

Souper Art

(art + physical education)

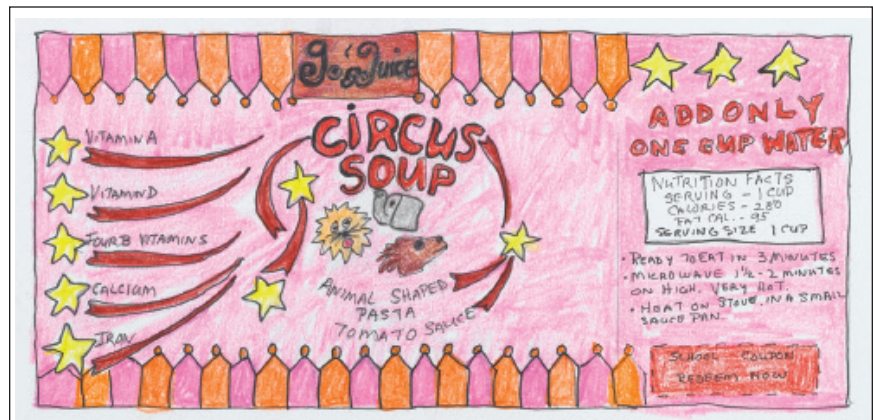
This is a whimsical introduction to nutrition and graphic design that invites students to make up an imaginary soup. National studies indicate that children eat about anything if the advertising is “crazy” or attractive to them, including vitamins and vegetables. Now it's students' turn to entice peers to “buy” their soup! Anyone for Alligator Soup? Grades 4-6 could spend more time than the lower grades reading, discussing and interpreting manufacturers' information prior to designing a label.

Grade Levels K-6

Note: Instructions and materials based on a class of 25 students. Adjust as needed.

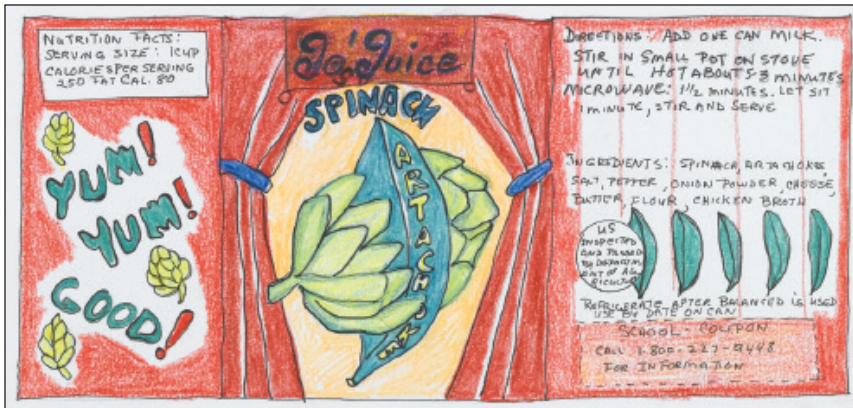
Process

1. Ask students to bring in soup cans and help them find healthy facts on the labels. Discuss symbols and visual effects, and note how colorful the graphics are. What other content do manufacturers include on their labels? Look for preparation instructions, how many people it will serve, where it was made and other details.
2. Remove the labels from the students' soup cans, then relabel the cans with each student's name using a Sharpie®.
3. Now have students think up their own original soup. From the “manufacturer's” standpoint, what would the label look like? Does the soup have nutritional value? What information will be included to inform and attract soup users? Have students make a list of what they will put on their labels.
4. Give each student a 4" x 9" piece of construction paper to work on (actual soup label size). Have students divide the label into sections. The front and back are the main areas with extra information placed between and sometimes printed vertically on the sides of the label. Use a pencil to print information and lightly draw graphic designs.
5. Lightly, and in layers, use colored pencils to fill in and add emphasis to the name of the soup and the brand. Use an Ultra Fine Sharpie® to trace over the words to make them more visible. After the ink dries, carefully erase any unwanted graphite lines. Outline other



Materials

- Blick® Plastic Ruler, 12" (55403-1012); share one between two students
- Blick® Soap Eraser, 1" x 1", box of 24 (21519-1024); need one per student
- Dixon® Ticonderoga® Pencils, box of 12 (20305-2009); need one per student
- Sargent Art® Colored Pencils, (22046-1250); share one 250-piece set across class
- Blick® Construction Paper, White, 80-lb, 9" x 12" (11409-1023); share one 50-piece package across class
- 3M® Scotch® #810 Magic™ Transparent Tape, 1/2" x 36-yd (23012-1000); need one roll
- Sharpie® Ultra Fine-Point Marker, Black (21315-2003); share 12 across class



graphics.

6. Work with a partner to wrap the label around the can and tape the ends together. Or, if preferred, bring in a clean, empty can to host the new prototype label.

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National Standards for Visual Arts Education

Content Standard #1 — Understanding and applying media, techniques, and processes

K-4 Students use different media, techniques, and processes to communicate ideas, experiences, and stories

5-8 Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

Content Standard #3 — Choosing and evaluating a range of subject matter, symbols, and ideas

K-4 Students select and use subject matter, symbols, and ideas to communicate meaning

5-8 Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

Content Standard #6 — Making connections between visual arts and other disciplines

K-4 Students identify connections between the visual arts and other disciplines in the curriculum

5-8 Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts