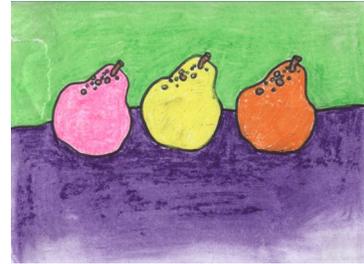


# WAYNE THIEBAUD

Grade Level: 2<sup>ND</sup> Grade  
 Prepared By: Alisa Petersen



<b>Fine Arts Standards</b>	<ol style="list-style-type: none"> <li>1. Combine organic and geometric shapes to create more complex shapes.</li> <li>2. Analyze and arrange objects.</li> <li>3. Use color to show mood.</li> </ol>
<b>Curricular Standards</b>	<ol style="list-style-type: none"> <li>4. 2<sup>nd</sup> Grade Content Standard 1, Objective 1: Describe and adopt behaviors for health and safety.</li> <li>5. 2<sup>nd</sup> Grade Content Standard 1, Objective 2: Develop and apply skills in fine and gross motor movement.</li> <li>6. 2<sup>nd</sup> Grade Content Standard 1, Objective 3: Develop and use skills to communicate ideas, information, and feelings.</li> </ol>

**Learning Goals:** The student will . . .

**Curriculum Tie-In**

<p><i>Experience/Identify</i></p> <ol style="list-style-type: none"> <li>1. View and discuss works of art by Wayne Thiebaud, focusing on subject matter, style, and color.</li> <li>2. Examine fruit and identify the major geometric shapes within the whole shapes.</li> <li>3. List foods that are healthy for our bodies.</li> <li>4. Compare and contrast the work of Wayne Thiebaud with the project that he makes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicating ideas</li> <li>2. Geometric shapes</li> <li>3. Nutrition</li> <li>4. Compare and contrast</li> </ol>
<p><i>Investigate/Build Skills</i></p> <ol style="list-style-type: none"> <li>1. Sketch fruit, combining geometric shapes to simplify the process.</li> <li>2. Arrange images on a page in a balanced way.</li> <li>3. Select colors to show a happy mood.</li> </ol>	<ol style="list-style-type: none"> <li>1. Geometric shapes</li> <li>2. Fine motor movement</li> <li>3. Communicating feelings</li> </ol>

**Introduction Procedures**

<ol style="list-style-type: none"> <li>1. Show the work of Wayne Thiebaud. Discuss the qualities of the work with the students, including color and subject matter. Point out that Thiebaud used bright colors and liked to paint objects that are mass-produced, like food from a cafeteria.</li> <li>2. Explain points from his biography and the quotation about how his work has a feeling of happiness.</li> </ol>
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## Work Procedures

### *Creating, Exploration, Improvisation, Demonstration*

1. Explain that we are also going to make pictures of bright colored food, like Wayne Thiebaud. We want our food to make us feel happy when we look at it, but we want to also draw the kind of food that makes our mouths AND our bodies happy when we eat it.
2. Talk about healthy food and how our bodies feel when we eat it. Create a list of healthy foods on the board with the students.
3. Get out the fruit and vegetables that the students will draw. Pass it out to each table. Demonstrate on the board how to draw the food by combining basic shapes. Show how to add details once they have the shapes correct. For example, a pear looks like a large circle and a smaller circle. And apple looks like a circle joined with a square.
4. Allow students to practice drawing the fruits and vegetables many times on scratch paper.
5. Now discuss size. Show how to draw large enough to fill up the 3 1/2 inch square of paper.
6. Now have students create drawings on the 3 1/2" inch squares. They should try to fill the space well with their food drawings.
7. If the students drew dark enough on the square of paper, they should be able to see it through the larger paper well enough to trace it. Show how to trace their drawing onto the larger paper, tracing the first one in the center of the paper, then tracing one on the left, and one on the right. This will create a balanced drawing which resembles the work of Wayne Thiebaud.
8. After the students trace their drawings, they can choose where to place a horizon line. Their line could be through the center of the fruit or above it, but not below it.
9. Next students will trace over every pencil line on their paper with a dark colored sharpie marker. Discuss line quality. Demonstrate how to make a smooth thick line.
10. Finally students can color in their projects, using vivid and bright colors to show happiness, like Wayne Thiebaud does. Explain that they should color the spaces in well with the oil pastels.
11. Demonstrate how to rub the colors with a paper towel to blend and smooth out the oil pastels.
12. The fruit can be all the same color, or a combinations of colors. The background should be colored in two colors (one above and one below the horizon line) that make the food stand out.

## Closure Procedures

### *Connect, Perceive and Assess*

1. When students finish their work, they can write about it. Ask them to describe the process or their feelings about the project.
2. Students can also create lists of healthy foods and unhealthy foods.
3. When the projects are finished, have students

## Assessment: Rubric or Questions

1. Did students draw the food by connecting basic shapes?
2. Did students add details to their drawings (stems, speckles, leaves, etc.)?
3. Did students use good line

compare and contrast their works of art with those of Wayne Thiebaud.	quality in their project? 4. Did students fill in the space with vibrant color?
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**Instructor Reflection****Supplies and Resources**

<p>Suggestions:</p> <p>What went well:</p> <p>What needs improvement:</p>	<ol style="list-style-type: none"> <li>1. 3 ½" squares of paper (one or two per student)</li> <li>2. Scratch paper (several pieces for each student)</li> <li>3. pencils</li> <li>4. permanent markers</li> <li>5. 9 X12" drawing paper (one per student)</li> <li>6. oil pastels</li> <li>7. simple fruits and vegetables (grapes, bananas, apples, tomatoes, potatoes, peppers, etc.)</li> <li>8. Wayne Thiebaud images</li> </ol> 
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**References**

1. <http://www.magical-secrets.com/artists/thiebaud>
2. [http://en.wikipedia.org/wiki/Wayne\\_Thiebaud](http://en.wikipedia.org/wiki/Wayne_Thiebaud)

Thiebaud was born in 1920 in Mesa, Arizona, and resides in California, in Sacramento and San Francisco. As a child, he lived in Long Beach, California, and in Hurricane, Utah, where his family's farm failed during the Depression.

Thiebaud is best known for his paintings of [production line](#) objects found in [dinners](#) and [cafeterias](#), such as pies and pastries. Many wonder if he spent time working in the food industry, and in fact he did. As a young man in Long Beach, he worked at a [cafe](#) named *Mile High and Red Hot*, where "Mile High" was [ice cream](#) and "Red Hot" was a [hot dog](#). He was associated with the [Pop art](#) painters because of his interest in objects of [mass culture](#), however, his works, executed during the fifties and sixties, slightly predate the

works of the classic pop artists, suggesting that Thiebaud may have had an influence on the movement. Thiebaud uses heavy [pigment](#) and exaggerated colors to depict his subjects, and the well-defined shadows characteristic of advertisements are almost always included in his work.

“If the world were a perfect place,” wrote Michael Kimmelman in the *New York Times* in 2001, “the Wayne Thiebaud retrospective that has just opened at the Whitney Museum would be nailed to the walls for good and we would be free to stop by whenever we needed to remind ourselves what happiness feels like.”