The Geometry of a Roux | Teacher Guide

Louisiana Foodways Visual Studio • Lesson 002 • Grades 3–5 • value scales • 3–5 sessions

Essential inquiry

How can we explore color changes in a roux and the language of process through value scales and communicate an original idea?

Cultural or technical context

color changes in a roux and the language of process. Louisiana foodways are living traditions with diverse Black, Indigenous, Creole, Cajun, Acadian, Vietnamese, Isleño and other contributors. Teach with credited sources and avoid treating one recipe as universal.

Learning targets

Students will demonstrate value scales; research the relevant context; create an original artifact or composition; justify at least one change after critique.

Materials and preparation

Drawing paper, scrap collage paper, pencils, markers, colored pencils, safe adhesive, optional photographs of locally credited foodways; no cooking required.

Differentiation

Students compare two sources, draft two alternatives, label one technical choice, and revise with peer feedback.

Extension beyond Grade 12

Advanced learners may deepen their research, technique and documentation while keeping the same core inquiry.

Ten-step teaching sequence

01. Notice two contrasting examples or observations associated with color changes in a roux and the language of process; name one uncertainty.
02. Investigate who made or uses the source material and what context must be represented accurately.
03. Complete two low-stakes trials of value scales; label what changed between trials.
04. Sketch three independent approaches to the question: color changes in a roux and the language of process.
05. Select one approach; plan materials, ethical citation, composition and success criteria.
06. Create a tonal study chart showing an ingredient transforming through heat. Record one decision that differs from the first sketch.
07. Give peer feedback using one visible detail and one clarifying question.
08. Revise at least one element based on evidence; photograph or annotate the change.
09. Present artwork with an artist statement, source credit and medium information.
10. Explain how the technique and concept developed, plus one next studio goal.

Discussion prompts

01. What evidence tells you something important about color changes in a roux and the language of process?
02. How does value scales change the meaning of the result?
03. Which source is being credited, and whose voice is missing?
04. What feedback prompted a visible or audible revision?

Formative assessment

At entry: one baseline observation. During: two skill trials and a peer critique. Exit: final result, revision evidence and source credit.

Safety and accessibility

Provide choice of media, mobility alternatives, visual/auditory access supports, and permission-based documentation. No tasting or food preparation is required for foodways projects.

Reference and standards note

https://www.nps.gov/jela/learn/historyculture/louisiana-foodways.htm
https://www.louisianafolklife.org/LT/CSE/creole_food_trad.html
Align locally with current grade-level arts standards; do not treat this resource as a verified Louisiana standards crosswalk.

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