

AN APPETITE FOR CONSUMPTION: EXPLORING HOW FOOD ADVERTISEMENTS
CREATE APPETITES THROUGH THE SENSES

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ARTE 703 Curriculum Unit Rationale:

An Appetite for Consumption:

Exploring How Food Advertisements Create Appetites through the Senses

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Introduction

The role of advertisements within our culture is that of which to create a need or desire to consume a product. The needs and desires created through advertisements marketed by manufacturers to consume a product are the foundations of an economic phenomenon referred to as consumer capitalism. Consumer capitalism is a theoretical economic condition in which consumer demand is manipulated, in a deliberate and coordinated way through marketing techniques. The key variable in manipulating consumer demand is the appealing visual imagery projected into these marketing techniques referred to as aesthetics. Aesthetics are responsive to or appreciative of what is pleasurable to the senses. Now, with advances in technology, one can access mass-media communications through the Internet anywhere with the use of a mobile device and wireless Internet. With the increase of accessibility comes more exposure to marketing and advertisements leading to more challenges of living in a culture undergrid by consumerism and saturated by imagery. (Duncum, 2003, p.25)

In the Appetite for Consumption unit, students will focus on one specific genre of marketing – food advertisements. Students will explore the aesthetics of food advertisements stimulating sensory perceptions that manipulate the consumer by creating an appetite to purchase the product as well as define the target audiences the advertisements are created for. Students will reflect upon the successful and unsuccessful aesthetics of food advertisements and use this knowledge to create their own food commercials to further enhance their media literacy education of consumer capitalism.

Aesthetics and Consumption

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Aesthetics is viewed in site-specific and social terms-in what has become an ordinary language sense of the word as applied to everyday experience such as consumer goods. The increasing aestheticisation of everyday life under conditions associated with the current development of consumerist capitalism, often called designer capitalism. (Duncum, 2007, p.286). Designer capitalism is a modern term in which the economy does not create products to meet the desires of the consumer, but to create the desire of a consumer for more products. The aesthetic experience of designer capitalism is the fuel for sensory perception that leads to consumption. The needs that are manifested through aesthetics and in our uses of material objects do not exist in some supposedly pure, non-commercial sphere. On the contrary, consumer culture is now the arena in which those very needs are defined, articulated and experienced. (Buckingham, 2000, p. 165) Aesthetics within designer capitalism can be as simplistic as logos, branding, packaging, sites of display that create a sense of comfort, happiness, satisfaction, indulgement, etc. For students to better appreciate the role of aesthetics in consumerism, it is necessary to consider the entire experience of what an object appears to project is paramount. A categorization of popular aesthetics often found in product packaging or advertising can be found in Harris's (2000) characterizations of different aesthetic qualities inherent in commercial products:

Consumer products often exhibit aesthetic qualities of cuteness, quaintness, coolness, zaniness, deliciousness, glamorousness, cleanness, the romantic, the natural or the futuristic. (p.129)

The education of aesthetics in designer capitalism through the discovery of how products are designed and marketed to manipulate the consumer, can help students approach consumer

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products with new perspectives, actively searching for the aesthetic interplay, sensory perception and meanings associated with the objects. (Wightman, 2006 p. 129)

Aesthetics and Appetites

The effect of aesthetics on appetites therefore leading to consumption is contributed through the sensory preceptors activated through the visual imagery and auditory stimulation found in food advertisements. Appetizing olfactory food cues, which render food more salient, have been shown to activate a craving for food and increase eating behavior. Salient food options are likely to activate appetites, which will affect the consumption of temptations. (Dewitte, S. Geyskens, k, Pandelaere, M. & Warlop. (2008)

Food advertisements are created to various target audiences including: children, teenagers, women, men and multiple socioeconomic classes. In educating students in media literacy you can use Harris's characteristics to break down the popular attributes found in food advertisements to create an appetite to a specific target audience. For instance: *cuteness* is a characteristic found in commercials targeting children through soft colors, sweet and gentle characters promoting or presenting the product, appropriate children's music selection along with emphasis on the product and the cute character endorsing it; *quaintness* is a characteristic that may be found in a soup, coffee, dessert or hot tea commercial promoting the feeling of coziness and quiet through soothing colors, the composition of a cozy environment, soothing music playing and the emphasis of the actor of the commercial feeling calm and comfortable in their quaint surroundings consuming the advertised product; *coolness* is a characteristic that can be portrayed through popular culture in advertisements such as pizza rolls with their bold vibrant

