

# Critical Food Creation

A thick, hand-drawn style orange line that underlines the text "Critical Food Creation". It starts under the 'C' and ends under the 'n', following the width of the text.

# Critical Food Creation

## Critical Food Creation (Report + Art Piece, 500–750 words, 25%)

Students will create an original art piece related to food, which can be visual, auditory, sensory, or taste-based. Artworks should be inspired by and reflect themes from the course readings.

Students are encouraged to use their creative work to foster conditions of campus and community food sovereignty by engaging with food groups.

Students must also submit a short report explaining:

- How the art piece engages with or is informed by specific readings.
- How it contributes to fostering conditions of campus and community food sovereignty through engagement with food groups.
- Reflection on the creative process and insights gained through the work.

*Purpose:* This assignment allows students to apply theory in a creative context, linking critical analysis with tangible, experiential outputs that engage both classroom and community initiatives, supporting local food projects and broader campus food coalitions.

# Critical Food Creation

## Expectations

The artistic creation should be well researched and planned out.

- If you are doing work for a group, you should get to know them, understand and meet their expectations.
- If you are doing a creation based on a food theme, the topic should be well researched and presented in the report.

Each student must submit an individual report.

- Even though you are working in groups, you must submit your report individually.
- Reports must explain your art creation, linking the explanation to course readings and other sources.

# Critical Food Creation

## Your Report Should

### 1. Describe Your Art Piece

- What did you create? (medium, form, concept)
- What message or theme does it convey about food?
- How does it connect to your group's goals or chosen topic?

### 2. Link to Course Readings

- Identify specific readings or ideas that inspired your work.
- Explain how these theories or concepts are expressed in your art.

### 3. Connect to Food Sovereignty

- How does your project support campus or community food sovereignty?

### 4. Reflect on the Creative Process

- What did you learn through the process?


A large orange circle is positioned on the left side of the slide, partially cut off by the edge.

# “Speed Dating” Activity

You must chat with at least eight people you do not know.

I will give you four minutes to chat, then one minute to find a new partner.

The next slides have questions to guide your speed dating rounds.

Four blue curved lines are located in the bottom right corner of the slide, arranged in a diagonal pattern.

# “Speed Dating” Activity

## Questions about the Art Piece

- Have you ever created art? If so, what have you created?
- What kind of art would you want to create (performance, textile, music, video, digital, painting, photography, culinary, etc.)?
- What skills or resources could you bring to a project (e.g., editing, organizing, design, community contacts, cooking, etc.)?
- What sensory dimensions could your art involve (sight, sound, touch, taste, smell)?

# “Speed Dating” Activity

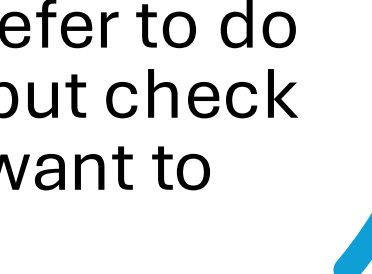
## Questions about Themes and Goals

- What food-related themes interest you most (e.g., food justice, urban agriculture, campus food waste, cultural food heritage, Indigenous food sovereignty)?
- Are there organizations, campaigns, or issues you want to represent or collaborate with?
- What messages or emotions do you want your art to evoke in the audience?

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# “Speed Dating” Activity

## About Values and Process

- What do you hope people *learn* or *feel* from your art?
  - How do you like to work — planned and structured, or experimental and spontaneous?
  - What’s important to you in a collaboration — creativity, accountability, communication, fun, social impact?
  - Do you prefer to work more independently or collaboratively, i.e. do you prefer to do most of the work on your own, but check in from time to time, or do you want to have work/creation meetings?
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- A series of blue dashed lines in the bottom right corner, arranged in a curved, upward-pointing shape.



# Find a Group of 3 – 4 People to Work With

- [Fill in the following sheet with your group members.](#)
- [Store the file in this Google Drive](#)

Thanks!

Questions, Concerns, Comments?

