

OVERVIEW

Grades:

Grades K – 1; adaptable to all grade levels (see Adaption Suggestions)

Subjects:

Visual Art, Science, Geography

Duration:

One hour-long period from start to completion.

Lesson synopsis:

How can you use California produce to create a collage portrait? Explore the agriculture of California and create collage portraits (magazine and drawn image collages of faces) incorporating California-grown plants.

Museum Connection:

The Garden Project



This lesson can be explored solely in the classroom but it is best supported with an accompanying field trip to The New Children's Museum to view *Eureka!*, an exhibition all about the state of California and the ideas that comes from it. Among its installation, *Eureka!* includes the work, *The Garden Project*, designed by Urban Plantations. *The Garden Project* showcases native California plants and food, and introduces contemporary topics related to the environment like drought-resistant planning. Visit this space with students and identify and discuss the plant life in it.

LEARNING OBJECTIVES

Students will:

- o learn about and appreciate that California is a major agricultural state.
- o look closely at the types of fruits and vegetables grown in the state of California.
- o learn about the work of sixteenth century artist Guiseppe Arcimboldo, known best for his portrait heads made entirely out of fruits and vegetables.
- o identify and discuss the features of the face.
- o learn that complex forms such as a face can be created from existing simple forms.
- o create their own face collages using fruit and vegetables images.

HOW-TO

Materials Needed:

- o Map of California with agricultural products (*see Resources*)
- o Crayons, markers, or any sort of colorful drawing materials (*to be shared*)
- o Glue sticks (*to be shared*)
- o Scissors (*one pair per student*)
- o Large sheets of white paper (*one sheet per student*)
- o Grocery store advertisements with pictures of food (*to be shared*)
- o Hand drawn pictures of fruits and vegetables (*to be created by students*)

Vocabulary:

crop – an agricultural plant grown and harvested

agriculture – the science and business of growing crops and raising livestock

portrait – a drawing or painting or sculpture of a particular person

composition – the arrangement of art elements in a work of art

collage – an artistic composition made of various materials (e.g. paper, cloth, or wood) glued on a surface

STEPS

Pre-Class Prep:

- o Visit The New Children's Museum to view and learn about *The Garden Project* by Urban Plantations and other *Eureka!* installations.
- o Collect grocery store advertisements and magazines for collaging. It is recommended that one review all magazines for inappropriate imagery before distributing them to students.
- o If teaching this lesson to more than one group of students, think about displaying unique student examples from the first group for students from later groups.

Motivation:

Begin the lesson by discussing California's role as one of the leading food and agricultural producers in the nation. California grows most of the food that is consumed in the United States. Discuss fun facts about the foods that are grown in California (e.g. San Diego County is the avocado capital of the U.S., producing about half of all the avocados grown in California). Introduce students to some of the crops (focusing primarily on examples of fruits and vegetables) grown in California – use California Grows map (*see Resources*) to guide this conversation.

If possible, bring in real California-grown fruits and vegetables and have students study and talk about their experiences with them. Generate a visual list of California grown fruits and vegetables. Items might include: wheat, potato, garlic, artichoke, celery, peppers, strawberries, grapes, tomatoes, spinach, lettuce, kale and broccoli. Note: All of these items can be found in

The New Children's Museum's installation, *The Garden Project*.

Introduce the work of sixteenth century Italian painter, Giuseppe Arcimboldo, best known for creating imaginative portrait heads made entirely out of objects such as fruits and vegetables. He painted representations of these objects arranged in such a way that the whole collection of objects formed a recognizable likeness of the portrait subject.

Have students look again at examples of California-grown fruits and vegetables. Discuss their shapes and colors and have students begin thinking about them as objects that can be used in their own face compositions.

Introduce the day's lesson, creating food portraits out of fruits and vegetables that are grown in California. Explain to students that they will be drawing the pictures of foods themselves as well as cutting images from magazines and grocery store advertisements.

Introduce related vocabulary.