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explosive packaging waiting in the freezer for a child and their friends after school as the children are excited exclaiming the child and its mother are so cool due to the snacks they have in their house as bold excited music is playing; *zaniness* is a characteristic often found in children's cereal commercials with bold vibrant colors, energetic music, bouncing and dancing characters emphasizing how "zany" it will make the children too; *deliciousness* is a characteristic found in the majority of all adult food advertisements emphasizing taste through rich creamy browns for chocolate desserts or thick creamy cheeses for pizza and visuals of actors emphasizing the delicious appearance and smells of the product to where you could almost smell the product through your screen, versus the fun or cool factor of children and teen commercials; *glamorousness* is a characteristic often found women's diet food advertisements with bold reds, pinks, purples, yellows and green's traditional to women's advertisements, upbeat music motivating them to go out and buy the product to look as fabulous as the slender dancing women in the commercial and emphasizing how this delicious food will help you become just like them, *cleanness* is a characteristic often found in organic food commercials emphasizing the vibrant colors fruits and vegetables grown without chemicals or pesticides and a clean and simple setting the commercial is filmed in with simple uplifting music; *romantic* is a characteristic often found in pasta product commercials creating a sensual seductive meal for two with rich reds and browns, robust flavors steaming up from the plates creating steam between the two actors along with seductive music to set the tone; *natural* characteristics in a commercial emphasize similar to those of cleanness often including bright vibrant colors of fruits and vegetables, with clean simple settings, crisp textures; and lastly the *futuristic* characteristics often are found in children

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and teenage food advertisements with loud bold colors and music emphasis new and exciting cutting edge snacks.

Each characteristic uses the aesthetic qualities that will be analyzed, discussed and implemented in student artworks through the elements and principals of color, composition, texture and emphasis. Students will be exposed to the theory of designer capitalism through the analyzing of aesthetics in advertisements to allow them to become more knowledgeable consumers through developing their own curious eye. (Wightman 2006, pg 127)

Conclusion

The appetite for consumption unit will educate students in an important lesson of media literacy through exposure to the various aspects of how food advertisers increase consumption through aesthetics that create personal desires among their targeted consumers. Students will gain knowledge through visual examples of media and print advertisements of food products catering to various target audiences. Students will also engage in personal experiences of creating art through their own senses as well as participate in classroom discussions about the aesthetics of the visual examples given by the teacher and the visual examples the students will be required to produce themselves through research and analyzation of food advertisements they find to be successful and unsuccessful. Students will incorporate this knowledge into their own food advertisement requiring the students to take a traditionally non-desirable food item and make it appear more desirable based upon the media literacy knowledge taught from this unit.

Exposure to designer capitalism in food advertisements creates knowledge within students that can pertain to every kind of consumer driven advertisement as each play on the

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human senses through successful implementation of aesthetics. Whether it be apparel, technology or any other material objects, they will inherit a critical lens to view mass-marketing communications and possibly be more inclined to research and analyze products for what they really can offer to the students versus the desire to consume them.

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Curriculum Unit Theme: An Appetite for Consumption: Exploring how food advertisements create visual appetites through the senses

Teacher: Jessica W. White

Grade Level: 8th

State Visual Art Goals: VA8-1.2, VA8-1.3, VA8-2.3, VA8-2.1, VA8-2.4, VA8-3.1, VA8-3.2, VA8-3.3, VA8-4.2, VA8-4.3, VA8-5.1

State Media Arts Goals (if any):MA8-1.1, MA8-1.2, MA8-1.3, MA8-1.4, MA8-2.1, MA8-2.2, MA8-2.3, MA8-2.4, MA8-3.1, MA8-3.3, MA8-3.4, MA8-4.1, MA8-5.1

State Language Arts Goals (if any):8-5.1, 8-6.5, 8-6.6

General goals for the curriculum (describe in 2-5 sentences):

There are many advertisements created solely to intrigue the senses. By intriguing the senses through smell, sight, taste, touch and sound it can create emotions and desires to consume a product. The Appetite for Consumption Curriculum will be focusing on how food advertisers use visual images and sounds to create an appetite for a product by appealing to the senses based on the elements and principals of design: color, composition, texture and emphasis. Students will explore food advertisements, how advertisements appeal to their own senses and what are the characteristics of a successful and non-successful food advertisement. Students will use this knowledge to create their own artworks through painting, scripting and media advertisements to create an appetite through the senses for a traditionally non-appetizing product by intriguing the senses.

