

Garden Art

Subjects Taught: Art, English Language Arts

Grade Levels: 3rd-5th Grade

Brief Description: Students will be introduced to artists and their work in order to prepare them to create their own garden art or still life portraits. Appreciating the beauty of still life art and garden produce will increase interest in foods grown in the garden. Students will use that appreciation to develop promotional art to be displayed in the school to encourage fellow students to eat more fruits and vegetables.

Objectives: Students will:

1. Correctly identify several artists, their work, and their style of art.
2. Complete a decoupage artwork, traditional artwork, still life or virtual artwork using their sensory perception.
3. Students will create slogans to accompany their artwork that promote consuming fruits and vegetables and post those slogans with their artwork in the school cafeteria.

Life Skills: appreciating art, appreciating sensory experiences, assessing, cooperating, creative thinking, following directions, listening, promoting, understanding and manipulating art media

Materials Needed:

- Pictures of various art (see list of ideas in resources section of this lesson)
- Access to school garden or image(s) of other vegetable gardens

- Option One:
 - Dried plant parts or plant parts to be dried in class
 - Card stock paper
 - Mod Podge (available at any local craft store)
 - Paint brushes
 - Miscellaneous art supplies (construction paper, scrapbook stickers, etc.)
 - Plant Drying:
 - » Microwave and paper towels, OR
 - » Plant Press and newspapers.
- Option Two:
 - Various art supplies
- Option Three:
 - Computers with Internet access and color printers



Florida Standards Met At-A-Glance

Art Education	VA.3.C.1.1, VA.3.C.1.2, VA.3.C.2.2, VA.3.C.3.2, VA.3.F.1.1, VA.3.F.2.1, VA.3.F.3.2, VA.3.F.3.3, VA.3.H.1.1, VA.3.H.2.2, VA.3.O.2.1, VA.3.S.1.1, VA.3.S.1.2, VA.3.S.1.3, VA.3.S.2.2, VA.3.S.3.1, VA.3.S.3.3, VA.4.C.1.1, VA.4.C.1.2, VA.4.C.2.2, VA.4.C.2.3, VA.4.F.1.1, VA.4.F.2.2, VA.4.H.1.3, VA.4.H.2.1, VA.4.S.1.1, VA.4.S.3.1, VA.4.S.3.2, VA.4.S.3.3, VA.5.C.1.1, VA.5.C.1.2, VA.5.C.1.3, VA.5.C.2.2, VA.5.F.1.1, VA.5.F.2., VA.5.F.3.2, VA.5.F.3.4, VA.5.H.1.2, VA.5.H.2.1, VA.5.O.2.1, VA.5.S.1.1, VA.5.S.1.3, VA.5.S.2.2, VA.5.S.2.3, VA.5.S.3.1, VA.5.S.3.3
English /Language Arts	3.W.1.2, 3.W.1.3, 4.W.1.2, 4.W.1.3, 4.W.2.4, 5.W.1.2, 5.W.1.3, 3.L.3.6, 4.L.3.6, 5.L.3.6
Health	HE.4.B.3.3, HE.4.C.1.1, HE.5.C.1.1

Time:

Inspiration Time: 10 minutes to observe garden area (or garden images)

Classwork Time: 2-3 class periods (50 minute periods)
(Select the art option that best suits your classroom situation and resources available to you. Time recommended for preparation is as follows.)

Option One: Decoupage

Preparation Time:

Teacher and/or students will need 45-60 minutes for gathering materials

Drying Options:

Microwave – approximately 15 minutes for drying, one day for pressing

Traditional – approximately 7-10 days

Option Two: Traditional artwork (paint, chalk, pencils, etc.)

20 minutes to study art and decide on media

Option Three: Electronic artwork

20-30 minutes to prepare students to use a specific program (Paint, Word, the Internet, National Gallery of Arts Still Life PowerPoint, etc.)

Preparation:

Teacher Preparation:

1. Teacher will need to look up images of famous artwork to serve as a reference guide for students. A list of examples can be found in the resource section of this lesson.



