

Manitoba Arts Education Curriculum Programming “Exemplars of Learning”



This exemplar includes



appropriate for grades



Empty Bowls

What can we do about hunger and poverty in society?

A Gr. 7 & 8 learning experience

This exemplar includes student experiences in

Visual Art



Language, and Performance Skills

Students demonstrate facility with a variety of techniques for using art media, tools, and processes and they demonstrate understanding of the elements and principles of artistic design.



Creative Expression

Students generate multiple ideas and images for artmaking from personally meaningful and relevant sources.

Understanding in Context

Students demonstrate appreciation of art as a means of experiencing the world and understanding the perspectives of others.



Valuing Experience

Students analyze own and others' artistic compositions in terms of art media, design, and subject matter, using appropriate and descriptive art vocabulary.



Young artists matter! As students become capable of perceiving, thinking, and acting within the various visual arts media, they journey into an important form of artistic literacy. In learning to communicate ideas, experiences, and feelings in ways that have no linguistic equivalent, students connect with the world and tap into their own creative capacities in new ways.

The Learning Context

The Big Idea: What can we do about hunger and poverty in society?

The students were in a Gr. 7 & 8 art class. They came with a variety of experiences and abilities.

Prior learning

- Many of the students had never taken art before, and for most students this was their first experience working with clay.
- Some of the Gr. 8 students took art in Gr. 7 and had prior experience with clay and with the subject matter.

The classroom setting was a middle school art room.

Across the Curriculum

- “Empty Bowls” is a project that focuses on Art as a way to deal with greater issues in society, specifically hunger and poverty. These issues are a major focus of the Gr. 7 Social Studies curriculum, allowing for many cross curricular connections. There are also many ways that this theme can be incorporated into ELA and Francais, allowing for more students to be involved and take part in the final event that this project leads up to.



Overview

of teaching and learning experiences

First the students

- viewed a PowerPoint introduction to the “Empty Bowls” concept
- participated in discussions about poverty, and brainstormed ideas to make the event successful
- researched different forms of pottery and made plans for creating their own bowls

Next they

- experienced all the steps of making their own pottery bowl: handbuilding with clay, decorating, glazing and firing

Then they

- created mixed media collage art works to further explore the theme of poverty
- created “Empty Bags” to contribute to the fundraising aspect of the project

Finally the students

- presented their completed bowls at a school and community “Empty Bowls” event
- displayed their art works within the school and the community

WHAT IS THE



PROJECT ?

- Empty Bowls is an international initiative that is aimed at helping students focus on social issues, as well as art making. A part of service learning, Empty Bowls teaches students about poverty and hunger right in their own city. As they learn about the issues facing different people in their city and community, students realize that they are able to make a difference. By making ceramic bowls to be sold to raise money for Winnipeg Harvest, students use their art to raise awareness and make a difference.
- To introduce this project, students viewed the “**Empty Bowls**” with facts and information on hunger and poverty. The presentation starts big, looking at facts from around the world, and gradually gets closer to home, making the project have a greater impact and more real life implications. Students realize that these are issues that are affecting their city and that they can help.
- Students then participated in discussions about poverty, and brainstormed ideas to make their event more successful. A guest speaker from Winnipeg Harvest spoke to the students, helping them to realize the importance of what they were taking part in.
- Students then created ceramic bowls , which were used in the final stage of the Empty Bowls event. For one evening the school gym was transformed. The bowls were sold, along with a simple meal of bread and soup. Student artwork was also featured, the jazz band performed, and there were presentations by both students and guest speakers.



Art vs. Hunger

No one chooses to be poor and hungry.

The basic idea behind Empty Bowls is simple: Students will create and design ceramic bowls and then serve a simple meal of soup and bread to parents and the community. Parents and community members buy one of the bowls of soup for \$10.00 and take the bowl home. The purchased bowl is left **empty** in the home as a reminder that there are many **Empty Bowls** in the world – and in our own city. All money raised during this event is given to a local food bank – Winnipeg Harvest.

