

Title: *Sampuru – Fake Food* (Grades 2 and 7)

Introduction/Summary: *Sampuru* that is derived from the English word sample. *Sampuru* is an art form that creates fake food (which a multi million dollar industry that is now reaching to China and South Korea) from Japan that began in the early 1920's when a lot of tourist would visit Japan. For restaurants it was easier to display fake food in the window to show a sample of the menu. "*Sampuru* was invented in the 1920s by a young businessman called Takizo Iwasaki in his home town of Gujo. The company he founded is now the number one producer of food models in the country. In 1932 he perfected the wax rice omelette and demand for *sampuru* exploded overnight. His factory is now a booming tourist attraction and legend has it that the first wax omelette sits proudly on display, still in perfect condition." (Homemade) It was also used as a marketing strategy to get customers into their restaurants. *Sampuru* was originally made out of wax and then In the 1980's converted to plastic that will make the food last forever (Homemade). "Journalist Yasunobu Nose, who has written a book on the topic of replicas, theorizes that fake food appreciation is deeply linked to the Japanese preference of first 'tasting with their eyes'" (Vice). In this lesson students will discuss the the different idea behind *sampuru* and then create their own ceramic piece of food that represents them or their heritage/culture.

Duration of Lessons: Ten, 50 minute lessons

Connection to standards/common core:
Visual Arts, Grade Second (Ohio)

Perceiving/Knowing - 4PE: Identify and compare the purposes for creating art objects from various cultures.

Perceiving/Knowing - 5PE: Identify and describe cultural symbols, image and contexts of works of art.

Perceiving/Knowing - 6PE: Identify and share the uses of visual art outside the classroom and provide examples.

Perceiving/Knowing -7PE: Generate artmaking ideas from their daily experiences and the environment.

Producing/Performing - 1PR: Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.

Producing/Performing - 2PR: Envision what cannot be observed directly and depict it visually.

Producing/Performing - 3PR: Create artworks based on imagination and observation of familiar objects and scenes.

Producing/Performing - 4PR: Demonstrate flexibility in their creative processes and use of art materials.

Producing/Performing - 5PR: Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).

Producing/Performing - 6PR: Use visual art materials to express an idea that reflects their own social or cultural identity.

Responding/Reflecting - 1RE: Use basic self-assessment strategies to improve their artworks.

Responding/Reflecting - 3RE: Relate the subject matter and ideas in their own artworks to those in the works of others.

Responding/Reflecting - 6RE: Identify and articulate important historical and cultural contributions of selected visual artists.

Visual Arts, Grade Seven (Ohio)

Perceiving/Knowing - 2PE: Identify professions that use artistic skills and problem-solving.

Perceiving/Knowing - 3PE: Identify sources of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices.

Perceiving/Knowing - 4PE: Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.

Perceiving/Knowing - 5PE: Examine designed objects and identify the processes and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning.

Producing/Performing - 1PR: Improve craftsmanship and refine ideas in response to feedback.

Producing/Performing - 2PR: Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.

Producing/Performing - 4PR: Apply art and design principles in the construction of three-dimensional artworks.

Producing/Performing - 6PR: Demonstrate understanding of visual literacy, illustration and graphic communication

Learning Objectives:

- Students will create their own piece of ceramic food using appropriate clay techniques
- Students will learn about the Japanese culture (food) and the purpose of Sampuru
- Students will learn how objects have a visual impact on the thought process.
- Students will learn how to use proper ceramic techniques to build a well-crafted artwork.
- Students will learn how to reflect and revise their work.

Materials:

- a) Clay
- b) Water
- c) Clay tools
- d) Paint or Glaze
- e) Brushes
- f) Plastic bags
- g) Model Magic or play dough (younger grades)

Pre-Assessment: Verbal assessment: What do you know about Japan? What do you know about Japanese food? What do you know about ceramics? How many of you have used or built with clay before?

Lesson Activity Day 1

1. Introduction: Sampuru – give the simple definition of what Sampuru is then lead into a class discussion using the following questions: why do you think people in Japan use fake food? (ie. easier for tourist to understand what a restaurant has, marketing Have you seen this anywhere in the United States? How would you feel if you went to a restaurant that had sampuru in the window? Compare dining experience in America to Japan. Why do you think people are drawn to food as an art form or subject matter for art? How can food be representative or symbolic?
2. After discussion lead into brief history discussion using information from lesson summary and watch the video on how it is made (<http://thekidshouldseethis.com/post/sampuru-how-is-japanese-fake-food-made>)
3. Introduce & DEMO the project: Students will choose a piece of food that represents them personally or their heritage/culture. Students will research the food on the Internet and begin their preliminary sketching for their sculpture project.

Lesson Activity Day 2-5

- a. Review information
- b. Demo: Hand building techniques for clay and tool use.
- c. Studio time
- d. Clean up

Lesson Activity Day 6-8

- a. Review information
- b. Demo: Glaze/ Paint
- c. Studio time
- d. Clean up

Lesson Activity Day 9-10

- a. Have students finish up project
- b. Finished students will write their reflection (see post assessment)

Post-Assessment: Rubric; Art Criticism Activity: Have students write a reflection on the choice of food that was they chose and how it reflects them as well as their heritage/culture.

Information Resources:

- <http://www.vice.com/read/a-visit-to-japans-fake-food-capital-701>
- <http://thekidshouldseethis.com/post/sampuru-how-is-japanese-fake-food-made> (Video on how fake food is made)
- <http://matadornetwork.com/abroad/the-art-of-sampuru-in-japan-pics/>
- Homemade <https://www.homemadebyyou.co.uk/articles/food-news/why-fake-food-is-a-multi-billion-yen-industry-in-japan>

Extension activities/Extending the lesson:

- Observational drawing
- Ordinary – Extraordinary – Have the students draw their ceramic piece and have them imagine as something else (ie. cloud watching – that cloud looks like a shark). Have the students draw their food object as the image they imagine it.
- Health class – nutrition
 - For younger kids and creating sampuru in different mediums (play-doh or model magic)
<http://cassiestephens.blogspot.com/2014/03/in-art-room-lets-make-sushi.html>

Lesson plan written by: Kristen Pyshora, National Board Certified Teacher, Columbus Preparatory Academy, Columbus, Ohio