

Fruity Fruit – Veggy Veg

Resources:

Collect as many different types of fruit and vegetable as you can.

For some of the activities you can use pictures.



Objectives:

- To describe the appearance of different fruit/vegetables
- To use words related to texture, pattern, colour and parts of fruit/vegetables
- To identify the main criteria by which the fruit/vegetables can be grouped
- To describe the way groups change when we change the criteria by which the fruit/vegetables are grouped
- To interpret and explain the difference between fruits and vegetables and use that as a grouping criteria

Activities:

Get students to work in selected groups. Ask them to look at the range of fruit and vegetables. Include a coconut, walnut, peanut and hazelnut. Make sure to have examples such as corn, tomatoes, green beans, pears, peaches and grapes and some least familiar fruits and vegetables such as Kiwi, Eggplant, mooli, okra, pawpaw, mango, mangosteen, or even a durian, lychee, kumquat, etc. that they might not be too familiar with. Describe the appearance of them. Pick out any common or uncommon patterns and classify them by these patterns. Record their observations by drawing and bullet pointing the characteristics.

Cut some of the fruit and vegetables to look at the insides and repeat the process of description and grouping. Record their observations by drawing and bullet pointing the characteristics.

Feel each fruit and vegetable. Describe the texture, shape and appearance of them and classify them. Record their observations by drawing and bullet pointing the characteristics.

Look at the different classifications and note any similarities and differences in the composition of the classifications. Now change your criteria for classification (e.g. if you classified by colour then try texture). Describe how the composition of the classification changes. Use this data to design a card or board game using the characteristics of the fruit and vegetables.

1. Cut out pictures of different kinds of fruits and vegetables from a magazine or create them using a computer drawing programme. Use the pictures and glue them onto a piece of construction paper to make the components of your game.
2. Make enough for the people in your class to play a game. If possible have these materials laminated so you can use them often.
3. Then make up cards with names, textures, patterns of all the fruits and vegetables to make Bingo cards for a caller. When a child gets 3 or four in a row they call Bingo.

Continuation

On the white board write 'How Do You Know a Vegetable from a Fruit?' One definition is:

Fruits grow on trees or vines and vegetables grow in the ground.

Ask the pupils in ability groups to discuss if the fruits and vegetables they have seen grow in the ground or on a tree and if they think it is a fruit or a vegetable based on that definition.

Now reveal the following definitions.

In botany, a fruit is the ripened ovary — together with the seeds — of a flowering plant. In many species it is very fleshy and incorporates the ripened ovary, the surrounding tissues with the seeds.

Fruits are the means by which flowering plants spread seeds.

In the culinary sense, a fruit is usually any sweet-tasting plant product, especially those associated with seeds or a seed, a vegetable is any savoury or less sweet plant product, and a nut is any hard, oily, and shelled plant product. In cooking, the word fruit may also rarely be loosely applied to other parts of a plant, such as the stems of rhubarb, which are made into sweet pies, but which are not botanically a fruit at all.

Definition of vegetable is: An herbaceous (green and leaf like in appearance or texture) plant cultivated for an edible part, as roots, stems, leaves or flowers. Or you may say a vegetable is the edible stems, leaves, and roots of the plant. Some people think rhubarb is a fruit, because it is used to make pies. But, rhubarb is a vegetable.

Ask the pupils in groups to discuss if the fruits and vegetables they have seen is a fruit or a vegetable based on the above definitions. How does the definition change the compositions of the classifications?

Taking Texture and Pattern further - Fruit in Art

Objective:

To identify the way an artist uses the colour and texture of fruit and vegetables in a portrait or scene.

Learning Outcomes could be

- Describe how artists use tints and shades in painting.
- Identify and describe elements of art in works of art, emphasizing line, colour, shape/form, texture, space, and value.
- Explore and interpret ideas for art in a personal sketchbook.
- Create a piece of art based on the observation of objects and scenes in daily life.
- Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.
- Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.
- Interpret the piece of art and use that interpretation to write a poem or story inspired by the works of art.
- Describe and analyse the elements of art (colour, shape/form, line, texture, space and value), emphasizing form, as they are used in works of art and found in the environment.
- Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.
- Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.
- Create gesture and contour observational drawings.
- Create an expressive abstract composition based on real objects.