Lesson Title (name each lesson to reflect a general unit theme)	Visual Exemplars (list specific images and artists, TV shows, and/or books that you plan to use for each lesson)	Motivation / Dialogue (list basic issues and questions to be explored during classroom dialogue and any other motivational strategies that you plan to use for each lesson)	Media / Process (list artistic processes that your students will engage in during each lesson)	Concepts and/or Design Principles to be learned during each lesson	Closure/ Assessment (list an assessment strategy used for each lesson)
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<p>Lesson 1 Introduction to Artistic Appetites through the Senses (1 Day lesson)</p>	<p>A. Introduction to paintings created by artists using color, composition, emphasis and texture to appeal to the five senses B. Artist Examples: -<i>Cupcake Paintings</i> by Rita Hills and Christine Kossow the pastel colors of the frosting reminds you of buttercream and the texture of the frosting -<i>Fish Painting</i> by Floris Van ShootenThe putrid colors of browns, grays and blacks and the fish lying on the counter create a sense of fish smell and an unappetizing response -<i>Onion painting</i>: texture and color are represented in a way that reflects smell of the onion and the flakey sound of it's peeling skin -<i>Pretzels</i> by Debra SissonThe texture of the painted salt, the appetizing golden buttery glow of the pretzels also enticing to the smell</p>	<p>A. Discussion Questions: -Explain the senses that each of the paintings impact to create an appetite. -What are the effects of the colors in the paintings? -How does each artist paint texture successfully? Give an example -How does each artist paint sound successfully? Give an example -How does each artist paint taste? Give an example -How does each artist use composition to appeal to the senses? Give an example -How does each artist paint to create a visual appetite or lack there of? -What is successful about these paintings in appealing to the senses? -What is unsuccessful about these paintings in appealing to the senses?</p>	<p>-Students will individually research successful characteristics of food paintings via the Internet -Students will explain how these paintings are successful through their use of color, composition and texture play on the senses? -Students will fill out a handout listing the successful characteristics of paintings created that stimulate the senses</p>	<p>-Students will understand how the appetite can be stimulated through the senses by visual representations appealing to smell, sight, taste, sound and touch through the successful use of color, composition, emphasis and texture.. -Students will understand the use of color, sound, image composition, emphasis and texture to create an appetite through the senses.</p> <p>Vocabulary: -Texture -Composition -Senses -Emphasis</p>	<p>1. Did the student find a successful painting of food based on the lecture and discussion? 2. Was the student able to explain what made the food painting successful?</p>
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<p>Lesson 2 Creating Artistic Appetites through the Senses (1 Day lesson)</p>	<p>A. Brief review of introduction to paintings created by artists using color, composition and texture to appeal to the five senses B. Brief review of Artist Examples: -<i>Cupcake Paintings</i>l by Rita Hills and Christine Kossow the pastel colors of the frosting reminds you of buttercream, the texture of the frosting -<i>Fish Painting</i> by Floris Van ShootenThe putrid colors of browns, grays and blacks and the fish lying on the counter create a sense of fish smell and unappetizing response -Onion painting: texture and color are represented in a way that reflects smell of the onion and the flakey sound of it's peeling skin -<i>Pretzels</i> by Debra SissonThe texture of the painted salt, the appetizing golden buttery glow of the pretzels also enticing to the smell</p>	<p>A. Brief review of Discussion Questions: -Explain the senses that each of the paintings impact to create an appetite. -What are the effects of the colors in the paintings? -How does each artist paint texture successfully? Give an example -How does each artist paint sound successfully? Give an example -How does each artist paint taste? Give an example -How does each artist use composition to appeal to the senses? Give an example -How does each artist paint to create a visual appetite or lack there of? -What is successful about these paintings? -What is unsuccessful?</p>	<p>A. Artistic processes and exploration: B. Teacher demonstration of creating a painting that appeals to the senses. C. Five miniature realistic paintings created using knowledge gained to represent color, composition, emphasis and texture of each of the five items given to the students that will represent taste, sight, smell, sound and touch (texture).</p>	<p>-Students will create miniature paintings each representing one of the five senses based on the blind object they are given. Ex. One item will be present in each of the four brown paper bags. The fifth item, sound, will be presented through headphones One item will represent taste, one sound, one sight, one touch (texture), one smell. The students will be required to use the knowledge gained from the class introduction and discussion to creating visually appetizing images appealing to the senses through the use of color, composition and texture.</p>	<p>1. Did the student create a successful painting appealing to the appetite of the senses based on the lecture, demonstration and discussion? 2. Was the student able to explain what made the food painting successful? 3. Did the student experiment with a variety of colors, composition and texture?</p>