<http://www.winnipegharvest.org/help/time/opportunities/emptybowls>

<http://www.emptybowls.net/>

First the students

- viewed the PowerPoint presentation and discussed the project with a guest speaker
- took notes and sketched ideas in their sketch books
- looked at books and magazines to get ideas for their own bowl



Forty THOUSAND PEOPLE A DAY
DIE OF HUNGER

THAT'S 14 600 000 PEOPLE A YEAR
EVERYDAY MORE THAN 16 000 CHILDREN
DIE FROM HUNGER, THAT'S ONE CHILD
PER 5 SECONDS

Hunger in Canada

- OVER 3 MILLION PEOPLE USE FOOD BANKS EACH MONTH
- 41% ARE CHILDREN

What is the main cause of hunger in Canada?

POVERTY: When a family is not able to buy the food and clothing they need.

Canada produces enough food to maintain a healthy balanced diet, but the availability of food, but not of income to buy the food. Many people use a food bank.

Hunger in Manitoba

- There are 48 food banks in Manitoba.
- In 2006, over 44 000 people in Manitoba used food banks.
- 47% of Manitobans using food banks are children.
- In 2005, Winnipeg Harvest distributed food each month to 39 265 people. THAT IS ALMOST THE ENTIRE POPULATION OF BRANDON.

WHAT ARE YOU GOING TO DO ABOUT IT?

EMPTY BOWLS



- students create ceramic bowls
- They will then serve a simple meal of bread and soup to the community.
- Parents and members of buy one bowl of soup for \$10.00 and take the bowl home.
- The bowl is left empty in the home as a reminder there are many empty bowls in the world.
- All money raised is given to Winnipeg Harvest to help fight hunger in Manitoba.

In Creative Expression in Art, students generate multiple ideas and images for artmaking from personally meaningful and relevant sources 5–8 A–C1.1



Next the students made ceramic bowls.

Instructions

1. Start by making a Pinch Pot for the base

- Make the clay into a ball.
- Insert your thumb into the ball of clay.
- Using your thumb and fingers, pinch the clay to start forming a bowl.
- Rotate the ball of clay in your hand as you pinch the sides.
- Place the pinch pot on the table and gently push down to make the bottom flat.
- Continue to pinch the sides to form a small bowl shape.



Art Toolbox tip: Be careful not to make the walls too thin! The next step will be to add coils to make the bowl larger. If the walls are too thin they won't be able to support more clay.





Instructions

2. **Build up the sides by adding coils to the pinch pot.**

- Roll out a coil of clay.
- Using a fork dipped in slip, score the rim of the pinch pot, and the side of the coil that will be attached. You need to do this in order for the clay to stick together.
- Put your coil on the bowl and gently push it on. Smooth out the clay so that no line is visible between the pinch pot and the coil. This will make your bowl stronger, and less likely to crack.
- Repeat steps and continue to add coils until your bowl is the size and shape you want.
- Use fingers and clay tools to smooth out the bowl, add texture, and interesting designs.





Instructions

3. Apply colour to the finished bowl

- Apply underglaze to give the bowl patterns, designs and colour.
- Allow the bowl to dry completely, then bisque fire it in a kiln

Art Toolbox tip:

Apply several coats of underglaze to get a solid colour, otherwise the clay will show through.



In Creative Expression in Art, students develop original artworks, creatively integrating ideas and art elements, principles, and media. A-C2



Instructions

4. Apply clear glaze to the bisqued bowl

- Cover the bisqued bowl with a coat of clear glaze and fire again. A clear glaze will make the bowls waterproof, shiny and the underglaze colours will be brighter.



Art Toolbox tip:

*Do not apply glaze to the bottom of the bowls.
Follow firing instructions for your kiln carefully.*



In Art Language and Tools, students demonstrate understanding of and facility with visual art media, tools, and processes. A-L2



Finished Bowls

In ceramics, many of the criteria for how to use the medium to create a successful “empty bowl” are determined by the medium itself, e.g., forming clay, applying glazes, and firing must be done a specific way.

Criteria for artistic expression within the parameters of the medium can be established by the students themselves.