Language

- Write narratives
- Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.
- Write information reports
- Write research reports about important ideas, issues, or events

Background:

Giuseppe Arcimboldo (1527-1593) was born in Milan, Italy. He is most famous for his paintings completed for the Hapsburg Court of Vienna between 1562 and 1587. His distinctive style combined fruit, vegetables, meat, and other organic objects in the form of the human face.

In this two-session lesson, students will examine images of portraits, and discuss the components and their significance. Students will then create a two-dimensional self-portrait in the style of Arcimboldo. The students will also write poetry and conduct a class survey about the usage of fruit and vegetables in their self-portraits.

- Using the Internet find suitable paintings by Arcimboldo and others. Click on any of the images and save the image to your desktop. Then save this image to a word file and stretch the image to a larger size that is adequate for projecting on to the active white board.

A portrait comes from Old French, *image*, from past participle of *portraire*, to *portray*; and is defined as a likeness of a person, especially one showing the face, which is created by a painter or photographer.

Noun: - A verbal picture or description, especially of a person

Adjective: - Have or relating to the orientation of a page such as longer side runs from top to bottom.

1. Ask the students to look at the three paintings. Then to discuss and write a definition for the following:

- *Which do you think is a portrait?*
- *Describe the features of a portrait.*
- *Give some reasons for creating a portrait in the Tudor times and today*
- *Portraits can be drawn from the imagination, real life, or both explain when it would be best to use imagination, real life or both?*

2. Show the students the photograph of the fruit seller images. Use the following questions to guide the discussion about the images.

- *What title would you give this picture ... Why do you think it should be called that – what information does the title give you*
- *Explain who you think the person is and where you think they live*
- *Describe other items painted in the portrait?*
- *Clothing can tell you about the country. Explain what you think the country is like*
- *Why would someone want his/her portrait painted or photograph taken?*
- *Look at the colours in the photograph. Describe what the colour means to you*
- *How is this portrait different than another? (Subject, colour, time, nationality, etc.)*
- *Does the person in this portrait look like someone you would want to meet? Explain your reasons*
- *Use your answers to the questions and from the information write a story or poem about the person*

3. Show the students the images by Arcimboldo and Renoir. As you show the image, provide the students with a brief biography of the artist. Use the following questions to guide the discussion:

- *Describe the differences and similarities between the two paintings*
- *Explain why these could or could not be called portraits*
- *How are these portraits different than the others?*
- *Do you think these portraits were painted from real life or the artist's imagination? Explain why?*
- *Which 2D and 3D shapes do you see in the Arcimboldo portraits?*
- *Which shapes do you see in your own face?*
- *Which fruits/vegetables could you use to represent*
 - Your eyes?*
 - Your mouth?*
 - Your nose?*

4. Hand out sketchbooks and place the students into pairs. Instruct each pair to brainstorm sketches, in their sketchbooks, of the many fruits and/or vegetables they could use to represent the different parts of their faces.
5. In groups of 3 or 5 hold debriefing discussions, ask each group to share a few of their answers from their brainstorms and their diagrams. They should also evaluate each groups work
6. Explain to the students that in the next session they will create self-portraits using fruits and vegetables.

Extensions in other Subjects

- **Mathematics:** Students can predict possible outcomes for which fruits and vegetables their classmates will choose to portray in their self-portraits.
- Students can tally up the different fruits and vegetables used and then create a bar graph or Venn diagram of the results.
- Students can also find the mean, mode, median, and average.

- **English-Language:** Students can create self-portrait poems using similes and metaphors involving fruit (i.e., her lips were as red as cherries.)
- Students can research Arcimboldo's or Renoir's life and portraits using the Web, as well as other resources.
- The students can take their research and write an informational report about the artist and his artwork.
- The students can also write a fictional story about one of the subjects in Arcimboldo's portraits.