



Two Flavors (Ice Cream Cone)

2003



Three Machines

1963



Tulip Sundaes

2010



Display Cakes

1963

Wayne Thiebaud

heART | History Explored through Art

presented by Friends of the West Chicago City Museum

Overarching Goals of the heART program:

- **Explore** local history through **creative** expression
- **Reflect** on historical or contemporary art and **extend** themes of historic or contemporary art into one's own art
- **Use** art processes to **create** a work of art

Objectives of the Wayne Thiebaud heART lesson:

- Interpret the artist's use of shape, color, and line in the painting
- Identify West Chicago's historical connections to fresh and healthy foods
- Extend understanding of Thiebaud's art to create an original art work that attempts to make healthy food look as irresistible visually as are Thiebaud's sweets
- Use art vocabulary when discussing, planning, and making art
- Use art techniques as presented by the instructor

As with any creative expression, there are **NO RULES** as to what the final product will be, only ***guidelines***. It is only natural for students to make a project their own, and the more personalized they make a project, the more they are using higher-level thinking skills. Students should **NOT** be discouraged from taking a modified or different approach to the project, as long as they are *engaged* in art making and *thinking* about the information presented.

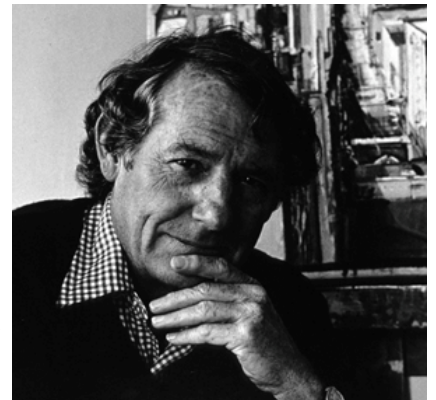
Art History Brief

Wayne Thiebaud

American

Born 1920—Mesa, AZ

American painter and printmaker who is perhaps best known for his thickly painted American still lifes of such items as foods and cosmetics. Thiebaud (pronounced tee-bow) worked from life, not from media images, and his



Pie Counter

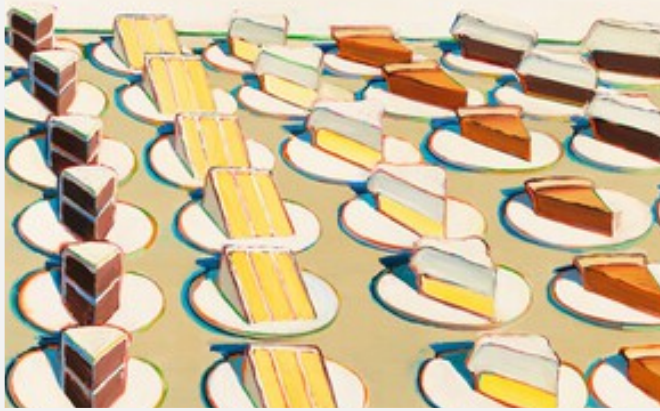
1963

engagement was evident in his loose brushstroke, whereas a hard-edge painting style, signifying mechanical reproduction, was preferred by many Pop artists. Thiebaud's paintings of consumer goods are richly painted and designed to call attention to form.

Thiebaud studied commercial art in high school and college. He worked as a summer apprentice in the animation department at Walt Disney Studios. From 1939-49 Thiebaud worked as a cartoonist, sign painter, and illustrator. He earned both his B.A. and M.A. degrees.

By the late 1940s he had given up commercial work. By the '50s his work employed thick, gestural in depicting everyday objects: pinball machines, bakery counters, cosmetics—he rendered them all in bright colors and strong light within severely ordered compositions.

Throughout his career, Thiebaud also has been active as a teacher, a theater designer, a public muralist + sculptor, and he established a company to produce educational art films. In 1994 he received the National Medal of Arts, the highest award given to an artist by the U.S. government.



West Chicago History Connections

From individual gardens, to large farms, to corporate and industrial food production, West Chicago has long been a place where its residents have access to fresh, healthy food.

One reason for this is the farming culture that early settlers brought with them. The Kline and Fairbank families came westward looking for land they could farm. The 1857 DuPage County History speaks of Winfield Township having a “productive soil and healthy climate.” Town founding father Joseph McConnell’s 1857 account of Turner describes the town as being in the “center of a rich and fertile plain.”

As more and more people moved westward, there was a need for people to stop to replenish supplies before setting out beyond the Mississippi river. One supplier of canned foods, Reid Murdoch, saw the Chicago area as an ideal place for a re-supply stop. Their pickle factory, located in West Chicago, was one of many operations they ran in the Chicago area.

