

# MY COMFORT FOOD

A UNIT FOR 12TH GRADE



# UNIT PLAN

## MY COMFORT FOOD

**Subject(s)** Drawing, Digital, Identity

**Grade** 12th Grade

**Number of Lessons** 6

**Time Allotment** 50 mins

### Central focus of the Unit/Big Ideas

The central focus of the unit is to conceptualize personal memories and convey meanings through art making. In this unit, students will communicate their experiences and perceptions to empower their identity and cultures.

### Assessments

- **Pre-assessment:** Understanding each students' strengths, weaknesses, engagement level, and their interests. (Individual assessment as a base for both informal and formal assessments to assess students on how much they grow individually throughout the learning segment.)
- Do now questions to assess students' prior knowledge
- **Formative assessment:** Students will be observed throughout warm ups, class discussion, turn & talk, Q&As, check-ins for progress and understanding, and working period.
- **Summative assessment:**  
Final artwork: how the work reflects the student's understanding of the lesson objectives, materials, and academic languages.  
Class participation: student's respectful behavior towards the art materials, workstations, peers' art works, time for demo and group discussions.

### Student Support and Differentiation

#### Whole Class:

- Well-designed slideshow with less distraction and clearly stated lesson objectives and tasks
- A step by step demonstration and guide for new techniques
- Guided questions to support student thinking
- Handouts on useful shortcuts

#### Groups of students with similar needs:

- The second round of demonstration right next to a group of students who have a difficult time following.
- Group support: students will work in groups and give each other notes and suggestions.

#### Individual students:

- The teacher will walk around and do one on one demos if necessary.
- Finished students will have an option to help other students.
- Individual assessment

**Students with IEP's or 504 plans:**

- Frequent progress check-in for understanding in the beginning, middle, and end of the class
- An option to focus on less elements for a longer working period
- Students will be encouraged to think about personal connection within the drawing rather than completing the entire steps.

## Lesson#1 Food with Meanings

**Unit Title:**

My Comfort Food

**Lesson Plan #:**

Lesson 1

**Grade:** 12th Grade**Length of each period:**

50 mins

**Number of days:** 2**Essential Questions:**

- How does art making help artists to form their identity?
- How do objects shape lives and cultures?
- How do artists create works that effectively communicate ideas or influence people's lives?

**Lesson Objectives:**

Students will be able to...

- Use their creativity to design their imaginative comfort food
- Analyze pop-art artists who used food as a theme in their works
- Discuss important artistic elements such as unity, forms, pattern, and rhythm.
- Express their identity and culture through art making

**Materials –Artist/ Visual Text /Technology/ Resources:**

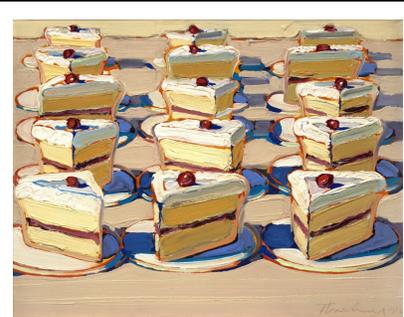
Pencil, eraser, oil pastel, drawing papers 8.5x11

**Visual References/Art Historical References:**

Cake Rows (1920) -  
Wayne Thiebaud



Three Machines (1963) -  
Wayne Thiebaud



Boston Cremes (1962) -  
Wayne Thiebaud



Cake Sculptures (2017) - Jamie Tan



Floor Cake (1962) - Claes Oldenburg

### Academic Vocabulary:

Analyze, Discuss, Design, Express

Unity, Form, Scale, Composition, Pattern, Repetition, Rhythm, Overlap, Pop art

### Strategies for responding to common errors and misunderstandings

- Students might misunderstand that they have to use different kinds of food to create an object that reminds them of home. To avoid this misconception, the do-now questions are designed to come up with 5 different objects that will be reformed to design their imaginative food.
- Students might also think their drawing should look very similar to the pop-art images provided during class-discussion. To encourage students to create a personal artwork that represents their unique perception and stories, students will be asked questions to make them consciously think about their reasons behind their artistic choices.
- Students' prior knowledge in unity will be challenged in this lesson as well. It is common to think that unity can only be achieved by colors, but the selected artworks for class discussion will show how there are many different ways to achieve unity such as by form, composition, and repetition.