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<p><i>Lesson 3</i> Introduction to An Appetite for Consumption: Analyzing Food Advertisements <i>(1 Day lesson)</i></p>	<p>A. Prezi presentation introducing various media consisting of food commercials and print advertisements and how they can affect the senses through aesthetics B. Food Commercial examples on You Tube: -Children/Teen Food Ads -McDonalds Television Ads -Men's Food Ads -Women's Food Ads -Pizza Hut Television Ads -Dairy Queen Television Ads C. Magazine Food Advertisements -Hardee's Print Ads -Starbucks Print Ads -Fruit Ads -Dessert Ads</p>	<p>A. Discussion Questions: -Who is the target audience for each of these advertisements? -What are certain aesthetics of commercials that make it appealing to a target audience? Colors, sounds, images, etc.? -What aesthetics of visual images that appeal to the senses: smell, sight, taste, touch and sound; through sensory perception can create an appetite? -What are common aesthetics among these advertisements that are intended to appeal to the senses to create an appetite? -Are these aesthetics successful in creating an appetite for consumption? Why? -Are aesthetics unsuccessful in creating an appetite for consumption? Why?</p>	<p>-Students will individually research successful aesthetics of food advertisements by looking in magazines and advertisements -Students will fill out a handout listing the successful aesthetics of advertisements created to stimulate the senses -Students will show examples found from research explain how these advertisements are successful through their play on the senses? -Students will participate in a class discussion of what makes the student – researched ads successful or unsuccessful.</p>	<p>-Students will understand how commercials are created to stimulate the senses through aesthetics enhancing the appetite and how. -Students will understand the use of color, emphasis, sound, image composition and texture to create an appetite to consume a product through the senses.</p> <p>Vocabulary: -Aesthetics -Consumption -Composition -Senses -Emphasis -Target Audience -Media Literacy -Sensory Perception</p>	<p>1. Did the student find a successful commercial and print advertisement based on the lecture and discussion? 2. Was the student able to explain what made the advertisements successful?</p>
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<p><i>Lesson 4</i> An Appetite for Consumption Commercial Production: Script <i>(6 Day Lesson)</i> <i>(Day 1)</i></p>	<p>A. Introduction to the Appetite for Consumption Commercial lesson. -Students will be required to take a traditionally unappetizing food item (vegetable, exotic food item,etc.) and create a visually appealing commercial to make it seem more appetizing through appealing to the senses. -Students will choose a target audience .B Introduction to a script writing for commercial based on the knowledge gained from previous lesson. c. Viewing of teacher/past student commercial examples</p>	<p>A. Discussion Questions: -What do the students feel is successful and non-successful about past teacher student commercials based on the knowledge of color, composition, emphasis and texture? B. Discussion: - Brainstorming as a class to review sensory pleasing attributes of commercials, paintings and print advertisements - Brainstorming as a class attributes of the most successful commercials and how a script would be written for them - Review examples of commercial scripts - Class division into groups of three for writing scripts and set design (color, composition, texture, emphasis).</p>	<p>-Students will choose a traditionally unappealing food item to create an appetizing commercial for by stimulating the senses. -Students will choose a target audience -Students will work in groups of three to brainstorm script ideas and write a script for their commercials -Students will decide on visual aspects necessary for their successful commercials based on classroom lessons and discussions.</p>	<p>-Students will work collaboratively to choose a food item to create a sensory appealing commercial –Students will create a script to implement the successful production of a sensory appealing commercial -Students will collaboratively film a commercial through thoughtful set design and script Vocabulary: -Commerical Script -Set Design -Dialog -Enticing</p>	<p>1. Are the students creating scripts based on the knowledge given in the food advertisement lesson such as color, composition, sound, texture, etc. 2. Are the students creating visual attributes to the commercial set that are appealing to the appetite of the senses?</p>