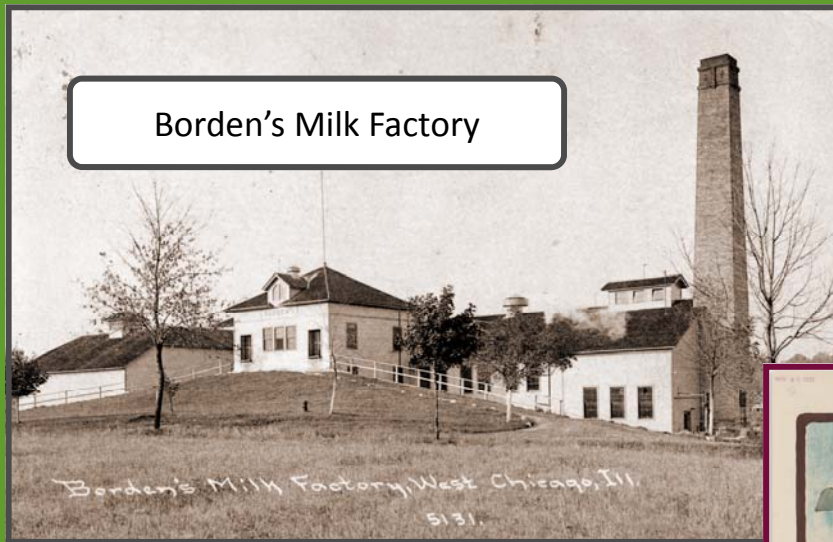
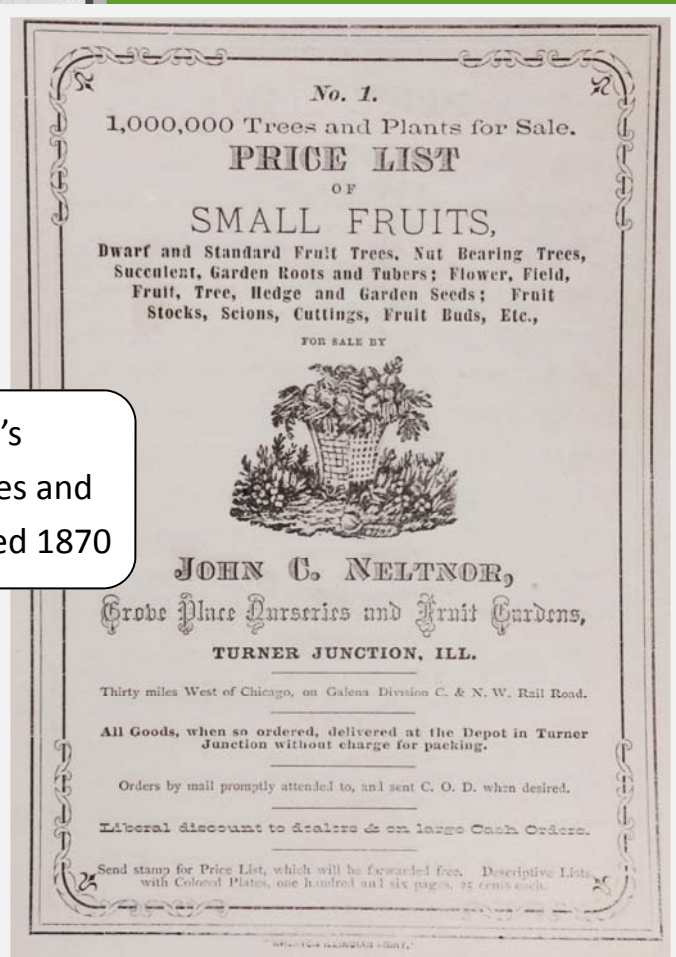
Another advantage this community has had since its founding is access to the rail lines. Food and other goods could easily be brought to the area by train. Both families and corporations chose West Chicago as their home due to this convenience. For example, Borden’s Milk Factory located in West Chicago to be along the rail line.

During World Wars I and II, people were encouraged by the government to grow and can their own foods as much as possible. This was so that the food produced by industry could be shipped to the soldiers fighting the wars overseas. Many people in West Chicago planted these so-called “Victory Gardens” in their yards as a show of patriotism and support for the soldiers.