### NYS Visual Arts Standards

Creating	Presenting	Responding	Connecting
VA:Cr1.1.HSI VA:Cr1.2.HSIII		VA:Re8.1.HSIII VA:Re9.1.HSIII	VA:Cn11.1.HSII VA:Cn11.2.HSI

### Task Analysis/Procedure

#### Day1 (Class discussion & Idea Sketch)

##### A. Motivation/Spark/Launch

Do Now: "What reminds you of home?"

"What comes to your mind when you think of home?"

### **Review or Transition from Previous Period**

- Worksheet: What is your comfort food and why?, List 5 objects that remind you of your place
- “If you can cook your favorite food with the listed objects above, how would you use each object in your cooking?”

### **Key Questions:**

“What is unity in art?” “How can you achieve unity in drawing?”

### **B. Presentation of Lesson Objectives**

A slideshow on unity and selected artworks by Wayne Thiebaud

Turn and Talk: “Do we think this painting has unity and why?” “What would be an example of creating unity when drawing?”

### **C. Modeling/Demonstration**

- A page on the slideshow with the teacher's sample artwork.  
Describe how the sample work has 5 different objects, what each object means home personally, and how unity is used
- Discuss Jamie Tan’s and Claes Oldenburg  
“How did the artist recreate a cake(food) to represent their perceptions or impressions?”

### **D. Transition and Work Period (practice and application)**

A slideshow with the list of steps and tasks

### **E. Closure**

Clean-ups & what to bring for next class

## **Day2 (Oil Pastel Coloring)**

### **A. Motivation/Spark/Launch**

Do Now: “What were your 2 ways of achieving unity in your drawing?”

### **Review or Transition from Previous Period**

“How can you make your food look more concise and appealing?”

### **Key Questions:**

“What colors are you going to use?” “Have you used oil pastel?”

“What kinds of effects can you create with oil pastel?”

### **B. Presentation of Lesson Objectives**

A slideshow on unity and selected artworks by Wayne Thiebaud

“How did the artist use colors to achieve unity?”

Turn and Talk: “What are some other ways to achieve unity with colors?”

### **C. Modeling/Demonstration**

Demonstration: Teacher’s sketch from previous lesson will be colored with oil pastel to demonstrate the material and color mixing

“What are some ways to have unity with multiple colors?”

### **D. Transition and Work Period (practice and application)**

Check-in questions and a quick reminder for lesson objectives

### **E. Closure**

Announcements on what to bring for next class and what we will be doing

## Lesson#2 Digital Cooking

**Unit Title:**  
My Comfort Food  
**Lesson Plan #:**  
Lesson 2  
**Grade:** 12th Grade

**Length of each period:**  
50 mins  
**Number of days:** 2

**Essential Questions:**

- How do artists adapt into new materials?
- How does a material function in art making process and why do artists prefer one than other?
- How do artists and designers care for and maintain materials, tools, and equipment?

**Lesson Objectives:**

Students will be able to...

- Utilize digital software by exploring layers and digital painting tools
- Compare and contrast their original oil pastel drawing to digital painting process
- Discuss important painting techniques and elements such as volume, texture, shading with highlight and shadow
- Develop digital shading techniques to create a compelling image

**Materials –Artist/ Visual Text /Technology/ Resources:**

Worksheet, pencil, eraser, Adobe Photoshop, computer tablet and pen

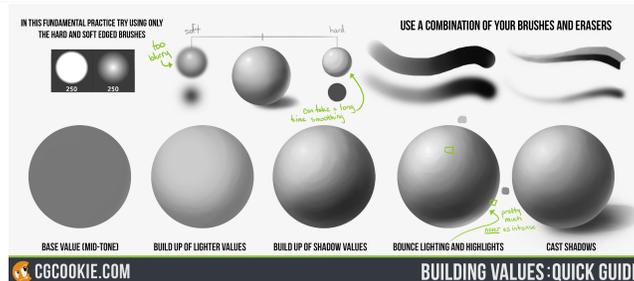
**Visual References/Art Historical References:**



Peach and Glass (1927) - Georgia O'Keeffe



Three Shells (1937) - Georgia O'Keeffe



Concept Cookie - Value Shading Practice Sheet

### Academic Vocabulary:

Shading, highlight and shadow, volume, texture, rendering  
Layer, Burn and Dodge tool, mode (in Photoshop)

### Strategies for responding to common errors and misunderstandings

- Shading can be difficult for students who do not have much experience in drawing. The instructions, therefore, break down proper shading process into steps, focusing on gradual change in values first and blurring out the harsh edges between the values afterwards to create a soft shading.
- Photoshop beginners often struggle to utilize the layer feature. There will be a class discussion to analyze the functions of layers and emphasize why we need to utilize it when working on digital paintings.
- Shortcuts or hotkeys in Photoshop are introduced to maximize the efficiency of the process and minimize the working time.

