

## **Create an Arts Café!**

**Presenter: Elizabeth Bowles**

**The arts café concept presented here has been used as one quarter of our grade six arts curriculum for over a dozen years. Students work in teams to create a theme restaurant designed to educate patrons. They create the décor, prepare, describe, price, and serve food to their parents and classmates as a culminating activity. It has been one of the most joyful parts of my teaching, and one that has challenged me to grow in my practice. Sharing that joy and challenge is the motivation for this presentation. The student experience is joyful as well; café memories often appear in class histories at both our eighth grade ceremony and our grade twelve commencement.**

**I share handout resources not as a formal curriculum, but as a means to get you started thinking about how you might adapt this concept for your own use. Much of the material will make no sense until context is given in the conference presentation. A lot is shared to get you thinking about breaking the project down into manageable chunks so the idea will seem more fun than daunting. An overview of the handouts follows.**

- Student investment, teamwork and collaboration are critical to this project, no matter what the topic or curricular goals. We have a formula for engaging students in thinking like a team member from the first day of class. It focuses on lessons from geese. The idea is not original, but it works. The first class begins with the teaching team presenting a puppet show featuring a dialogue between a goose and a turtle. It teaches a basic lesson from geese. (Puppet Dialogue handout)**
- This leads into a creative arts lesson in which student teams, based on our model, teach other lessons from geese. (Lessons from Geese handouts)**
- The topic of the café comes from the social studies curriculum. We introduce the topic in the second class with a basic KWL chart. The research on this topic is broken down into work for individual teams of three to five students depending on class size. (See Handout Sample KWL / Italian Renaissance) *Note: If the topic is one students are very familiar with, this might be replaced with a People, Places, things/Ideas chart.***
- Student teams engage in research and add to the KWL as they progress. From their research, they create a team identity including a team name, logo, and cheer. (Handout: Sample Team Research Assignment: Italian Renaissance)**

- **Reading recipes can be a challenge for students. Before they engage in cooking, we have students read recipes and break them into a standardized table featuring ingredients, procedure, and equipment. The big difference here is the equipment column: students have to anticipate all the various items they will need to accomplish the tasks of the recipe. This turns out to be time well spent in making cooking go smoothly! (Handout - Sample Recipe Table)**
- **After cooking, in preparation for written description and naming their food offerings, teams collaborate on a tasting worksheet. (Taste, Name, Describe handout)**
- ***Kitchen Economics* involves student teams calculating the cost per serving for each menu offering, considering aspects of making a profit, and arriving at the price they will charge. (See handout: Kitchen Economics: Bread)**
- **Café Tally handout: A simple table such as this is created to make a tally of profits easy on the final day of class.**
- **The final handout (Day by Day) are simple planning documents to show the pacing of cafes we have done in the past. It is critical to use backwards design and stay on task with this project!**

**If you decide to create your own version of this project, I will gladly brainstorm with you, answer questions, and help you problem solve. My contact information: [elizabeth.bowles@worcesteracademy.org](mailto:elizabeth.bowles@worcesteracademy.org)**

## PUPPET DIALOGUE

GUSTAV the GOOSE and HOMER TURTLE talk teamwork (dialogue for 2 puppets)

G: (flying above) Hey down there! Hey Homer, is that you? H: sure is! Hi Gustav! Why don't you stop down for a visit? G: Glad to Homer. (lands) Where are you off to today? H: Going to get a drink at the watering hole.

G: Not to be rude, but Homer you are sure taking your time.

H: Well, Gustav, I guess you are a Silly Goose. Ever heard of the Tortoise and the Hare? Slow and steady wins the race?

G: Sure, Homer. And I know you'll get there in the end. But maybe I could help you get a little further. You know I flew 171 miles today but since I was flying in formation with other geese, it took me a lot less time to get this far. In fact, if I had flown it alone, I could have only gone 100 miles in the same time.

H: Wait a minute-- let me do the math-- you mean you flew 71 % further because you flew with the others? How does that work?

G: We call it uplift-- the air currents our wings create as we fly together in V formation give us all a boost-- and yes, we can cover 71% more distance.

H: Geez, Gustav, I guess you geese aren't so silly after all. That's some pretty good teamwork I'd say. There's just a little problem here, I don't have wings....and, even worse, by the time all the other turtles get here, I'll probably be a goner. We're a pretty slow crowd...

G: Well, Homer, you may be right on the other hand, you never know. Give it a try-- teamwork has sure helped out us geese who have to make these long flights every year. In fact, there's a few more teamwork tips that you might want to know.