2. Gather materials that will be used for the decoupage project. This will include, but not be limited to: dried fauna materials; non-dried fauna materials that will be dried in class; additional craft materials such as construction paper, stickers, etc.; mod podge (or other glue-like agent).
3. If you choose to use plant parts from your existing school garden, you will need to gather some additional materials to make a plant press. There are many methods of drying plants. However, the two methods recommended include microwaving or drying with a plant press. See activity section at the end of this lesson for directions on both processes.

Student Preparation:

You may invite students to bring in leaves, flowers or other plant materials from a home garden to use in their decoupage project.

Vocabulary: Decoupage, fauna, flora

Background Information:

The appreciation of the sensory experience of eating nutritional and healthy foods is often lost in our fast-paced, fast food world. In the past, and in other cultures, dining was and is a family event. Food takes time to prepare and enjoy. If we are to encourage the consumption of healthy fruits and vegetables, particularly vegetables, an appreciation of the sensory experience is important. That is where art comes into play. Becoming familiar with fine art from the masters (which elevates fruits, vegetables and prepared foods to art), increases appreciation. Having students convert images from their own garden to art does the same. It helps students slow down, see the beauty in the garden and foods they are growing, and engage their senses in ways that help them develop an appreciation. Using that appreciation to promote the consumption of more fruits and vegetables will result in more nutrient dense food choices, increasing the consumption of fruits and vegetables.

Teachers should refer to the list of artists in the resource section of this lesson to familiarize themselves with the art.

Activity One:

1. Present pictures of still life artwork to the students.
2. Identify for the students the artists, name of the piece, era and style.
3. Using a graphic organizer of your choice, compare and contrast the art. Have students make their own observations about the art to develop their own list of similarities and differences. Have students include a category

for how the art makes them feel. Describe key elements of different styles of art, focusing on types of art media. For example, oils, watercolors, photographs, digital, decoupage, etc.



Activity Two:

Option One – Decoupage:

1. Students visit the school garden. They should use sensory perception to gather ideas to be turned into a decoupage project. They should take notes on the colors, smells, shapes, spatial awareness, and other observations.
2. Based on students' observations of the garden(s), explain to them that they will create a decoupage art piece using their ideas and perceptions gathered from the garden.
3. Explain decoupage to students. Decoupage is the art of layering materials with the use of a glue-based substance.
4. Collect materials to be dried and pressed. You may choose to buy dried plant materials, or you can dry plant materials from your school garden or students' home garden.
Examples of plant material that can be dried and used in decoupage include, but are not limited to vegetable/fruit seeds; flower petals, stamen, anther and filament; stems or twigs; leaves of all shapes, colors and sizes; fruit peels; cross section cuts of vegetables; and roots.
5. If you choose to buy dried plant parts, skip to number 7. If you plan to dry your own materials, select one of the following methods for drying:
 - a. Microwave:
 - i. Separate plant parts and lay them spread out, between two paper towels. It is recommended that you pull off all leaves, flower petals, seeds, stems and other materials to microwave separately. The more pieces you are able to separate, the more students will have to choose from for their piece.

- ii. Place the similar material types together in between paper towels, and on a microwave-safe plate. You should microwave all stems together, flower petals together, seeds together, etc.
 - iii. Depending on the plant material, you will need to microwave on low for 15-45 seconds. Keep in mind, stems and other, denser materials will need longer microwave time, whereas lighter, more colorful material will need less time.
 - iv. Once the plant material is dried, place it under a heavy book for flattening. Let it rest for at least one day.
- b. Traditional:
- i. Separate plant parts and lay them spread out. It is recommended that you pull off all leaves, flower petals, seeds, stems and other materials to store separately. The more pieces you are able to separate, the more students will have to choose from for their piece.
 - ii. Place similar plant materials together between newspapers. The newspapers will absorb any liquid from the plant parts.
 - iii. Build a plant press:
 1. Use two 12-inch square pieces of heavy cardboard. Layers of newspaper and plant material will be placed between the cardboard pieces.
 2. Tie tightly together using rope or string.
 3. Tighten the ropes each day for seven to 10 days.
 - iv. Place layers of similar plant materials between the cardboard pieces. You should keep all stems together, flower petals together, seeds together, etc.
 - v. This drying process will require anywhere from seven to 10 days to complete.
 - vi. Don't be tempted to take a peek at the layered plant materials. If the plant materials aren't completely dried, you may risk damaging the material because they may rip as you separate the layers.
 - vii. Once plants are dried, take them out from between the newspaper layers.
6. Organize the dried plant materials by color so that students can select materials based on the colors.
 7. Provide each student with a piece of card stock. Depending on your classroom procedures, and in addition to the dried plant materials, students will need access to paint brushes, mod podge and other craft materials.
 8. Explain how to effectively use mod podge, starting with a thin layer of mod podge glue, and then layering pieces of plant material, colored paper, and other craft materials. Be sure to apply a light layer of mod podge after each new item is placed on their work.

