Not Just Desserts: Cakes For A Community Cause

A Sweet Inspiration for Your Students!

Frankfort-Schuyler Central School
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NAEA 2017
THE RECIPE.....

• Take a painting unit on Wayne Thiebaud....add in

Mix with some Community Service and your get.....
The Great Cake-Off for Charity!!!
The Unit
Wayne Thiebaud
Sweet Inspirations
The Big Idea:
How do artists get their ideas?

The Essential Questions:
“How can common place objects influence the work of an artist?”
“How can celebrations inspire artists to create new works of art?”
“In what ways can an artist make a difference in their community?”
An Introduction To Wayne’s World
Wayne wanted us to focus on the presentation and use of food in rituals and events.

Describe the types of events that could be associated with the foods shown here?

What time of day do you think it is?

Describe the colors:
How does this relate to the way real cake slices might appear?
Describe the colors used in the shadows.
Are they all the same? Describe any differences.
Notice the brushstrokes?
What kind of textures are created?
What comes to mind when you see this work of art?
In your opinion, do they seem to look realistic?

Boston Cremes
22 x 30
1962
Lemon Meringue
pen and ink sketch 1965
Pies, Pies, Pies
A study is similar to a practice sketch of a subject for a painting. The artist will do a quick illustration to get an idea of values and placement of forms.

What do you notice first in this study?

What stands out the most?
French Pastries
Bakery Counter 1962
58” x 74” Oil painting
List 3 facts about Wayne Thiebaud from the presentation today:

1. 

2. 

3. 

Which one was your favorite and why:
Cake Construction 101
The Process

• Students studied three dimensional geometric forms and practiced drawing and shading from paper “Cake Props.”

• Methods of achieving symmetry for tier cakes using axis lines and shaping ellipses allowed students to visualize ideas for their final works.
Preliminary Planning

• They quickly progressed to the more exciting, and tempting real food items.
Donut Studies….
as a part of our
Art 7 Journal Assignments

“Friday= Draw Day”
Tempting Studies!!!

“Samples” were purchased at a discount bakery outlet store....
A little peer to peer teaching……
Students create ‘mini cakes’ practicing brush strokes and color mixing before proceeding to the final, large scale works.
After the initial practice sessions...

• Students moved on to designing and drawing their own “Ace of Cakes” creations.

• Within the parameters of the project, students had the option of working in a format up to 18 x 24 inches demonstrating a well planned composition of odd numbers of baked treats with their own designs and color schemes.
New methods & techniques for Art 7....

Creating the illusion of volume.....

“use your brush like you are applying the real frosting...”
Once drawn, the detailed painting process begins....
Precise painting requires focus and a steady hand!
Original Works Wayne Would Be Proud of!

“Spring Fling” Cake
“Composition in Chocolate and Cream”
Elegant Sophistication....

Trendy Tiger Stripes!
| Scoring Rubric |
|----------------|-----------------|-----------------|-----------------|-----------------|
| **20**         | **15**          | **10**          | **5**           |
| **Large scale drawings, using realistic images** | Drawing reflects research of images and practice in construction. Images are proportionately drawn with details | Most of objects drawn in a fairly proportionate manner. | Less than half done in proportionate manner. Drawing done in a hurry. | Poor drawing effort or work unfinished. Objects are disproportionate. |
| **Well planned composition and design.** | Composition is balanced and well planned. No excessive negative space. Strong focal point or center of interest. Easy to see the influences of Thiebaud. | Reasonably balanced composition. Some negative space. Some influence by Thiebaud is seen. | Poorly balanced with negative space leaving areas unfilled. | Space not used well, too much negative area. Object(s) do not use enough area. |
| **Time on task, neatness in painting.** | Edges done neatly. Color scheme well planned. Objects look three dimensional. Student may have come in to work outside of class. | Most edges done neatly. Colors seem appropriate for theme. Most objects seem three dimensional. Student may have come in extra to work outside of class | Some objects look three dimensional. Sloppy edges. Color not well planned. Poor use of class time. | All objects appear to be flat. Poor painting skills with most of work done in a sloppy manner. Student off task often. |
| **Evidence of halation and light source** | Clear light source and halation around objects. | Some shadows used on many of the objects. | Few shadows used. | No cast shadows. |
| **Reflective Statement** | Well written with insight demonstrating knowledge of Thiebaud’s style of working. Student can identify own strengths and weaknesses clearly. | Writing demonstrates some insight into Thiebaud’s style. Some awareness of strengths and weaknesses | Minimal effort in writing. Poor descriptions. Weak answers | Unfinished writing or phrases used instead of sentences. |
Reflective Statement:

1. Describe your subject matter for your painting. What mood were you trying to show? What is your message for the viewer?

2. Discuss your composition. Explain what you were trying to get the viewer to notice.

3. What was the most important thing you learned in this unit?

4. Suggest another genre for a painting. Why is this a valid idea to explore?

5. Title of your painting:
Enter Buddy......

By 2010, it was time to kick it up a notch...
“If You Build It, They Will Come….”

The Interdisciplinary Connection…..
• Thanks to the help of our FACS teacher, students learned the basics of creating tiered cakes, buttercream frosting and how fondant is applied.

• After school sessions allowed students to participate in creating a sample spring cake, with fondant flowers and candy decorations.

