harmoniously in a recipe.

Step by Step Instructions:

- All students will have a laptop assigned for the class period. An introduction to the layout and template ideas.
- In their sketchbook, students will continue to take notes on their investigation. Illustrators will continue developing a preliminary sketch.
- Once finished, begin their final drafts.

Design Your Own:

<i>Title, Fairwater Script 20 point Font, Bold</i>	Photograph/painting of artist
Content/ Recipe Abadi Extra Light, 20 Pint	Fun Facts
	Illustrations

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Week Three and Four:

- First draft of the recipe completed
- 3 fun facts of artist completed
- Preliminary Sketches completed

Step by Step Instructions:

- After revising the first draft of the recipe, the team will work on gathering 3 fun facts about the artist selected or the recipe itself.
- Black and white sketches will be enhanced in color with watercolor, colored pencil, or marker.
- When I introduce this assignment in the future, I will use this worksheet template as a resource and practice when analyzing art.

As the facilitator, my role is to visit each team and discuss their ideas on connecting art to food. I did notice many teams wanted to use the same artists, so I redirected it and challenged them to dig deeper into their investigation.

Giuseppe Arcimboldo: **The Four Seasons**

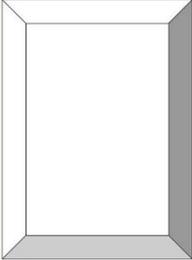
The *Four Seasons* is a set of four paintings produced between 1563 and 1573 by Giuseppe Arcimboldo. He offered the set to Maximilian II, Holy Roman Emperor in 1569. Each shows a profile portrait made up of fruit, vegetables and plants relating to the relevant season.



Spring Summer Autumn/ Fall Winter

Draw a portrait with fruit and vegetables and then, describe your artwork.

Ex: The head is a watermelon. The eyes are made of olives. The nose is a pear and the mouth is made of an apple. The ears are slices of a melon.



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RESOURCES ONLINE:

Artists who use food in their art. Click on the samples to be directed to the website:

<https://honestcooking.com/ten-creative-artists-use-food-medium-muse/>



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Week Five:

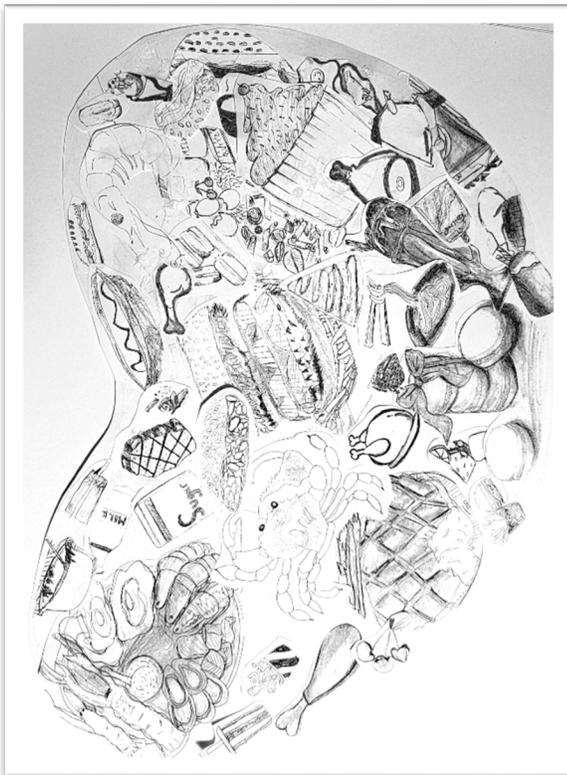
Revision/completion of illustrations and recipe, overall recipe page was synthesized.

Step by Step instruction:

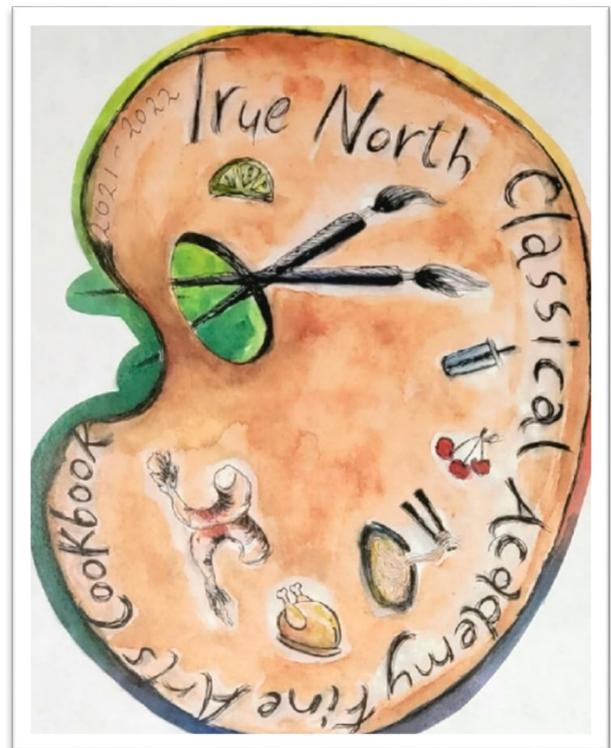
Students will present their:

- Final recipes
- Drawings
- Photographs
- And overall layout to the teacher.