In Creative Expression in Art, students revise, refine, and finalize own artworks on the basis of appropriate criteria. 5-8 A-C3.1

Empty Bowls Rubric

	Excellent 4	Good 3	Adequate 2	Poor 1
Skill Level	Maximum effort and attention were given to details in working with the chosen medium.	Good effort and attention were given to the details in working with the chosen medium.	Some effort and attention were given to details working with the chosen medium.	Little effort and attention were given to the details working with the chosen medium.
Creativity	Maximum input to create a unique and interesting piece of artwork.	Input several new and unique parts into the artwork.	Attempted to try and put one or two unique parts in the artwork.	Completed the project with no creative flair.
Self Expression	Maximum effort to capture your own style and “self” in the work.	Good effort was made to capture your style and “self” in the work.	Some attempt made to express yourself in your work.	No attempt made to express yourself in the work.
Risk Taking	Went out on a limb and tried new techniques and work with the subject matter.	Made the attempt to try new techniques and work with the subject matter.	Made little attempt to try new techniques and work with the subject matter.	Made no attempt made to try any new techniques or work with the subject matter.
Experience	You made this an excellent learning experience for yourself.	You made this a good learning experience for yourself.	You made this an “okay” learning experience for yourself.	You did the project but didn’t try to learn anything from it.
Project Specifics	Successfully created a functional ceramic bowl using both the pinch pot and coil methods. The bowl has been decorated using texture. The bowl has an interesting and unique design.	Created a functional ceramic bowl using both the pinch pot and coil methods. The bowl has been decorated using texture and some design.	Created a ceramic bowl using both the pinch pot and coil methods. Coils have not been smoothed completely. The bowl has been decorated using some texture.	Created a ceramic bowl using either the pinch pot or coil methods. Coils have not been smoothed completely, there are signs of cracking, or the bowl has exploded. The bowl has been decorated using some texture.
Final Product	An excellent bowl that is well made and functional. Texture and colour have been used in a very creative and aesthetically pleasing way to decorate the bowl.	A good bowl that is well made and functional. Texture and colour have been used in a creative and aesthetically pleasing way to decorate the bowl.	An adequate bowl. Texture has been used to decorate the bowl. More care and attention should have been taken in the glaze and underglaze application. More attention to detail is necessary.	



See appendix
for info on
assessment

Students wrote their personal reflections on a project response form.

Questions on form:

Dilemma...

- State a problem you encountered in your work.
- Identify a possible solution to this problem.

Discovery...

- Describe an exciting observation from your own work or the ideas of someone else.
- Does this observation give you new ideas or techniques you would like to try or perfect in your artwork?
- List 3 things that you learned from this project that you did not know before.

Decision....

- If you were to do this project again, would you do it in the same way or are there things you would change to make the project more successful?

Project Name: Empty Bowls

Name: _____ **Date:** April 30, 2009

Please respond with complete sentences in the boxes provided.

Dilemma.....

State a problem you encountered in your work.

A problem I had was that my kept falling apart every time I tried to form it into circular shape.

Identify a possible solution to the problem.

I fixed the problem by shaping it in to a heart and creating a base at the bottom.

Discovery.....

Describe an exciting observation from your own work or the ideas of someone else.

The heart shape of my bowl was inspired by the theme of the project, by saying that there ~~was~~ is a lack of love and care towards people who are homeless.

Does this observation give you new ideas or techniques you would like to try or perfect in your artwork?

Not really other than maybe trying to ~~incorporate~~ include the theme more into my projects.

List 3 things that you learned from this project that you did not know before

1. I learned how to make bowls properly because I wasn't there for a part of the project last year.
2. I learned about what it's like to be homeless.
3. I learned about brainstorming ideas to add to my bag.

Decision.....

If you were to do this project again, would you do it in the same way or are there things you would change to make the project more successful?

The only thing I would change would be making the bowl smoother.