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<p><i>Lesson 5</i> An Appetite for Consumption Commercial Production: Filming <i>(Days 2-3)</i></p>	<p>A. Introduction to and demonstration of the technology tools: Flip Camera, iPhoto and iMovie</p>	<p>A. Discussion Questions/Issues: -Do the students experience any struggles in successfully creating a commercial script for their food item? -Do the students have any apprehensions prior to filming? (scenery, props, etc.) -Do the group members feel they have created a successful or unsuccessful sensory-appealing script for filming?</p>	<p>-Students will implement their scripts into a filmed commercial -Students will work collaboratively to implement a commercial script of a traditionally non-desirable food item into a sensory-appealing commercial</p>	<p>-Students will use the elements and principals of color, composition, emphasis and texture to successfully create their commercials. -Students will explore through filming how to entice the senses to promote consumption of their advertised item.</p>	<p>1. Did the students create scripts and film sets implementing the correct use of color, composition, emphasis and texture based on class discussion, professional and student examples? 2. Did the students work collaboratively to film the commercial with equal responsibilities? 3. Did the groups use their class time wisely to film their commercials?</p>
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<p><i>Lesson 6</i> An Appetite for Consumption Commercial Production: Editing <i>(Days 4-6)</i></p>	<p>A. Review of advertisements, student and teacher commercials for ideas in editing B. Review in iPhoto and iMovie editing attributes including: importing sound, cropping, timing, voice overs, etc.</p>	<p>A. Discussion Questions/Issues: -Student concerns with effective editing through sound and images? -Student suggestions with effective editing through sound and images? -Do the students feel that they are creating an appetite through enticing the senses with their editing?</p>	<p>-Students will participate in class discussion about issues or concerns in editing and give helpful input and feedback. -Students will edit their film footage through iMovie -Students will experiment with a variety of sound effects and music that appeal to their food item. -Students will experiment with a variety of film editing options with adding text, color options and video enhancements</p>	<p>-Students will learn how to video edit in iMovie by experimenting with image composition to create an enticing visual response Ex. Zooming in and slowing down the timing to allow the audience to admire the image and create a desire for it; video edit the timing of each video clip, color options and cropping Students will edit their commercials according to the elements and principals of design through color, composition, emphasis and texture.</p> <p>Vocabulary: -Sound Ducking -Ken Burns cropping -Voice Overs</p>	<p>1. Did the students create effective commercials implementing the correct use of color, composition, emphasis and texture based on class discussion, professional and student examples? 2. Did the students work collaboratively to edit their commercials in iMovie with equal responsibilities? 3. Did the groups use their class time wisely to edit their commercials?</p>
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<p><i>Lesson 7</i></p> <p><i>An Appetite for Consumption Commercial Screenings</i></p> <p><i>(1 Day lesson)</i></p>	N/A	<p>A. Issues</p> <ul style="list-style-type: none"> -Reflection <p>B. Discussion Questions</p> <ul style="list-style-type: none"> -Explain how the choices of color, composition, texture and emphasis entice the senses to create an appetite to consume their food item. -What were the ideas from the group brainstorming process included to successfully create your sensory commercial? -Which of the five senses are presented in the commercial? -Which are the strongest? - Is there anything that you found challenging or would change about the commercial? 	<ul style="list-style-type: none"> -Students will participate in a class screening and presentation explaining their experiences in creating their commercials -Students will give constructive suggestions and ask questions 	<ul style="list-style-type: none"> -Students will reflect on the choices that they made in creating their commercials -Students will answer questions from peers in order to further reflect on the choices they made to create stimulation for the senses for their food item in the commercial. 	<p>1. Was the student able to clearly communicate ideas and the senses using the elements and principals?</p> <p>2. Did student thoroughly reflect on the process, successes and challenges of creating their commercial?</p>
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Lesson #3**Title:** Introduction to An Appetite for Consumption: Analyzing Food Advertisements**Grade:** 8th**Teacher:** Jessica W. White**Length:** 90 minutes**State visual art goals:** VA8-1.2, VA8-1.3, VA8-2.3, VA8-2.1, VA8-2.4, VA8-3.1, VA8-3.2, VA8-3.3, VA8-4.2, VA8-4.3, VA8-5.1**State media arts goals (if any):** MA8-1.1, MA8-1.2, MA8-1.3, MA8-1.4, MA8-2.1, MA8-2.2, MA8-2.3, MA8-2.4, MA8-3.1, MA8-3.3, MA8-3.4, MA8-4.1, MA8-5.1**State language arts goals (if any):** n/a**Objectives:**