• Students also learned about being a pastry chef as a career path.
CAKE OFF ENTRY FORM

1. Name(s)___________________________________________________________

2. Cake Description (ex. 3 tier chocolate with colored frosting and decoration). Be specific:_____________________________________________________________

3. Any theme for your cake? Describe it here:_____________________________________________________________

Contest Rules:
• Cakes must match as closely as possible your painting. Both will be displayed at the Cake Off.
• Each person/team gets their own table. Limit to first 30 entries.
• Each cake entered will be auctioned off.
• Each cake must be brought in as follows:
  – Covered with Saran Wrap for protection.
  – Brought in FRIDAY Morning March 19th & brought to the Teacher’s Room in the Middle School.
  – Brought in between 2:45 and 4:30 that afternoon directly to the Cafeteria.
  – Highest bidder ‘takes the cake’!
The Big Day.....
The Ticket Sales Staff In Place:
Artists also fulfilling some of their National Junior Honor Society Community Service Hours.
Each Cake Artist or Team has their own display area......
The Fireworks Inspired Cake….complete with samples..
The Fabulous Fondant Girls!
A loyal team….Adrianna had moved away during the final part of the unit….but returned for the Cake Off! She did not want to miss it!
The Easter Grass completes the total spring theme package.
Peer to peer presentations.

Students were actively interviewing the bakers and asking questions about the process.
Rayna using her ‘persuasive speaking’ skills on her English teacher to part with some of his tickets......
The twins formed a dynamic sales and presentation team!
Unusual shapes….Pyramid Cake made out of Rice Krispie Treats…..

The Angled Cake came with a mini cake – pre cut slices for samples to ‘sweeten’ the ticket holders!
The artist ready for his interview by the crowd on the “Strawberry Dream Cake”!
The “I Phone” Cake

Mixing in a little Earth Science....
Marsala and two of her creations from her 'cake sampler' painting.

Need we say more?
The smile of success is worth a thousand words ......
Our Results.....

Students raised over $200 for the Frankfort-Illion Food Pantry by selling 25 cent raffle tickets.

We doubled our profits from last year..and the enthusiasm generated by the students.......priceless!

Holding the program during Youth Art Month spotlights the role of art education in the curriculum.
Coordination and Planning

1. Time need from unit to event (3 weeks on the average)

2. Partnering with an existing community event for maximum attendance.

3. Involving other school organizations.

4. Media coverage

5. Lots of enthusiasm and energy....
Elementary Cake Action!
Ideas for Grades 4 - 5

Courtesy of Rita Belliveau Martin
Facebook Art Teachers Group
Title: Wayne Thiebaud Cakes with 4th/5th grade

ELEMENTS/PRINCIPLES OF DESIGN:
Repetition, balance, positive space, negative space

Goal: I can... Describe the different ways Pop Artists used food in their art. Create a cake sculpture using paper mache techniques.

Materials:
- cereal/cracker boxes
- cakes base templates
- scissors
- masking tape
- pencils
- claycrete paper mache mix
- popsicle sticks
- paint and brushes

Engage:
After watching a PowerPoint about Wayne Thiebaud, we will have a class discussion about if food can art. What do you think makes this piece of artwork special or interesting? Why do you think this artist chose to paint a picture of food? Why do you think this artist chose to paint a cake over any other food?

Explore:
We will look at a Powerpoint and discuss the Pop artists and their use of food as inspiration. We will also take a closer look at some of Thiebaud's other paintings.

Explain:
1. Students will watch a demonstration on how to trace, cut out, and tape together the cardboard base for their paper mache cake.
2. Students will watch a demonstration on how to cover their cake base and sculpt with claycrete.
3. Students will watch a demonstration on how to paint their cake.

Elaborate:
Students will build a paper mache cake slice. Using claycrete and paint students will details and color.

Evaluate:
Students will take photos of their cake and write an artist statement for their e-portfolio.
Rita’s Unit In Action
Elementary Cake Wars!

- Essential Questions:
  - How can I create a three dimensional appearing form from a two dimensional shape?
  - Can everyday events inspire an artist to create new works of art?
  - Should artist’s bring attention to community issues?

- Students are challenged to explore the differences between shapes and forms in drawing, then build, reinforce and finish three dimensional cake forms influenced by the works of Wayne Thiebaud.

  Collaborating with their math teacher and our K Kids Club, Grade 4 will conduct our own version of Cake Wars to benefit the Frankfort- Ilion Food Pantry.
Our Version:

EQ’s:
• How can I create a three dimensional appearing form from a two dimensional shape?
• Can everyday events inspire an artist to create new works of art?
• Should artist’s bring attention to community issues?

• Using a guided practice /demonstration, students experienced methods to create the illusion of a form from simple geometric shapes including circles, squares and triangles.

• These were practice in student sketchbooks

• In the course of 40 minutes – we went from Flat to Fabulous!
Resources:
www.K6art.com

Perfect illustration of form and volume for students to understand.
Student will also measure their sculptures and calculate out volume as a part of their CC math unit (grade 4)
Cut out strip of tagboard/cardboard at least 4" high (rectangular)
Fold it to make an isosceles triangle
Tape in place.
MEASURE The length and width:

Length ___________________________
Width ___________________________

TRACE the Triangle twice on tagboard/cardboard

Cut it out. Tape top to folded cardboard.
Tape bottom only on one side, to the bottom
PUT your name on it.

CAKE:
Cut strip of cardboard at least 4 “ wide
Tape into a circle.
Find Diameter of Circle ____________________
Trace circle shape, cut out and tape on
Name on project.
Next Generation of Cake Bosses in Training.....
In early March 2013, the Friendly Bake Shop was blessed with the opportunity to film the pilot episode of Buddy “The Cake Boss” Valastro’s new TLC series Bakery Boss.

Buddy was in Frankfort, NY for about a week meeting with us to discuss everything from our products, equipment, overall look of the bakery, as well as to learn about the history of our family and the business.
Inspired by a post on Mini Matisse, this is our prototype for the Cake Wars fund raiser at the end of March!
For Further Information
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