Art/Art Integrated Lesson
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Enduring Idea
Food and Places

Concepts
Promoting Urban Farming
Decreasing green gas emission
Providing fresh food everywhere in the city
How art helps people to think
How art inspires new ideas

Essential Questions
Where do cities get their fresh produce from?
Is there a more efficient way to access to fresh food in the cities?
Can you think of ways of how to educate people about urban farming?
How do artists address this need to create more urban farming?
What mediums are used to promote this social trend in visual arts?

Introduction
Have fresh food displayed in the classrooms and invite the students to help themselves with a serving of fruits, one volunteer in each group could distribute the food to model the community sharing with each other.
As everyone enjoy the tasteful food, questions can be asked about their place of origin, where did you think these fruits are grown? To continue the discussion by gearing the students to think about the place where fresh food is produced and having them sharing ideas of new places for local farming.

Connections to other discipline areas
Share the story of “Farmer Will Allen and the Growing Table” by Jacqueline Briggs Martin, illustrated by Eric-Shabazz Larkin.
Not reading the entire story, too long for 4th graders, summarizing each page and showing the lively illustrations' story to engage children to further their ideas and thinking about urban farming.
Ask questions about where Will Allen grew his urban farm and how he transformed the soil by using compost, ask the students if science class talks about decomposing and what happen to it in the ground, how worms increase fertility of the soil. Point out how Will Allen wanted to grow a table that could feed millions of people, what are the ways he used to overcome his limited amount of spaces?

About food and places, direct the children to look at the reproductions of work of arts displayed on the tables and ask them how artists have helped us to think about new places to grow food.

Introduce the different artists using print out, ask the students to guess where Agnes Denes stand in the picture, where is that place in the real world. Tell them about New York City and ask them to think about this place, what comes to their mind? Why Agnes Denes is planting a wheat field next to Wall Street the biggest financial district of the world?

Look at Brandon Bauer, printmaker and part of an artist collective called: “Just Seeds” designed a poster that calls for urban farming. Ask the students what visual elements did the artist use in his printing? How did he convey his idea of urban farming? What colors did he put in the foreground compare to the background?

Look at a local artist work, Stacy Williams painting an entire mural for an organization called: “Victory Garden Initiative”, ask them if they know any community garden in their neighborhood or friends that grow vegetables in their backyard? Ask them to describe the mural, what shapes are included, why did the artist depict a woman along the pea pods and beets, look at the facial expressions. Do you feel safe with her? Is she giving us something? What does a woman have to do with growing food?

To resume the group discussion, ask each group to write wall words, about where food can grow in different places besides rural farms. Then spend sometimes to share each group’s idea. To verify and assess if the material was understood and whether the students were able to apply the information received throughout the discussion.

After this quick feedback, invite the students to create their own printed poster to promote their own idea of urban farming. Gather the group close enough to make sure everyone can see the demonstration

**Project**

Have a table set for demonstration

Describe the materials needed for printing

Ink, colored medium

Brayer, roll used to spread ink onto the printing plate

Baren if available, used to press the registration paper onto the printing plate
Foamboard used as a printing plate (mention how the printing plate can be made-out of different material such as wood, linoleum)
Paper for registration or printing, white, colored, or patterned
Pencils with dull tips to design the print onto the printing plate
Aluminum trays for spreading the ink
Rack set aside to dry the printing works
Newspapers for the registration

**Describe the printing process**
Prepare a sketch of your poster
Copy it onto the printing plate, specify that tracing a border around the foamboard will help to lay out their design in a more proficient way
Focus on few shapes and explore working on different lines and textures
Show the students how to use the pencil to trace the drawing onto the foamboard using a little pressure
Remind the students to reverse the writing if using any phrases, since printing will be reflective as a mirror
Prepare the aluminum tray with ink, by squirting enough to coat the brayer
Tell the students how the brayer helps to spread the ink onto the printing plate, making sure the ink looks even, using horizontal and vertical motion to lay out the ink
Setting the brayer on the aluminum tray
Cover the work area with newspapers, to set the registration process, explain to the student’s what registration means
Ask the students to write their names on the back of their registration paper, before pressing the printing plate on it
Pick up the coated printing plate by holding its edges and flip it onto the registration paper, trying to center the printing plate onto the paper
Flip the printing plate, so the registration paper faces up
Apply pressure onto the paper by rubbing the palm of your hand or by using a baren to register the print onto the paper as evenly as possible
Peel of the paper from the printing plate very carefully
Reveal the print
Set the print aside to dry on a rack, prepared ahead of time

**For variation**, this printing process can be repeated to make a ghost print. Using different colored ink separately to create a layer effect, by recycling the same printing plate. Patterned paper may be substitute to the plain one to create an interesting composition.

The gelli print technique allows to create interesting patterned and textured works, by applying paint directly onto the surface of the gelli plate, layered with cut-up stencils and textures like bubble wrap or cut-up cardboard.
As students start working on their print, walk around to assess how their idea takes form onto their sketch, remind them to draw big enough to successfully design their poster. For hesitant students, offer some picture examples to look at to find ideas of how to draw places and fresh food.
For the printing process divide the class in four groups to oversee the student’s production.
Remind them to write their name.
Ask them to keep the color separated to create sharp and clean printing

When the students complete their printing, ask them to clean the material, show them how to scrub the brayers and aluminum trays as well.
To avoid traffic by the sink, set four tubs of soapy water on tables to clean the printing tools.
After cleaning, gather the students to talk about their personal choices of where food could be grown.
Resume by asking the students to share their poster ideas with their family members, or even maybe send them to the city hall, or to print it into a school newsletter, to sow new ideas about food and places.
TIME FOR QUESTIONS

WHERE DO WE GET OUR FRESH PRODUCE FROM?

WHY URBAN FARMING IS A GOOD IDEA?

CAN ARTISTS HELP TO PROMOTE URBAN FARMING?

WOULD YOU LIKE TO GROW YOUR OWN FOOD AND WHERE?
Farmer Will Allen and the Growing Table

Written by Jacqueline Briggs Martin
Illustrated by Eric Shabazz Larkin
Afterword by Will Allen

STORY WITH WILL ALLEN

When Will Allen was a boy, there were no books in his house. He learned how to read under a canopy of tomatoes. “My mother never had enough food for three,” Will says. “But she loved to cook, and she always had great food!” His grandmother would never be without food and company. Will would eat and sing along.
Abundance grows from the seed of every thank you.
VICTORY GARDEN

STACY WILLIAMS
TIME TO MAKE YOUR OWN PRINT ON URBAN FARMING