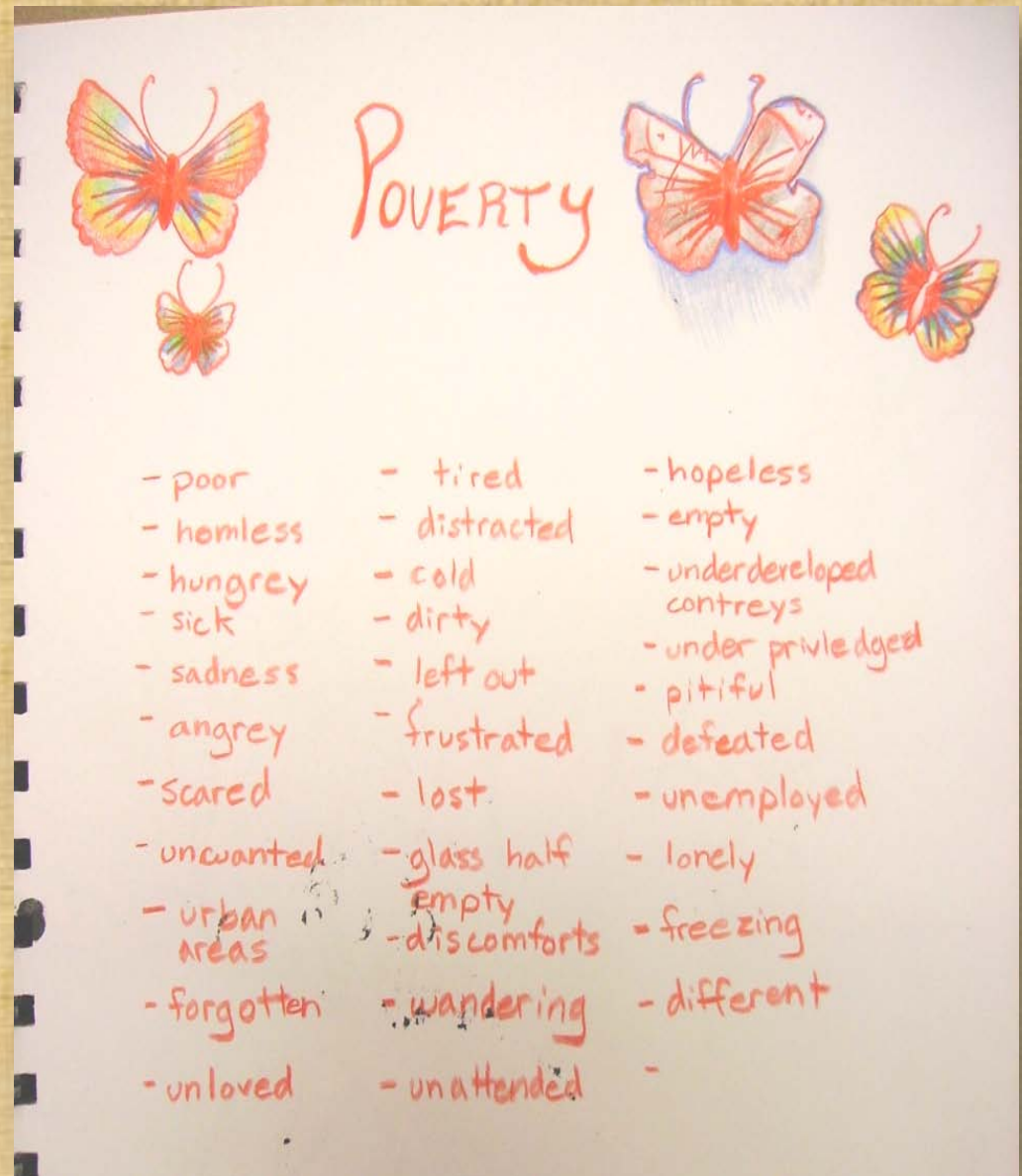
*Student Comments are
transcribed on the next slide*

Student response to questions on previous slide:

- *A problem I had was that my bowl kept falling apart every time I tried to form it into a circular shape.*
- *I fixed the problem by shaping it into a heart and creating a base at the bottom.*
- *The heart shape of my bowl was inspired by the theme of the project, by saying that there is a lack of love and care towards people who are homeless.*
- *Not really, other than maybe trying to include the theme more into my projects.*
 1. *I learned how to make bowls properly because I wasn't there last year.*
 2. *I learned about what it's like to be homeless.*
 3. *I learned about brainstorming ideas to add to my bag.*
- *The only thing I would change would be making the bowl smoother.*

Then the students

- took the theme of poverty one step further in their art
- as a group, discussed hunger, homelessness and poverty
- came up with a list of words that came to mind when thinking about the topics
- talked about how they would feel if they were homeless
- recorded all thoughts and ideas in their sketchbooks



The students

- experimented with different types of media in their sketchbooks: oil pastels, ink, charcoal, watercolour pencil crayons, etc.
- inspired by the list of words, thought about how they could visually represent the feelings and ideas from the list
- gathered images from magazines and started sketching their ideas



Students

- collected articles and advertisements relating to the topic of poverty
- arranged them on 11x17 sheets of paper made photocopies
- worked directly on the photocopies, integrating the imagery and print into their own art





Students drew over the articles, using at least three different types of drawing media.



In Creative Expression in Art, students explore the expression of ideas, using a variety of art media and techniques 5–8 A–C2.1

The students created artist statements to be displayed with their work.



Student comments:

Used and Abused

I used charcoal, paint, and water colour pencil crayons.

I was trying to communicate that a lot of children in the world get abused and no one notices because either they hide it and make excuses, or they are just shy and nobody really notices them anyways.

A decision I made was to make the girl crying and have a bruise around her eye to show she was abused by someone. Also I put a band aid on her forehead, but I only did that because I accidentally ripped the paper there.

I would do a better more detailed background and not have a band aid on her forehead.

Student comments:

Homeless and Helpless

I mostly used pastels and pencil crayons in my picture.

I was trying to communicate what it would be like if your house was taken from you and how helpless you would be to the situation.

The way I tried to represent my picture was pretty basic. I showed the house being taken and the person who lived there crying standing next to their new home, a box.

It took a while to figure out what I was going to do but I think what I had drawn was a pretty good decision because it's what I thought represented poverty.

I don't think there was much I would change but if I could I would probably make it a little more detailed than it is.



Student comments:

Unemployed and Hungry

In my painting I used water colors, I used primary colors and had black and white to mix the colors with I also used some charcoal on the face to make black smudges.

I was trying to express the sadness of being homeless and hungry.

I choose to make a depressed girl leaning against a building downtown, with a sign saying “unemployed” and with a tear running down her face.

I got the idea of making a sad homeless person begging for money because it's what I see every time I pass the Siloam Mission downtown. I had to restart a couple of times so I didn't have as much time to work to work on my poster.

If I could change my picture I would have made the bricks stand out more and make the sign in her hand more visible I would also erase the little sketch in the left hand corner.





Student comments:

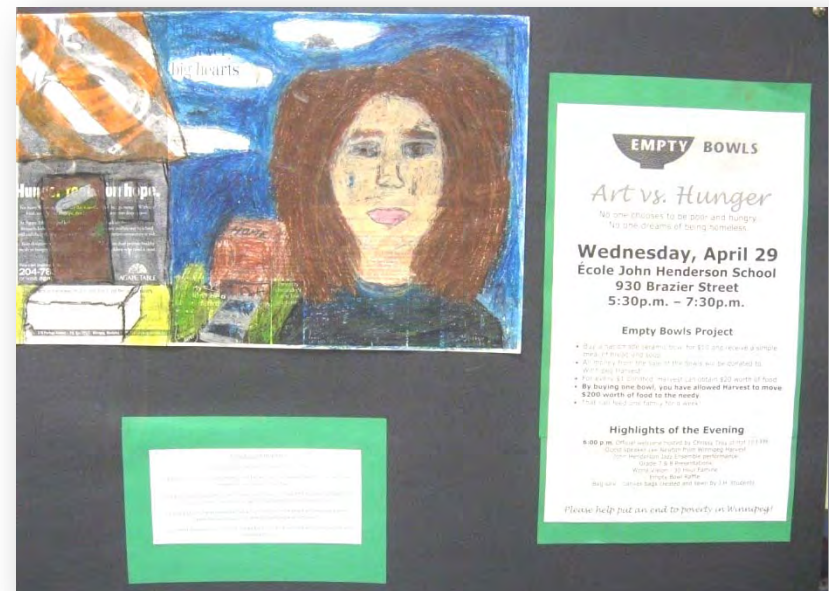
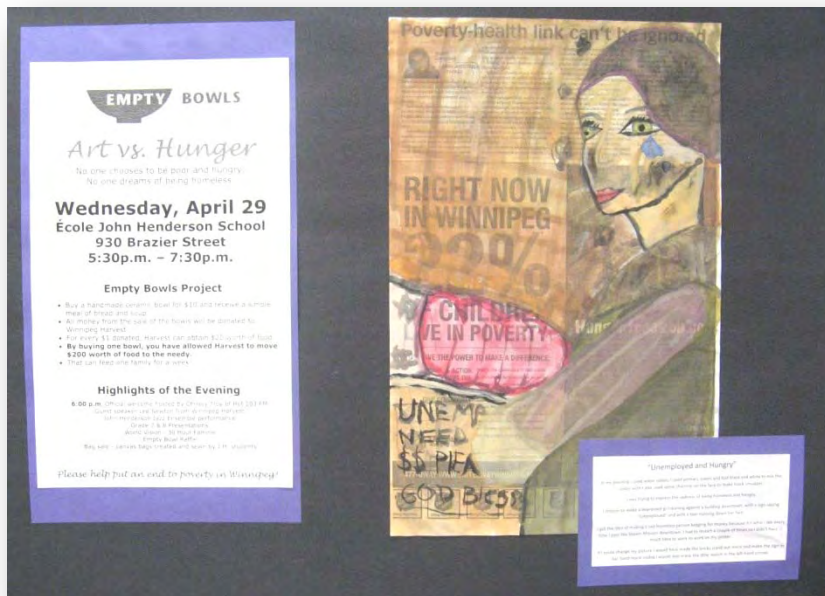
Broken Wings

I used water colour pencil crayons, chalk pastels and ink in this piece of art. I tried to show through this piece how the homeless are left behind and ignored. I chose to visually represent this by painting a butterfly with a broken wing, perched beside a homeless woman. If I were to do it differently, I would probably add more cool colours in the background so the main parts would stand out more.



The students

- displayed their finished artworks in the school to bring awareness to their upcoming “Empty Bowls” event.
- used their finished artworks and artist statements to create posters to be displayed in the local mall



In Creative Expression in Art, students demonstrate knowledge of and select appropriate settings and/or contexts (e.g., publication, community exhibition, school website, public installation) in which to present own artworks and “artist statements” 7–8 A–C3.5



Student mixed media collages





The students created one more idea.....“Empty Bags”.

Using pieces of canvas, students created designs for bags based on their brainstormed lists of words from the previous project.

Sewing students assembled the bags.

The bags were sold at the “Empty Bowls” event.





Finally

The “Empty Bowl” Event



In Creative Expression in Art, students demonstrate knowledge of and select appropriate settings and/or contexts (e.g., publication, community exhibition, school website, public installation) in which to present own artworks and “artist statements” 7–8 A–C3.5

the students reflected on their experience

Student Comments:

I learned that there are people out there who have empty bowls almost all the time. People don't always have food and that's sad. I feel this project was a success in bringing in money for these unfortunate people. I had fun there. Selling the bowls was fun. I think that because of this event, we will make a lot of people happy. The money we donate will make Harvest happy. This project was just great and fun.

Student Comments:

I thought Empty Bowls was a fun experience. When I was making my bowls at first I felt frustrated, then I realized that when I sell my bowl it would feed lots of people, so I felt happier. At Empty Bowls I was helping sell the raffle tickets. I also helped clean up. Everybody raised around \$2,200. Winnipeg Harvest can turn that money into \$44,000 worth of food. That's a lot of money!!! We spent 3 hours there, 3 hours can change lots of people's lives. Whether they're good or bad, 3 hours can change peoples lives for the better.

Student Comments:

I thought Empty Bowls was a really successful night. I thought making the bowls was one of the funnest projects ever. I learned a lot of facts about how many people live in poverty and I also learned how to make a bowl. I think that it was a fun night for the people who came because they learned about poverty, they got soup and bread, they got to see Chrissy Troy, they got to listen to really impressive presentations and by buying a really nice hand made bowl, they helped the hungry and homeless people. I think that it was a time where everyone got to reflect on how lucky they really are and how they shouldn't take all their possessions for granted because some people don't have anything. I think that everybody should be proud of the \$10,000 that we have donated in all our years of Empty Bowls, which converts to \$200,000 of food for the hungry.



Art Resources

Art materials for bowls:

To make 30 soup-sized bowls students will need:

- Clay: 20 - 30 kg of medium fire grey, buff or earthenware clay (20 kg in one box)
- Glazes for cone 04-06: 2-3 jars (250 ml) of premixed underglaze colours & 1 litre of transparent glossy glaze OR 3-4 jars (250 ml) of premixed coloured glazes
- Ceramic modelling tools & brushes for glazing
- Access to a kiln that fires to cone 04

Art materials for mixed media collage:

- 11x17 photocopies of magazine and newspaper images
- drawing tools: pencils, coloured pencils, crayons, oil pastels, markers
- painting tools: watercolour or acrylic paint, brushes

Art materials for bags:

- Canvas, unbleached cotton, or recycled fabrics
- Fabric paints or acrylic paints
- Needles & thread

Key Concepts: Elements and Principles of Artistic Design for Grades 5 to 8

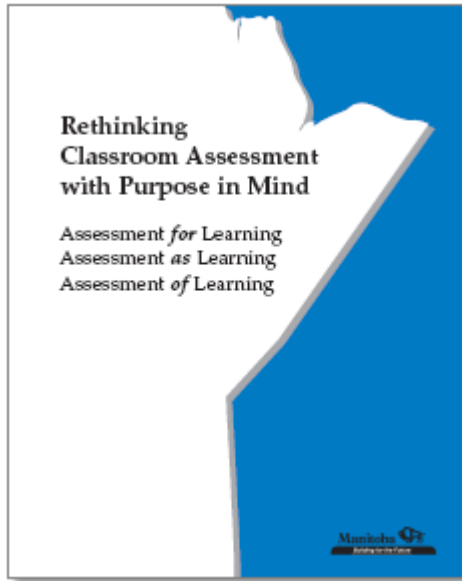
Elements of Artistic Design	
Line	<ul style="list-style-type: none"> - line types: primary and secondary contour, gesture, line as value (hatching, cross-hatching), implied lines - line weight (e.g., thick, thin, light , heavy, varied) - line direction (e.g., horizontal, vertical, diagonal, spiral) - physical characteristics (e.g., straight , curved, zigzag, undulating) - emotive or associative characteristics (e.g., powerful, tentative, delicate, skyline, branching lines)
Colour & Value	<ul style="list-style-type: none"> - colour wheel: primary, secondary and tertiary hues - colour values: light and dark, tints and shades - intensity: bright and dull - colour relationships: complementary, analogous, monochromatic - emotive, associative qualities (e.g., peaceful, energetic, angry, juicy, blah, fresh)
Texture	<ul style="list-style-type: none"> - actual texture (texture that can be felt through touch as in the actual wood grain on a plank of wood) - visual texture (texture that is implied through line, colour, and shape, as in the image of a wood grain on a plastic tabletop) - physical characteristics (e.g., rough, smooth, jagged, wavy, prickly) - emotive or associative characteristics (e.g., cozy, feathery, gentle, bold, earthy, industrial)
Shape & Form	<ul style="list-style-type: none"> - shapes are two dimensional (2D) and have length, and width - forms (solids) are three dimensional (3D) and have volume (length, width, and depth) - descriptors for the physical qualities of shapes and forms include: geometric, organic, symmetrical/asymmetrical, positive/negative) - shapes may also be described using other elements (e.g., a blue shape with jagged edges, a smooth form) or by associative characteristics (e.g., a delicate shape, a natural form, shaped like a)
Space	<ul style="list-style-type: none"> - pictorial space: the space represented in a two dimensional image - actual space: in three dimensional objects or in the environment, space is the emptiness or volume between, around, above, below and within - pictorial space may give the illusion of depth through the use of <ul style="list-style-type: none"> ▪ line: for example, the use of a horizon line and/or converging lines (as in linear perspective) can suggest a deep space ▪ colour: warm & bright colours seem to come forward, cool colours seem to recede ▪ shape: shapes can appear to overlap; diminishing sizes of repeating shape can appear to be further away ▪ texture : for example, objects represented with greater texture and detail may appear to be closer than objects with less texture and visible detail - spaces may be described in terms of spatial zones: foreground, middle ground, background - spaces may also be described in terms of physical, emotional and associative qualities (e.g., shallow, deep, airy, claustrophobic, vast, cluttered)