1. Students will be exposed to several examples of food advertisements.
2. Students will discuss the target audience for various food advertisements.
3. Students will analyze print and media advertisements.
4. Students will reflect on food advertisements successfully and unsuccessfully appealing to the appetite for consumption.

Concepts and vocabulary:

1. Consumption: The using up of goods and services by consumer purchasing or in the production of other goods.
2. Composition: is the placement or arrangement of visual elements or ingredients in a work of art, distinct from the subject of a work.
3. Target audience: a specific group of people in which a message is targeted at.
4. Emphasis: an area or object within the artwork that draws attention and becomes a focal point.
5. Senses: sight, hearing, smell, taste, and touch.
6. Sensory perception: Recognition and interpretation of sensory stimuli
7. Media Literacy: is a repertoire of competencies that enable people to analyze, evaluate, and create messages in a wide variety of media modes, genres, and formats.
8. Aesthetics: responsive to or appreciative of what is pleasurable to the senses

Teacher materials:

-Print Advertisements from magazines

-Computer

-PowerPoint loop of food advertisements

-Introductory Prezi presentation analyzing the creation of the appetite for consumption through appealing to the senses:

Visual Examples in presentation:

Pizza Hut

<http://www.youtube.com/watch?v=JOHeKtggHeg&feature=share&list=PL81E0AF4CA1407E44>

McDonalds: Egg McMuffin

<http://www.youtube.com/watch?v=6Kphdhv8qt4&feature=share&list=PL81E0AF4CA1407E44>

McDonalds

http://www.youtube.com/watch?v=pa_LtwEfGwc&feature=share&list=PL81E0AF4CA1407E44

Dairy Queen

<http://youtu.be/abqrj7ZBprY>

Children/Teen Food Ads

http://youtu.be/xk_hkdGf1tc

Men Food Ads

<http://youtu.be/vGLHlvb8skQ>

<http://youtu.be/wNaB35-1x9M>

Women Food Ads

<http://youtu.be/fONHctLDZM4>

http://youtu.be/LDKSaEpwb_0

Student materials:

-Magazines

-iPads/Computers

-Television Advertisements via the Internet

-Handout

-Pencils

Procedures (detailed step-by-step description including dialogue):

Introduction (15 minutes)

- When students enter the room, they will be greeted with a PowerPoint video and image loop of food advertisements projected on the board
- “How do these advertisements make you feel? What are the characteristics of these advertisements that make you feel this way?”
- Students will view a presentation explaining ways in which food advertisements are created to appeal to the senses and create an appetite for consumption.
- Students will be shown several examples of print and media advertisements. Example advertisements include *Pizza Hut*, *McDonald's*, *Dairy Queen*, *Outback Steakhouse*, *Daisy Sour Cream*, *Hardee's*, *Starbucks*, fruits and desserts.

Discussion (20 minutes)

- Students will then participate in a critical discussion to analyze different aspects of these examples of food advertisements. These questions include...

“Who is the target audience for each of these advertisements?”

“What are certain aspects of advertisements that make them appealing to a target audience? Colors, sounds, images, etc.?”

“What characteristics of visual images that appeal to the senses: smell, sight, taste, touch and sound; through sensory perception can create an appetite?”

“What are common characteristics among these advertisements that are intended to appeal to the senses to create an appetite?”

“Are these characteristics successful in creating an appetite for consumption? Why?”

“Are these characteristics unsuccessful in creating an appetite for consumption? Why?”

Activity Part 1(20 minutes)

- After the discussion, students will use magazines and the Internet to research one successful and one unsuccessful print and media advertisement.
- After finding print and media advertisements they feel are successful and unsuccessful they will analyze what makes them successful.
- Students will complete a handout, reflecting on and answering the following questions...
 - “What colors are dominant in this advertisement?”
 - “What item in the advertisement is most emphasized?”
 - “How would you explain the composition of the advertisement (i.e. is it simplistic with little imagery or is it visual overload)?”
 - “What senses do you feel the advertisement best appeals to? Why?”
 - “How could the advertisers create more stimulation of other senses?”

- “Why do you find this ad appealing? (For successful ad)
- “Why do you find this ad unappealing?”(For unsuccessful ad)

Activity Part 2 (30 minutes)

- After students research one successful and one unsuccessful print and media advertisements and complete the handouts students will present their findings and answers to the handout questions.
- Students will participate in an open discussion about each presentation and what they feel creates or lacks success for each of the student-researched advertisements.

Closure:

(5 minutes)

- Students will review as a class the attributes of a successful food advertisement appealing to the senses: color, composition, texture and emphasis
- Students will be dismissed

Extension activity (if any):

- Brainstorm in art journals traditionally unappealing foods (ex. Certain vegetables, exotic foods, specific junk foods, canned goods, etc.)
- Brainstorm ways that these foods could appear more visually appealing through color, composition, emphasis and texture.