9. Once students have created their garden decoupage masterpiece, they will need to apply a medium layer of mod podge as a topcoat.
10. Let the work dry for 24-48 hours.
11. After the decoupage work is completely dried, invite students to share their art with the class, describing their inspiration and methods for selecting certain colors, textures, and other elements.

Option Two – Artwork or Photography

1. Have students select the medium that they would like to utilize and replicate from the student organizer list of fine art.
2. Using the garden or materials from the garden to create a still life, have students create their own ‘fine art’ replicating the technique they liked best from the fine art example.
3. Prepare and display art for public viewing along with produce from the garden.

Option Three – Electronic Art

1. Ask students to select items from the garden that they would like to use as images in a still life.
2. View the “National Gallery of Arts Still Life” PowerPoint program at www.nga.gov/kids/zone/stilllife.htm
3. Have students create a virtual still life using the National Gallery of Arts’ Still Life tool available at www.nga.gov/kids/zone/stilllife.htm
4. Once complete have the students print their composition.

Activity Three:

1. Survey students in the school cafeteria about their fruit and vegetable consumption during lunch.



2. Use the artwork to promote eating more fruits and vegetables by having students develop catchy, creative advertising slogans to accompany their artwork.
3. Post the artwork and slogans in the school cafeteria.
4. Re-survey students to determine if artwork and slogans increased the consumption of fruits and vegetables during the school lunch period.

Evaluation Options:

1. Have students compare fine art to the art used in advertising with a focus on emotions and actions encouraged by advertising versus fine art.
2. Assess student efforts in creating and compiling information in a rubric.
3. Assess student work in creating and understanding art.
4. Ask students to compare, in writing, their feelings about the garden produce before and after developing artwork about it.

Extensions or Variations:

1. Invite an artist into the classroom who has still life productions of nature, gardens or similar settings.
2. Host an art show in combination with a meal prepared with foods from the garden that highlights students’ work.
3. Bring in a local chef to prepare some tasty fare with the foods used in the art so its life imitating art or art imitating life.

Resources:

Below are recommendations for artwork that may serve as examples for students. The pieces are simply suggestions. There are countless others.

Masters

- Paul Cezanne’s numerous still life works such as-“Apples and Oranges”, “Cherries and Peaches”, “Onions”, “Still Life with Apples,” “Still Life with Plate of Cherries,” “Still Life with Quince, Apples and Pears,” “Still Life with Peppermint Bottles,” “Still Life with Apples, a Bottle, and a Milk Pot,” or “Still Life with Melons and Apples”
- Juan Sánchez Cotán’s “Quince, Cabbage, Melon and Cucumber”
- Vincent van Gogh’s “Two Cut Sunflowers” that focus on the ripening sunflower seeds
- George Flegle’s “Still Life with Pygmy Parrot” (includes fruits and nuts)
- Martin Johnson Heade’s “Two Oranges with Orange Blossoms”
- Claude Monet’s paintings of “Pears and Grapes”

- Giuseppe Arcimboldo's "Vertumnus"
- Henri de Toulouse Lautrec's "Celeyran View of the Vineyards"

Contemporary Artists

- Alfredo Gomez's "Still Life with Oranges and Pears."
- Debra Sisson's "Red and Yellow Bells" (bell peppers) or "Produce Tomato"
- Bespruzhnaya Ludmila's "Still Life with Vegetables"
- Dean Wuittle's "Fruit and Vegetables Still Life"
- Daniel C. Chiriac's "Tomatoes, Spaghetti, Onion, Garlic, and a Stainless Steel Pot", "One and a Half Peach," "Sliced Lemon," "Two Tangerines," "Three Hot Peppers in the Shape of Pi," or "Red Pepper"