### NYS Visual Arts Standards

Creating	Presenting	Responding	Connecting
VA:Cr1.1.HSI VA:Cr2.3.HSIII		VA:Re8.1.HSIII VA:Re9.1.HSIII	VA:Cn10.1.HSIII VA:Cn11.1.HSII

### Task Analysis/Procedure

#### Day1 (Layers and Tools in Photoshop)

##### A. Motivation/Spark/Launch

“What are some painting tools in real life that we need in Photoshop?”

##### Review or Transition from Previous Period

Do Now: “Predict: What are the functions of layers in Photoshop?”

##### Key Questions

“Why should we utilize layers when working digitally?”

“What are some ways to work efficiently in Photoshop?”

##### B. Presentation of Lesson Objectives

- A slideshow on layers & important painting tools in Photoshop
- Discuss: “What other ways can we use layers for?” “If you were to work on oil pastel drawing with these tools in Photoshop, what would they be in real life?”

##### C. Modeling/Demonstration

- Demonstration on: brush tool, eraser tool, move tool, hand tool, zoom tool, blur tool, burn/dodge tool
- Demonstrate using hotkeys for scale up/down brush size, changing colors, opacity, and softness of brush edge

##### D. Transition and Work Period (practice and application)

A slideshow with the list of steps and tasks

1. Create separate layers for sketch and colors
2. Practice using hotkeys while working

**E. Closure**

Saving work-in-progress as a correct format & brief preview of next lesson

**Day2 (Digital Cooking: Shading)****A. Motivation/Spark/Launch**

Predict: "What does 'rendering' mean in digital painting?"

**Review or Transition from Previous Period**

Do Now: "How can you make your food look more compelling?"

**Key Questions:**

"How can you achieve volume in your drawing?" "How can you replicate the shading process in Photoshop?" "What are the shading tools in Photoshop?"

**B. Presentation of Lesson Objectives**

- A slideshow on volume and shading and important tools  
Burn/Dodge tool in depth: how to adjust the tools in intensity, range, and tones
- Discuss Georgia O'keeffe's Paintings  
"How did the artist achieve the volume in her paintings?" "How did she render her image?" "If we were to paint this painting in Photoshop, what would be the proper procedure?"

**C. Modeling/Demonstration**

Demonstration on shading in Photoshop by using:

1. Brush tool and Blur tool, experiment with different brush textures and opacity
2. Burn/dodge tool, adjustments in setting

**D. Transition and Work Period (practice and application)**

A slideshow with the list of steps and tasks

1. Finish coloring your food drawing
2. Decide where your highlight and shadow is going to be & breakdown the values into shapes or use burn/dodge tool to create volume in your drawing

**E. Closure**

- Saving work-in-progress as a correct format and file name  
(firstname\_lastname\_HomeFood)
- Preview of next lesson: Timeline feature in Photoshop

## Lesson#3 Ready to Eat?

**Unit Title:**

My Comfort Food

**Lesson Plan #:**

Lesson 3

**Grade:** 12th Grade

**Length of each period:**

50 mins

**Number of days:** 2

**Essential Questions:**

- How does the presentation of artwork affect how the viewer perceives and interacts with the artwork?
- How do artists cultivate appreciation and understanding through art making?

**Lesson Objectives:**

Students will be able to...

- Build on to their knowledge in digital medium by exploring animation features
- Experiment with timeline feature in Photoshop and explain the possible usage of it
- Analyze the important elements of effective loop animation
- Understand how art making process could cultivate appreciation towards daily objects

**Materials –Artist/ Visual Text /Technology/ Resources:**

Adobe Photoshop, computer tablet and pen

**Visual References/Art Historical References:**


Guy slips on ball and the ball is his head - Marcus Bakke (Animated)



Running on Empty - Eran Mendel (Animated)

 Alex Grigg - Photoshop Animation Techniques (<https://vimeo.com/80851591>)

**Academic Vocabulary:**

 Explore, Experiment, Analyze, Apply  
 Timeline, layers, frames, looping, onion skin, export

## Strategies for responding to common errors and misunderstandings

- Shortcuts or hotkeys for timeline are introduced to maximize the efficiency of the process and minimize the working time.
- When animating the first time, it is difficult to grasp the concept of matching the first and last frame to create a looping animation. In the lesson slideshow, the same animation is shown in two different versions for students to compare the differences and understand why the beginning and the end of the animation has to match.