Process:



Pass out white paper, scissors, and drawing materials to all students. Have them begin the project by drawing images of California-grown crops found on the classroom-generated list. Once finished, have them cut out the food that they drew.



Pass out grocery store advertisements and have students cut images of the fruits and vegetables they see. Remind students to focus on finding and cutting out food products that they know to be California grown. Note: Allow students to share their selected cut outs with each other. Do not throw away any unused images! They can be used when teaching the lesson to other classes.



Pass out a large piece of white paper and have students draw an oval for the face of their portrait as well as a neck and shoulders.



Discuss what objects one would typically find on a face— nose, ears, eyes, etc. Then, have students add their cut images to create a face. They may choose to add hair, a hat and other accessories.

5 Once students have chosen a face they like, instruct them to glue the food images to the head template. Note: Encourage students to take their time exploring possible design layouts before gluing anything down.

Sharing Session:

Reflect on the design process with students. Have them hang their works on the wall for a classroom gallery walk. Observe how the designs relate to or differ from one another and allow students time to describe their own decision making process and any successes and challenges they had.

ADAPTATION SUGGESTIONS

For older students (Grades 2 – 5):

This lesson can be adapted to suit upper elementary-aged students by encouraging students to create an actual portrait of themselves or a classmate using the same materials. Through this lesson, the concepts of facial geometry and proportions of the face can be explored.

For middle and high school students (Grades 6 -12):

Consider exploring this lesson through the use other materials, such as drawing or painting, and using it as an exercise for working from observation and creating the illusion of 3-D forms from 2-D materials.

For student with special needs:

For students with motor skill challenges, consider pre-cutting the fruit shapes and creating patterns for tracing the face shape component. Also, consider working with larger-sized papers. Help students keep track of the remaining time that they have to work on their project.

EXTENSION ACTIVITY

Let's Eat!

Have students choose one of the crops studied and include it in one of their meals at home. Then, have them write about their experience. If this idea proves challenging for students to complete, consider growing a plant or a few edibles in pots inside the classroom.

STANDARDS

CALIFORNIA STATE STANDARDS

Visual Art Standards

Grade K

- 1.2 Name art materials (e.g., clay, paint, crayons) introduced in lessons.
- 1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.
- 2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.
- 2.3 Make a collage with cut or torn paper shapes/forms.
- 3.3 Look at and discuss works of art from a variety of times and places.
- 4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).
- 4.3 Discuss how and why they made a specific work of art.
- 4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.

Grade 1

- 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.
- 2.8 Create artwork based on observations of actual objects and everyday scenes.
- 4.1 Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).
- 4.4 Select something they like about their work of art and something they would change.

Science Standards

Grade K

- 2.a Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
- 4.a. Observe common objects by using the five senses.

Grade 1

- 2.a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- 4.a. Draw pictures that portray some features of the thing being described.

COMMON CORE STANDARDS

- W K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- SL K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

RESOURCES

RESOURCES FROM THE SAN DIEGO PUBLIC LIBRARY

Arcimboldo, Spring (2001), edited by Federico Zeri; text based on the interviews between Federico Zeri and Marco Dolcetta

759.5 ARC

This book analyzes the painting, Spring, by the artist Guiseppe Arcimboldo. It explores the history surrounding the work, the techniques used to create it, and the hidden details that make up the whole.

Lily's Garden (2002), by Deborah Kogan Ray

J 641.35 RAY

A young girl in Maine and her grandmother in California exchange letters and packages which reflect cycles of planting and harvesting in their different climates.

WEB RESOURCES

California Foundation for Agriculture in the Classroom:

www.LearnAboutAg.org

California Grows Map – lists CA crops from region to region and illustrates them on a map:

<https://naitc-api.usu.edu/media/uploads/2015/09/24/CaliforniaGrows.pdf>

California School Garden Network:

www.csgn.org

Information on the installation, *The Garden Project*, currently on view at The New Children's Museum:

<http://www.thinkplaycreate.org/exhibition/feast/garden-project>