H: Not now, Gustav. I have a long way to go on my own.

G: Okay, then. See you later, Homer.

## **LESSONS from GEESE**

### **“SILLY GOOSE?” Team One**

Here is a fact about geese flying during their annual migratory journeys.

Your group will teach the rest of the class about this fact through a creative arts lesson. You may use visual art, music, drama, or movement, or any combination of these. You might want to teach your lesson by acting out a story, or by creating a picture or sculpture, or by singing and dancing. The possibilities are endless and there is no “right” way!

You can use this page to take notes or sketch out ideas. Once your group has decided on a plan, help yourselves to any of the art materials provided (paper, markers, playdo, puppets, noise makers, etc). Work together to get your presentation ready for sharing with the class.

As each goose flaps its wings, it creates an “uplift” for the birds that follow. By flying in a “V” formation, the whole flock adds 71% greater flying range than if each bird flew alone. When a goose falls out of formation, it quickly moves back in to take advantage of the lift.

## **“SILLY GOOSE?” TEAM TWO**

Here is a fact about geese flying during their annual migratory journeys.

Your group will teach the rest of the class about this fact through a creative arts lesson. You may use visual art, music, drama, or movement, or any combination of these. You might want to teach your lesson by acting out a story, or by creating a picture or sculpture, or by singing and dancing. The possibilities are endless and there is no “right” way!

You can use this page to take notes or sketch out ideas. Once your group has decided on a plan, help yourselves to any of the art materials provided (paper, markers, playdo, puppets, noise makers, etc). Work together to get your presentation ready for sharing with the class.

When the lead goose tires, it rotates back in the V formation and another goose flies to the point position.

Internet Source: <http://www.nd.edu/~dobbins/geese.html>

## **“SILLY GOOSE?” TEAM THREE**

Here is a fact about geese flying during their annual migratory journeys.

Your group will teach the rest of the class about this fact through a creative arts lesson. You may use visual art, music, drama, or movement, or any combination of these. You might want to teach your lesson by acting out a story, or by creating a picture or sculpture, or by singing and dancing. The possibilities are endless and there is no “right” way!

You can use this page to take notes or sketch out ideas. Once your group has decided on a plan, help yourselves to any of the art materials provided (paper, markers, playdo, puppets, noise makers, etc). Work together to get your presentation ready for sharing with the class.

When a goose gets sick, wounded, or shot down, two geese drop out of the V formation and follow it down to help protect it. They stay with it until it dies or is able to fly again. Then they launch out with another formation or catch up with the flock.

## **“SILLY GOOSE?” TEAM FOUR**

Here is a fact about geese flying during their annual migratory journeys.

Your group will teach the rest of the class about this fact through a creative arts lesson. You may use visual art, music, drama, or movement, or any combination of these. You might want to teach your lesson by acting out a story, or by creating a picture or sculpture, or by singing and dancing. The possibilities are endless and there is no “right” way!

You can use this page to take notes or sketch out ideas. Once your group has decided on a plan, help yourselves to any of the art materials provided (paper, markers, play dough, puppets, noise makers, etc). Work together to get your presentation ready for sharing with the class.

The geese flying in V formation honk to encourage those up front to keep up their speed.

## Sample KWL/ Italian Renaissance

| <p><b>What do I already<br/>KNOW<br/>about the<br/>Renaissance?</b></p>  | <p><b>What do I<br/>WANT TO<br/>LEARN<br/>about the<br/>Renaissance?</b></p>   | <p><b>What have I<br/>LEARNED<br/>about the Renaissance?</b></p>   |
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| <p>Renaissance means rebirth-- especially a rebirth of interest in ancient Greek and Roman culture</p> <p>The Renaissance followed after the Middle Ages</p> <p>Some factors leading to the Renaissance were the Black Death, the re-opening of trade routes to Asia, jobs increasing, more products, prices decreasing, and cities emerging</p> <p>Leonardo da Vinci was a renaissance man-- a painter, sculptor, mathematician, inventor, engineer</p> <p>Michelangelo was a famous artist</p> | <p>what is humanism?</p> <p>Leonardo painted the Mona Lisa-- why is this painting so famous?</p> <p>What was the role of cities in the Renaissance? Why was Florence so important?</p> <p>Who were the Medicis? What did they do? How did they contribute to the Renaissance?</p> <p>What is a "patron of the arts?"</p> <p>How did noodles become so important to Italian food? Where did they come from?</p> | <p>Humanism, the study of history, literature, public speaking, and art led to a new way of thinking in Europe in the late 1300s<br/>Florence was an important center of Renaissance art and culture.</p> <p>A renaissance man is a person of many talents and skills</p> <hr/> <p><u>Team 1: Timber Duomos Brunelleschi, the Duomo, Linear Perspective</u></p> <ul style="list-style-type: none"> <li>• Brunelleschi was buried under his masterpiece ,the Duomo.</li> <li>• Brunelleschi's wanted to make a dome like the Pantheon.</li> <li>• He contributed the Duomo to the city of Florence.</li> <li>• Brunelleschi invented perspective by producing a three dimensional building in two dimensions.</li> <li>• Invented machines and a boat to aid his project the Duomo</li> <li>• He was an engineer and mathematician</li> <li>• He didn't have enough lumber to build the dome.</li> <li>• He put the painting in front of his face had a hole in his painting and could see geometrical shapes and 3rd dimension.</li> <li>• He made a new way without timber when he ran out</li> <li>• Made a skeleton of a different material to make the dome</li> </ul> |