In an informal small group setting with the teacher. They will finalize all revisions and be prepared to present for next week.



Sample of a preliminary sketch



Final version



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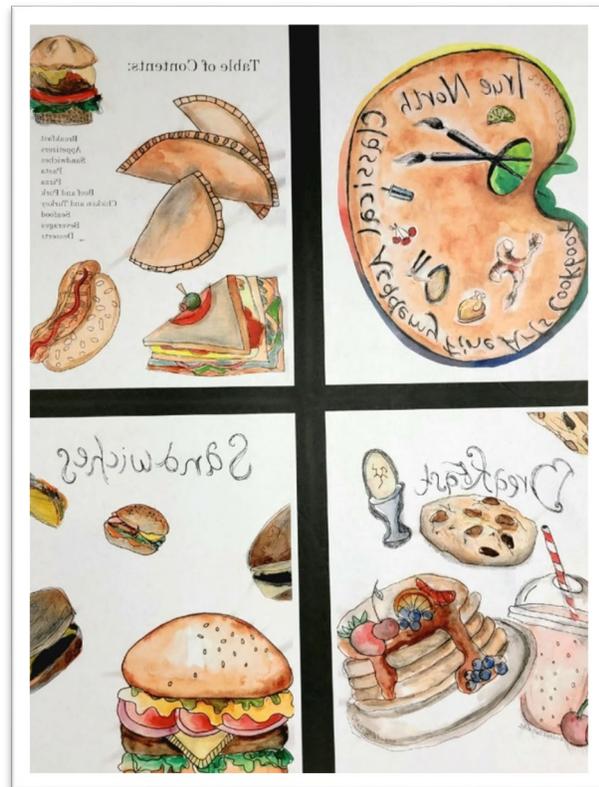
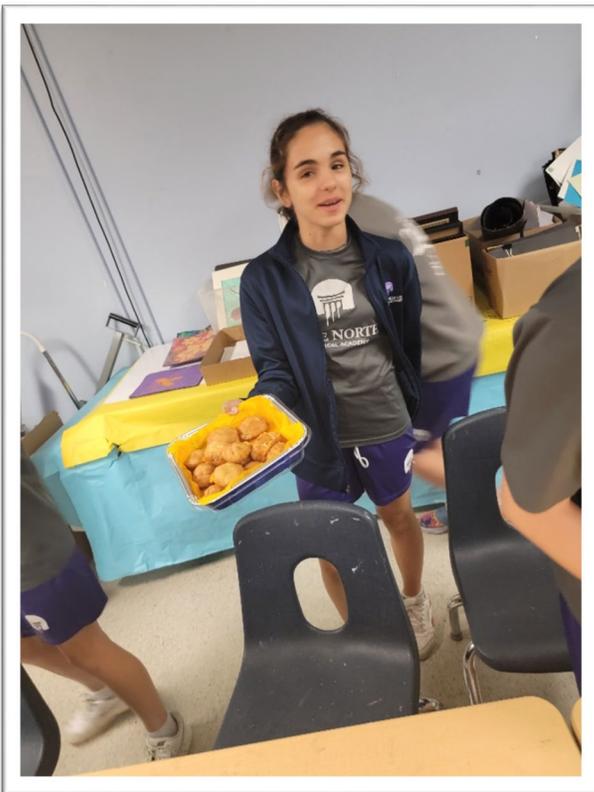
Week 6 through 8:

Students will:

- present their recipe page.
- Pass out samples of their recipes for tasting

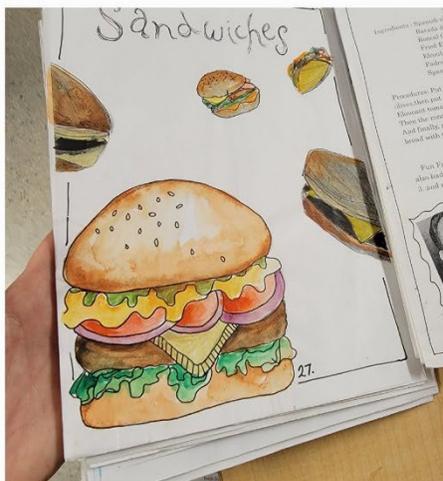
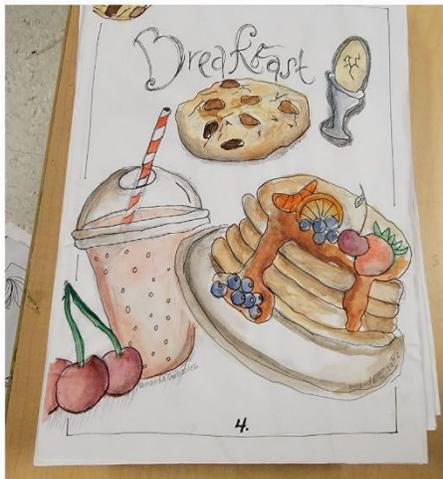
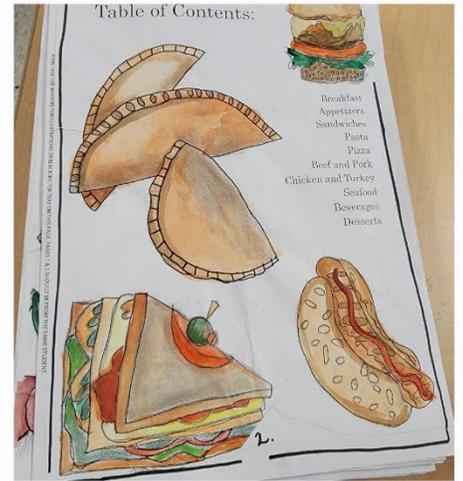
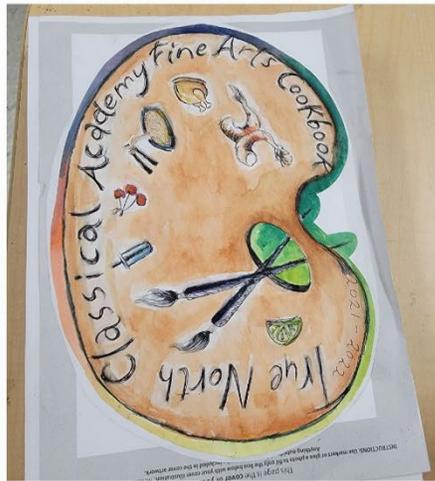
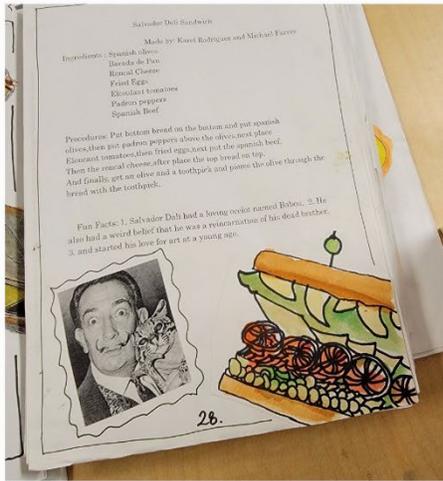
Click on the link to view videos of student presentations.

<https://youtube.com/shorts/mF3aObNZzaQ>



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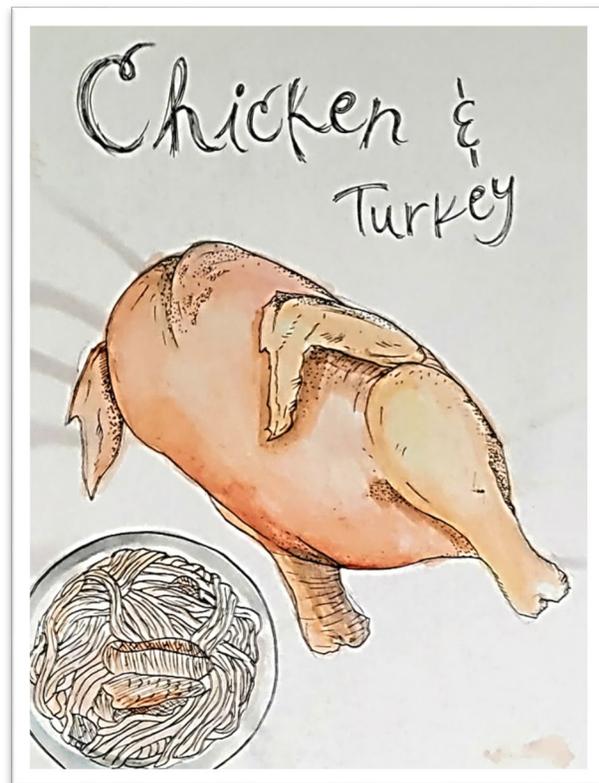
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Supplies /Budget:

All supplies are listed on Amazon. Here is the link:

[https://www.amazon.com/hz/wishlist/dl/invite/gVvc0R5A?ref =wl_share](https://www.amazon.com/hz/wishlist/dl/invite/gVvc0R5A?ref_=wl_share)



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