Principles of Artistic Design

Balance	<ul style="list-style-type: none">- balance refers to the way art elements are arranged to create a sense of stability or equilibrium in a composition- balance may have the following characteristics: symmetrical, approximately symmetrical, asymmetrical, radial balance
Contrast	<ul style="list-style-type: none">- contrast refers to differences between art elements arranged in proximity to each other- highly contrasting elements can create drama or excitement in a work, while the absence of contrast can create a calming, peaceful effect
Emphasis and focal point	<ul style="list-style-type: none">- emphasis occurs when an art element, or combination of elements attract more attention in a composition- an artist may create a strong focal point in a work by emphasizing a particular element
Movement	<ul style="list-style-type: none">- artists can create real movement (as in a kinetic sculpture, or video), compositional movement (e.g. the way the parts of an artwork may be arranged to “lead the eye” from one place to the next), and representational movement (e.g., the depiction of a figure in motion)
Proportion	<ul style="list-style-type: none">- proportion is the relationship in size of parts to one another, and to the whole- depicting things in accurate proportion to each other may create realism- proportions can be exaggerated or distorted for expressive purposes (e.g., caricatures)
Pattern and rhythm	<ul style="list-style-type: none">- pattern is the repetition of art elements, or combinations of art elements in a recognizable organization- visual rhythm the sense of movement that may be created through the repetition, alteration, and progression of elements
Harmony and unity	<ul style="list-style-type: none">- harmony occurs when art elements appear to work together in a pleasing way (the opposite of discord, as in when colours clash)- unity refers to the sense of wholeness that a composition may achieve when all the elements combine in a harmonious way
Variety	<ul style="list-style-type: none">- is the inclusion of differences in the elements of a composition- variety may be thought of as a principle that offsets unity to create interest

Appendix: Manitoba Education Resources

Rethinking Classroom Assessment with Purpose in Mind



For more information, see:
[Rethinking Classroom Assessment with Purpose in Mind](#)

“The teacher’s role in promoting the development of independent learners through assessment as learning is to

- model and teach the skills of self-assessment
- guide students in setting goals, and monitoring their progress toward them
- provide exemplars and models of good practice and quality work that reflect curriculum outcomes
- work with students to develop clear criteria of good practice
- guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking, and to become comfortable with the ambiguity and uncertainty that is inevitable in learning anything new
- provide regular and challenging opportunities to practise, so that students can become confident, competent self-assessors
- monitor students’ metacognitive processes as well as their learning, and provide descriptive feedback
- create an environment where it is safe for students to take chances and where support is readily available”

Why was this exemplar a valuable learning experience?

Art Language and Tools

Students demonstrated understanding of and facility with visual art elements, principles, and media.

Creative Expression in Art

Students individually and collaboratively generated, developed, and communicated ideas in creating visual art for a variety of purposes and audiences.

Understanding Art in Context

Students connected the visual arts to contexts of time, place, and community, and developed understanding of how art reflects and influences culture and identity.

Valuing Artistic Experience

Students analyzed, reflected on, and constructed meaning in response to their own and others' visual art.