



Typographic Printing with Potatoes

Drawing, prof. Barbara Fässler, year 6



Project: the pupils of year 6 experiment with the use of vegetables in the visual arts. To print with potatoes is a very simple printing technique; a fore runner of typographic printing, which offers the possibility of repeating the same subject and yet create a series, a rhythm. The pupils first produce a lot of sketches in order to develop the subject they would like to cut and then print and they try to develop a rhythm for the reproduction of their subject, in order to obtain an articulated texture.

Cognitive aim: to learn and become familiar with the typographic printing technique. Beginning with simple sketches, they develop the manual ability to cut a precise form in a half potato, following their designed project. They learn how to produce a stamp and a texture with a regular rhythm.

Result: the pupils enjoy cutting the potatoes and printing with them. Some of the male students even created some mini-installations; mountains of potato-pieces inundated with colour. I suggested they try an experiment: to turn the situation around and to print by pushing the paper onto the coloured potatoes. Unfortunately the experiment did not produce a great result, only some weak stains. Those who followed the instructions did their printing on coloured paper. The pupils demonstrated some difficulties in executing a consequent texture with a regular rhythm.

<https://youtu.be/rjkdE5F5WmQ>



Food-Education

Interdisciplinary, Regula Affolter, Lukas Baumann, Micaela Crespi, year 6-8



Project: The secondary school focussed on the theme of alimentary education with particular attention to some problems adolescents experience today. Though there are some declared cases of anorexia in the classes, the parents agreed to address this particular disease in the form of a school project.

The project follows a series of appointments: first an educational visit to the Museum of Science and Technology, where the pupils attended a laboratory on food. This was followed by a lesson and two laboratories led by two nutritionists. An ex-pupil who once suffered from anorexia then addressed the students.

<https://youtu.be/kttgWRt8l44>

Collage with Food Packaging

Drawing, prof. Barbara Fässler, year 7

Project: the pupils of class seven examine the world of food packaging on a formal and a visual level through three consecutive exercises. First they study the form and the surface by making a pencil drawing of the packaging they brought from home.

Then they create a collage, based on a concept possibly far removed from the original, using small pieces taken from the packaging as if they were just colour. This results in the creation of a point of view of the sense and of the form different from the original. In the third stage, the pupils paint their collage on A3 paper.

Cognitive aim: To learn about Expo and develop an appreciation and awareness of food packaging; to look over the form and colours through the study from nature with a pencil drawing; to refine the sense of observation; to create a collage with food-packaging, using the parts as if they were just colours, in

the technique of mosaic. The aim is to create a form that doesn't have any relationship to the original material. Painting the forms and the colours of the collage on a new paper, the mosaic becomes more uniform through the constant material of the paint and the result will be far removed from the original material: the food-packaging from which we started. The material will change its sense, even though a vague souvenir from the original might remain.

Result: The pupils learn about Expo and its themes. The description of the food-packaging in the questionnaire and the following discussion was varied; some nominated a lot of materials like plastic, glass, paper, carton and metal. There were square, circular and triangular forms. In the drawings, the pupils looked precisely and succeeded in taking their first steps in dealing with light and shade. They observed the packaging closely and managed to capture



the proportions quite well. With the representation of three dimensions and the nuances of grey, they dealt with two important aspects. The collage exercise went well. The students remained quite concentrated and engaged, enabling them to create the forms and their own narrations. However, the painting from the collage, proved difficult for those pupils unable to concentrate and to follow the details. This meant that the parts which may reveal the original material and show the alienation or the movement of the sense, from the aesthetics of packaging with a commercial aim into an artwork, an artistic production with its own art production, story and story to tell, were not successfully carried over.

<https://youtu.be/838kYYRLkHE>

Nature Studies: Vegetable Drawing

Drawing, prof. Barbara Fässler, year 6

Project: The pupils of year six, after a general introduction with an Expo video, answer a series of questions through a maieutic questionnaire. What do they love to eat? Which vegetables do they know? What are their forms and colours? How does one prepare vegetables? Where do they grow? Why should we eat a lot of them? The questionnaire results are then discussed as a whole group.

In the second part we start the practical work with two natural study exercises. First we produce a lot of sketches with pencil, observing first the form, then the effects of light and shade. Then the pupils

paint their vegetable in an oversize proportion with colours and the precise nuance of the shadows and light on A3 paper.

Cognitive aim: to learn about the theme of Expo. The pupils should examine the forms and the colours of vegetables through nature studies. To refine the sense of observation and to paint what they really see in spite of what they think they see and to observe the changes through the enlargement and to follow the path through abstraction.

Result: the pupils are familiar with the themes of Expo and know the equivalent German words for



naming vegetables; they further know how to describe their forms and colours.

Drawing: the pupils observe carefully and are able to report the proportions and the nuances of light and shade to obtain a three-dimensional effect.

Painting: the path taken to enlarge the vegetable and

to paint only a part of it on the sheet, functions very well. Some paintings are really remarkable; the pupils demonstrate the ability to overcome difficulties and to develop some original ideas.

<https://youtu.be/QdkTALweXkc>