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| <p>Raphael was another famous artist of this period</p> <p>Brunelleschi invented a way of making flat drawings look dimensional-- linear perspective</p> | <p>Why are Michelangelo and Raphael so important?</p> | <hr/> <p>TEAM 2: The Printing Pressers</p> <p>Leonardo da Vinci, "Mona Lisa," Vitruvian Man</p> <p>There was a copy of the Mona Lisa painted by another artist sitting right next to Leonardo and painting the same picture stroke by stroke</p> <p>The Mona Lisa was stolen in 1911<br/>It wasn't found for two years.</p> <p>The Mona Lisa became famous in the 20th c.<br/>because they had technology to reproduce the Mona Lisa, so the currency went up.</p> <p>Leonardo da Vinci solved an "impossible" math problem of having a circle and square together using the Vitruvian Man.</p> <p>Leonardo's obsession with the natural world was a problem for him because he would cut open dead corpse from a hospital. The Medieval Church thought it was anti-christian.</p> <p>Leonardo was a Renaissance man because he mastered every discipline from natural science, engineering and architecture through to philosophy and art.</p> <p><u>Bread group booth name: da vinci de pane</u></p> <hr/> <p>Mighty Michelangelos Meat group!!!!!!!!!!</p> <p>~David was 13 feet tall but 17 with him standing on the base</p> |
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|  |  | <p>~Michelangelo made unfinished art which w<br/>as sculptures that were finished but<br/>looked like they were not completely<br/>sculpted</p> <p>~He dissected human corpse to get a<br/>better sense of how to sculpt people more<br/>detailed and realistically</p> <p>~Michelangelo was an Italian poet,<br/>painter, architect, sculptor, and engineer.</p> <p>~Michelangelo was a renaissance man in<br/>Italy (Florence)</p> <p>~Michelangelo used the Golden Ratio in<br/>his art</p> <p>~ Golden Ratio/Mean is 1 to 0.618</p> <p>~ Michelangelo was born in 1475 and<br/>died 1564</p> <p>~ Michelangelo created art and one of his<br/>most favorited sculpture was the david</p> <hr/> <p><b>TEAM 4 Horizon- Pasta!</b></p> <ul style="list-style-type: none"><li>• Raphael, "School of Athens," oil<br/>paint</li><li>• The School of Athens displayed the<br/>2 sides of thinking, Plato and<br/>Aristotle.</li><li>• Raphael created his own style of<br/>painting which was unique<br/>compared to others.</li></ul> |
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|  | <p>How are the oil paints used today? Do people of oil paints in tent day</p>   | <ul style="list-style-type: none"><li>• The oil paints were much better than the tempera paints.</li><li>• The tempera dried easily while the oil paints stayed wet so the artists could make corrections.</li><li>• He also made horizon lines.</li><li>• There was also another type of oil paint called the water miscible paint.</li><li>• This kind of oil paint was thinned and easy to be cleaned up with which made it possible to avoid using chemicals. This also helped all the artists with their work than just using tempera paints.</li></ul> |
|  | <p>What are some words in Latin or Italian that relate to the foods we will be cooking or the market place concept?</p> |  |

## Sample Team Research Assignment: Italian Renaissance

**Team One:** Your research topics are **Filippo Brunelleschi**, **The Dome of the Cathedral of Santa Maria del Fiore in Florence**, and **linear perspective**.

### PART ONE:

- Work with your teammates as you review each part of your research assignment.
- Preview the guiding questions before you begin each portion.
- Consider how each topic fits with the grade six theme of Invention, Innovation and Discovery.
- Stop frequently as you read (or watch/listen ) **to discuss the guiding questions**, or questions that arise in your mind, or connections you see to the big ideas we have talked about.
- Add key ideas and facts to the KWL chart as needed. Be sure to include enough information so that your chart will be valuable to anyone who looks at it.

