

Lesson Plan: Design Your Own Candy Wrapper!

Grade level: 5-12



Duration: 2-3 class periods

Media Type: pencil, marker, colored pencil

Subject Integration or Collaboration: Family and Consumer Science

Objective: To create a handmade candy wrapper inspired by Meadowlands Chocolate.

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:

Plain paper

Graphite pencils

Colored pencils

Markers

Day 1:

Share Making It Up North video clip [Chocolate Bean to Bar](#) (5:25) with students.

Discussion Questions:

What did you see in (the video) showing how chocolate is made? What did you notice?

How did the owners come to make chocolate? What was their previous occupation?

How do you think they came up with the design for the candy bar wrappers?

Continue discussion as student participation allows. Next, show examples/slides/pictures of real candy wrappers. Discuss how candy companies

choose candy wrappers (protection / preservation / marketing) for their products. Why do companies design their candy wrappers the way they do? Do certain candy wrappers make certain candies appear to taste better? Worse? Why do you think that is?

Finally, hand out paper for students to start sketching/drawing their own candy wrapper ideas. Discuss bright, multicolored wrappers and how those work best for design ideas. Have fun with this! Students can make up their own candy names, or emulate current candy and/or candy bar names.

Further Understanding:

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Day 2:

Continue sketches / drawings / candy wrapper design ideas. Students may start to fill in color with colored pencils, markers, or both, when ready.

Day 3:

Students finish candy wrapper drawings. Display for all to see! Students love to see their artwork and the artwork of peers. Great job!

Resources:

[Meadowlands Chocolates](#)

[Time Lapse video of drawing a bag of M&M's](#)

[History of Candy Wrapper](#)

[Sample student works](#)

[Artist Wayne Tiebaud--dessert artist](#)

[More artwork by artist Wayne Tiebaud](#)

National Standards for Visual Arts: (link)

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

VA:Cr2.3.7a: Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

VA:Re.7.1.8a Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

[Minnesota Family and Consumer Sciences Frameworks](#) (link)

Family and Consumer Science Sample Learning Targets:

Critical Thinking and Reasoning: Thinking Deeply, Thinking Differently Information Literacy:
Untangling the Web

Collaboration: Working Together, Learning Together

Self-Direction: Own Your Learning

Invention: Creating Solutions