

## **Lesson Plan: Create Your Own Restaurant Menu!**

**Grade level: 4-12**



**Duration: 3-4 class periods**

**Media Type: paper, colored pencils, markers, graphite pencils**

**Subject Integration or Collaboration: Family and Consumer Science (FACS)**

**Objective: To create a restaurant menu after being inspired by local farmers and restaurateurs.**

**Assessment:**

Rubric:

4-Standards are exceeded

3-Standards are met

2-Standards may be met at a very low quality or with some exceptions

1-Standards are not met

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**Vocabulary:**

Visual Arts Elements/Principles:

color	shape	line	texture	balance	unity	proportion	form
value	space	contrast	emphasis	movement	pattern	rhythm	

**Materials and Procedure:**

Paper

Graphite pencils

Colored pencils

Markers

Real menu examples would be great!

**Day 1:** Start a discussion with students about local restaurants and what it means to make a restaurant successful.

**Discussion Questions:**

If you could own a restaurant, what type of food would be served? Where do you think 'restaurant food' comes from? What would the menus look like in your restaurant?

How does the look of a menu help to sell the food the restaurant offers?

Show WDSE/PBS *Making It Up North* video clips to further discussion:

[First Jobs: Tom Hanson, Duluth Grill](#) (:43)

[The Food Farm and Duluth Grill](#) (10:09)

What did you notice in each video? What did you learn? What do you think about restaurants sourcing their food from nearby farms? What else did you notice? Do you know anyone who owns a restaurant?

Give students a large white sheet of paper (9" x 12"?) that can be folded into a type of menu (tri-fold / single fold / single flat sheet). Students would probably enjoy looking at true restaurant menus for ideas, or menu samples to help them organize thoughts and ideas.

Students start sketching / drawing menu ideas.

Briefly discuss styles of font and lettering, creating letters that are easy for the viewer to read, outlining letters, etc. Samples of fonts will be helpful for students, too. Discuss illustration of menu items and making foods appear "pleasing to the eye".

### **Further Understanding:**

**Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.**

**Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?**

#### **Day 2-3:**

Students continue to sketch / draw menu ideas. Students start to add color; give many options, such as markers, colored pencils, paint, etc.

#### **Day 4:**

Students complete menus. If students need more time, try to allow their creativity to continue. Encourage students to share menu ideas with peers. Display finished menus. Have fun!

**Extensions:** Are local restaurant owners available to come in and speak to students? Does a student have a parent who is a chef who would be willing to come in to speak to students or demonstrate a particular skill? Could students create edible art in class?

[National Standards for Visual Arts](#) (link)

### Sample Standards:

VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.

VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.

VA:Re9.1.6a Develop and apply relevant criteria to evaluate a work of art.

### [Minnesota Family and Consumer Science Framework](#)

#### Sample benchmarks:

Minnesota Frameworks: 1. Students demonstrate knowledge and skills necessary for success in further education, career and life.

MMSFACS1.1.5 Family, career, community, and global connections

MMSFACS1.1.3 Aptitudes, abilities, interests, motivations