### PART TWO:

- Based on your research, create a team identity.
- Included in that identity should be **a team name, a team logo, and cheer** that you can use to “honk” for one another as you move through the challenges of this class.

Good luck! Remember those lessons from geese as you work together!

#### **1. Here is a link to some general information about Filippo Brunelleschi.**

<http://www.pbs.org/empires/medici/renaissance/brunelleschi.html>

#### **Preview these questions before reading the article.**

How was Brunelleschi's career influenced by his time in Rome?

What did Brunelleschi contribute to the city of Florence?

How does Filippo Brunelleschi fit the definition of a Renaissance man?

#### **2. This link will take you to information on the amazing dome on the cathedral in Florence.**

<http://smarthistory.khanacademy.org/brunelleschis-dome.html>

#### **Preview these questions before watching the video.**

What piece of classical architecture was the model for the Duomo?

What frustrations and challenges did Brunelleschi face during the process of creating this amazing dome?

What innovations did Brunelleschi come up with to solve these problems?

#### **3. This link will take you to a video that describes linear perspective.**

<http://smarthistory.khanacademy.org/Brunelleschi.html>

#### **Preview these questions before watching the video.**

As you watch, consider how this experiment, discovery and invention impacted the history of art.

Is this invention something you (personally) can still make use of today?

Do you see evidence of this invention in artwork currently on display around campus?

## Sample Recipe Table

Dessert Recipe (Lemon Pudding)

| Ingredients  | Procedure   | Equipment   |
|--|---|---|
| 1 cup of sugar<br>½ a cup of cornflour (cornstarch)<br>1 ¾ cups of boiling water<br>⅓ cup of lemon juice<br>Grated peel of lemon<br>Yellow food coloring | In a saucepan, combine sugar and cornstarch. Add boiling water and stir well. Put the pan over medium heat and stir continuously with a whisk. As soon as it starts to boil, stir in the lemon juice and grated peel until the mixture is well blended and creamy. Add yellow food coloring, one drop, at a time to desired lemon-yellow color. Pour into 1 or more serving bowls and refrigerate before serving. Serves 4-5. | 1. wooden spoon<br>2. saucepan<br>3. whisk<br>4. serving bowl<br>5. grater<br>6. measuring cups and liquid measuring cups<br>7. cutting board.. |

# Taste, Name, Describe Worksheet

## Describing and Naming Menu Items—Procedure for Tasting and Beyond

### Cooking Session #1

Team Name:

Original Recipe:

1. Tasting your recipe: Now that you have successfully tested your recipe, consider how the food tastes. A taste experience is very specific and involves many sensory experiences.

Note your responses to each of the following:

Aroma: How does it smell?

Texture: Is it smooth? Crunchy?

Intensity of Flavor: Spicy? Mild? Sweet or Savory?

Color?

Other: \_\_\_\_\_

2. Ideas for your menu description : Jot down key words or phrases to describe your dish for the menu. Remember to use phrases describing the item in a positive way; that will entice the cafe patrons to order it.

3. NEW NAME for the MENU (Consult your brainstorming bank for ideas!)

Final menu description must be typed, reviewed by a teacher, and sent to Mrs. Bowles. You must list ingredients after the description to protect our guests who may have allergies.

## Kitchen Economics-- Bread!

**FOR YOUR CONSIDERATION:** Which do think is better? Making bread at home or buying bread at the store? To answer this question, you need to find out how much it cost *per serving* to make bread. You will need to compare that to the cost *per serving* of a store-bought loaf.

### **PART ONE: Figure cost per batch of home-made Italian bread.**

*Note: This table does not show ingredients that were free, such as water, or nearly free, such as salt. These might be described as “pantry staples” in your home kitchen.*

#### **DATA TABLE**

| Home made Bread            | Total cost of ingredient (see grocery receipt) | Cost per unit (see unit listed in recipe) | # units used | Calculation (cost/unit x # units used) | Cost of total units used? |
|----------------------------|--|---|--------------|--|---------------------------|
| 1 ½ TBS yeast (2 packets)  |  |   |              |  |                           |
| 3 cups durum flour         |  |   |              |  |                           |
| 3 ¼ cups all-purpose flour |  |   |              |  |                           |
| 1 - 2 tsp sesame seeds     |  |   |              |  |                           |
| egg white                  |  |   |              |  |                           |
| <b>TOTAL COST</b>          |  |   |              |  |                           |

**Kitchen Economics (continued)**

**PART 2: Figure cost per serving for home-made bread.**

Calculate the number of servings from a batch of home-made bread (# of loaves x # of slices). Divide the total cost above by the number of servings to arrive at the cost per serving.