Kline Creek Farm

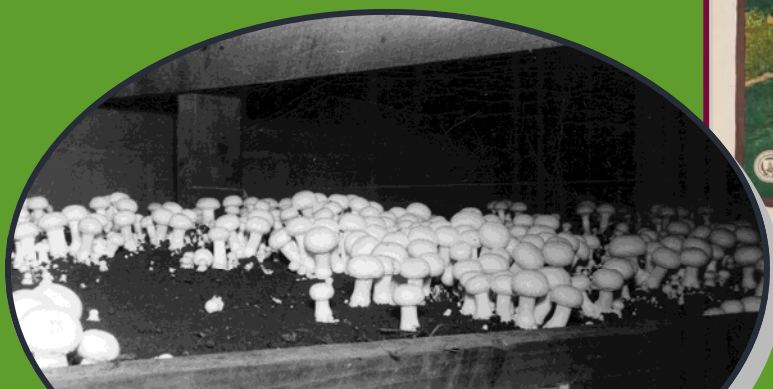
John C. Neltor's
Grove Place Nurseries and
Fruit Gardens, founded 1870



Borden's Milk Factory



WWI + WWII Victory



Campbell's Mushroom Farm at Prince Crossing

Reid Murdoch Pickle Factory



General Mills



Ball Seed + Horticultural Gardens



Healthy West Chicago Community Action Plan aims to create the means to a path to community wellness through collaboration with established organizations and programs. By bringing these well-regarded agencies and nonprofits together at one table, future funding resources and goals related to a menu of strategies will be identified. These strategies may include transportation, food, community development, open space, biking and walking infrastructure, physical education, and broader community action.

Funded by:

- **Cadence Health**
- **WeGo Together for Kids**
- **United Way of DuPage/West Cook**

Contemporary Connections

“Healthy West Chicago is a collaborative between community organizations committed to strengthening the health of West Chicago.”

Organizations and Programs:

City of West Chicago
West Chicago Park District
West Chicago Library District
West Chicago Fire Protection District
West Chicago School District 33
WeGo Together for Kids
Community School District 94
Wheaton Academy
Benjamin Middle School District 25
FORWARD of DuPage County
Cadence Health
Aramark
People Made Visible
The Mexican Cultural Center
Western DuPage Chamber of Commerce
United Way DuPage/West Cook
Wheaton Bible Church
Western DuPage Special Recreation Assn
Forest Preserve District of DuPage County
West Chicago City Museum
ZCDF
...and others

Instructor's Guide

Introduction/History

1. Share Wayne Thiebaud's paintings with the students. Allow them a few minutes to look at the paintings and simply reflect.
2. Ask the students to share what they see: colors, shapes, food items, etc.
3. Ask the students how they feel about the food they see. Why? What visual elements make them feel that way?
4. Share information from the Art History Brief.
5. Read "West Chicago History Connections" and look at historic photographs from the City Museum collection.
6. Share the mission statement of Healthy West Chicago Community Action Plan. Discuss the significance of so many important groups collaborating on this initiative.
7. Ask students if they think they can make healthy food look as appealing as Thiebaud makes cake and ice cream look. Why or why not? Explain that this will be the challenge for this art experience.

Art Vocabulary, Concepts, and Process

Vocabulary + Concepts:

expressive colors: colors can be expressive. What colors seem more exiting? Which seem calm? What moods do each of the colors evoke?

geometric form: form is described by an object's height, depth, and width; geometric forms include cones, cylinder, pyramids, cubes, and spheres.

painting from life: an artist looks at a physical object as he or she creates the art; for example, a piece of fruit, a person, or a landscape.

Process:

Students will be creating “portraits” of healthy food items. The challenge will lie in trying to make these healthy foods appear as delicious and tempting as possible using expressive color and realistic rendering.

1. Brainstorm a list of healthy foods that lend themselves to portrait work.
2. Note to students that portrait artists often will leave out “imperfections” in a realistic portrayal of their subject; they should feel free to leave out anything that detracts from the attractiveness of their food item.
3. Working from life would give the best experience, most closely related to how Thiebaud works. However, for time or budgetary reasons, this may not be possible. The instructor should provide good references images or approve images brought in by students.
4. Plan: sketch one or more healthy food items to decide which one works best for the individual student's expressive nature and interest.
5. On final paper, do a contour line drawing of the food item. Next, draw the shapes of highlights and shadows which help to define a recognizable and realistic object.
6. Think: What kinds of colors will best express the delicious nature of this healthy food item?
7. Add color using paint, oil pastels, soft pastels—any color medium will work, but these three allow for bold color, similar to what Thiebaud used.
8. Blending colors also will add to the realistic depiction of the food item.

Standards Met

Fine Arts

25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.

25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.

26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.

Social Science

16.C.3c (W) Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present.

16.D.3a (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.

16.E.3c (US) Describe the impact of urbanization and suburbanization, 1850 - present, on the environment.