### NYS Visual Arts Standards

Creating	Presenting	Responding	Connecting
VA:Cr1.1.HSI VA:Cr2.3.HSIII	VA:Pr4.1.HSIII VA:Pr5.1.HSI		VA:Cn11.1.HSII VA:Cn11.2.HSI

### Task Analysis/Procedure

#### Day1 (Timeline in Photoshop)

##### A. Motivation/Spark/Launch

Do Now: "What is animation?" "What do we use animation for?"

"What are some ways to create animation?"

##### Key Questions:

"What is the timeline in Photoshop?" "How do I animate in Photoshop?"

##### B. Presentation of Lesson Objectives

- A slideshow on timeline in Photoshop & demonstration video (pg. 78)  
Exploration of a video layer, layer animation, layer organization methods, and timeline panel settings

##### C. Modeling/Demonstration

- Demonstration on video layer and animating with one video layer
- Demonstration on: opening timeline, frame moving/cutting, loop playback, layer organization, settings for panel option and onion skin
- Demonstrate setting up important hotkeys for timeline

##### D. Transition and Work Period (practice and application)

- A slideshow on exploring timeline  
Creating a simple animation by using timeline, playing around with and utilizing the tools such as framerate, onion skin, loop playback, and grouping."

##### E. Closure

Saving work-in-progress & a suggestion to brainstorm about how they want to make their digital drawing more 'alive'

#### Day2 (Looping Animation)

##### A. Motivation/Spark/Launch

##### Review or Transition from Previous Period

Do Now: "Predict: what is a loop in animation and what do you think its purpose is?"

##### Key Questions:

“How do I create a loop in my animation?” “How do I create a looping animation in Photoshop timeline?”

### **B. Presentation of Lesson Objectives**

- A slideshow on a loop in animation  
Definition: A loop is a short, recurring event in animation
- Turn and talk: “What is the difference between the two animation provided?”  
“Predict how to create a loop.” “The transition is different. In order to create a seamless loop, you must match the first and last frame in your animation.”

### **C. Modeling/Demonstration**

Demonstration on creating a loop by using timeline

### **D. Transition and Work Period (practice and application)**

- Think of at least one looping element for your food drawing
- Reminder: the first and last frame must be identical, a consistency in the timing and spacing, animate everything by 2s, and using artistic elements including colors, scale, lighting, action lines, and more

### **E. Closure**

File upload in classroom folder & Volunteer-based class share time

### Rubric

	Advanced 5	Developing 4-3	Inadequate 2
Understanding of lesson objective 1: Unity	The final work demonstrates understandings of unity by using more than 1 artistic elements: colors, forms, pattern, rhythm, etc	The final work shows understanding in unity with an artistic element.	The final work showed no understanding of unity, and was not completed on time.
Understanding of lesson objective 1: Volume	Volume was achieved by effective shading techniques, contrast, highlight, and shadow	Volume was achieved with less details and craftsmanship.	The final work showed no understanding of volume, and was not completed on time.
Understanding of lesson objective 3: Looping Animation	The final work demonstrates a seamless looping animation.	The final work includes an animated element but not completely looping.	The final work was not animated.
Original Design and Identity	The final design is well composed with 5 different objects, showed original ideas developed from personal voices and identity.	The final work showed a partial understanding in design, used less than 5 objects to design their imaginative food.	Student did not show any evidence of design nor originality, was incomplete.
Materials and Tools	Skillfully utilized materials and tools: Oil pastel, Photoshop, and digital equipment	Showed efforts to follow instructions, was able to make a use of materials and tools	Did not make an attempt to utilize the provided materials and tools.
Class participation	Actively participated during class discussions, demonstration, and group critiques, worked collaboratively and respectfully throughout the unit	Showed attentiveness throughout the unit, did not disturb class and peers.	Did not pay attention throughout the unit, did not respect the class, classroom, and art materials.
Feedback ( /30):			