\_\_\_\_\_ (total cost)/\_\_\_\_\_ (# servings) = \$ \_\_\_\_\_/serving

**PART 3: Figure cost per serving for store-bought bread.**

How much does a loaf of crusty Italian bread cost at the grocery store?  
How many servings are there per loaf of store-bought bread?  
Divide the cost of the bread by the number of servings.

\_\_\_\_\_ (total cost)/\_\_\_\_\_ (# servings) = \$ \_\_\_\_\_/serving

**PART 4: Compare the cost of home-made bread and store-bought bread.** Which is more economical?

Are there other factors that do not have a price tag?

**PART 5: Price your home-made bread for sale.**

In addition to covering the cost of making bread, the baker needs to make a profit (to help cover “overhead” costs such as rent, utilities, salary, etc.). Therefore a percentage “mark-up” is added to the cost. The total of the cost/serving plus the mark-up is the price a customer will pay.

| <b>SUGGESTED PRICES</b><br>(cost/serving x 200%, 300% etc.) | <b>PROFIT PER SERVING</b><br>(suggested price - cost/serving) |
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**Review the possible prices above and select the best price. What will “the market bear?”**

**FINAL SALE PRICE/SERVING \_\_\_\_\_**

CAFÉ TALLY

**Café Tally Sheet for Crane Chinese Café**

| Menu Item                  | Cost per Serving | Menu Price | Profit per Serving | #sold | Profit |
|----------------------------|------------------|------------|--------------------|-------|--------|
| Panda Noodle Salad         | .66              | 3.00       | 2.34               |       |        |
| Chang River Soup           | .63              | 3.00       | 2.37               |       |        |
| Confucius Chicken Wings    | .54              | 3.25       | 2.71               |       |        |
| Emperor Wudi's Beef & Rice | .96              | 5.25       | 4.29               |       |        |
| Noodles of the Great Wall  | .98              | 4.50       | 3.52               |       |        |
| The Dragon's Fury Chicken  | 2.48             | 6.00       | 3.52               |       |        |
| Monsoon Mix                | .33              | 1.50       | 1.17               |       |        |
| Silk Road Almond Cookies   | .41              | 1.75       | 1.34               |       |        |
| Po River Pudding           | .20              | 1.75       | 1.55               |       |        |
| Total profit               |                  |            |                    |       |        |

**Day to Day Lesson Topics** for a typical quarter (with dramatic commercial portion)

1. Introduce Café concept; teamwork lessons from geese/
2. Brainstorming in teams: people/places/things from cultural theme of café
3. Teams share people/places/things charts
4. Create team identities using people/places/things: team name, logo, cheer
5. Evaluate and select recipes (appetizer, main dish, dessert for each team)
6. Prepare recipe tables and grocery lists (ingredients, procedure, equipment) for shopping and cooking
7. In-class cooking session #1: appetizers Taste test, name and describe dish for menu,
8. Complete tast, name describe and calculate price per serving for apps

Introduce art project for menu cover

9. Brainstorming in teams: ideas for a drama commercial
10. Continue menu covers; finish appetizer naming/describing/pricing
11. Improvisations in teams to develop drama commercial
12. Present script based on improvs; stage directions and blocking terms; read through
13. Rehearsal of drama commercial in class
14. Rehearsal of drama commercial on stage (Warner Theatre)
15. Finish menu covers
16. Drama Commercial performance (for Middle School assembly)
17. In-class cooking session #2: main dishes
18. Taste test, name and describe dish for menu, calculate price per serving
19. Finish main dish naming/describing/pricing

20. In-class cooking session #3: desserts
21. Taste test, name and describe dish for menu, calculate price per serving
22. Finish dessert naming/describing/pricing; finalize menu
23. Start placemats
24. Completing an order slip: abbreviations, calculating subtotals, figuring meal tax and total
25. Money handling and making change
26. Continue placemats
27. Room decoration: centerpieces, murals
28. Café operation: schedule, roles and responsibilities, job descriptions Practice order slips; continue room decoration
29. Role play taking orders and completing order slips; café set-up
30. Café dry run in set up café kitchen and dining area
31. Grand Opening: serve approximately 60 guests in 2 half hour seatings
32. Wrap-up: tally items ordered, net receipts, profits, tips