

**Title:** Wayne Thiebaud Cakes, Adaptable to various age groups.

**Instructor:** Wanda LeClerc

**Schedule/expected lesson time:** 50 or 90 minute period, adaptable.

**Grade(s)/Age(s):** Elementary-High School (adaptable)

**Lesson Description:**

Create a unique delicious cake drawing inspired by American artist Wayne Thiebaud's cake paintings.

**Materials & Space:**

- Pencils
- Erasers
- Newsprint for practice paper
- Oil pastels
- Blending tools
- Black construction paper

Student seating positioned so that everyone can see the cake.

**Resources**

*Cake Window*, by Wayne Thiebaud; Take 5 Art Prints, Crystal Productions Books: Wayne Thiebaud, A Painting Retrospective: Delicious, Wayne Thiebaud

**Big Idea:**

**Essential Questions**

1. How is Wayne Thiebaud's work different than Andy Warhol's work? Look at the light, brush strokes, and values. Look at the subject matter between the two artists.

Learning Objectives <i>What I want my students to know and be able to do.</i>	Assessment Criteria <i>What I will observe in my students – traits that can be seen and heard.</i>

1. Student will use color and value to depict a realistic looking cake.	1. Students blend and shade with oil pastels on black paper to suggest the three dimensional form of cake. (Acrylic paint may be the chosen medium for older students and paper or canvas.)
2. Student will use elements of art to make their cake unique and very special.	2. Students identify and uses the basic ingredients of color, shape/form, space, texture and value/shading to draw a cake with specific flavors and decorations.
3.	3.
4.	4.

### **Vocabulary:**

Blending  
 Geometric shapes: circles = ellipses  
 Oil pastels  
 Organic shapes  
 Perspective  
 Pop Art  
 Realism  
 Shading/value  
 Space  
 Texture

### **INSTRUCTIONS:**

#### **DAY 1**

**Lesson Title:** Pop Art and Cakes

#### **Opener:**

Teaching artist introduce students to the work of Wayne Thiebaud, especially his "Cake Series". Discusses his images and why he might have chosen to paint them. Introduces art style of "Pop Art" from the 1960s and talks about how images and advertising of contemporary popular culture as well as mass production of images through photographic and printing technology influenced artists.

Teaching artist explains that a circle seen in perspective is called an ellipse. Students then practice drawing ellipses, and then cakes on cake stands, on newsprint. Teaching artist then asks:

*What would make a cake look really special? These are not ordinary cakes you get from Safeway or somewhere like that. They are unique (one of a kind), beautiful, and delicious.*

Teaching artist shows examples of organic and geometric shapes, different textures, lines, perspectives and realistic colors for cakes and discusses what is observed with students. Then, teaching artists demonstrates and discusses how to shade a round object to show value and how to blend oil pastels to depict a more realistic cake that looks like a dimensional form in space instead of flat shapes.

**Activity:**

When appropriate, this lesson plan can move into observational drawing. Bake a cake, frost and decorate it, bring it into the classroom.

Students will draw an especially delicious cake in an ellipse shape (a circle seen in perspective) on black paper with oil pastels. Students take care in using shading and blending to depict the cake in a realistic way. This lesson is inspired by Wayne Thiebaud's Pop Art food paintings of the 1960's.

⇒ **Assessment Checkpoint for Objective # 1,2**

**Closer** – Depending on the students involved, eat the cake if you are working from an actual cake. Non-observational drawing: ask students what flavor their cake would be?

**DAY 2**

**Lesson Title:** Adding details

**Opener:** Look at artwork together as a class for informal critique.

**Activity:** Add various details, highlights, shadows, color for a finished artwork.

⇒ **Assessment Checkpoint for Objective #: 1,2**

**Closer:** Look at artwork together as a class and talk about color choices, shading and texture created through use of the medium.

**Assessment:**

Peer review/critique

Group critique using new vocabulary words

## Common Core Standards:

### VA:Cr3.1.IIa

Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

### VA:Cr2.1.IIa

Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.



'Cake Rows' by Wayne Thiebaud, 1962, oil on canvas. 'Cakes' by Wayne Thiebaud, 1963, oil on canvas.