



HAPPY EASTER! – Printmaking, Repetition, Colour

Students create relief prints using tempera paints and craft foam, and then use their prints to make a repeat pattern on an Easter card.

Required Time

120 Minutes

Grade Level

Grade 1 to Grade 6

Subject

Language Arts
Mathematics
Social Studies
Visual Arts

Vocabulary

colour
printing plate
printmaking
relief print
repetition

Materials

Crayola Washable No-Run School Glue

Crayola Fine Line Markers - 12 Count

Crayola Scissors

Crayola Tempera Paint - 6 Count

Crayola Paint Brush Set - 5 Count

Crayola Glitter Glue - 5 Count

Cardstock Paper - 22 cm x 28 cm (8 ½" x 11") - 1 piece per student

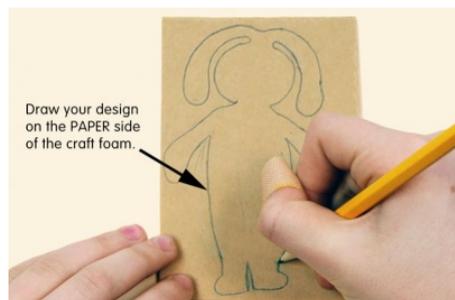
Foam Core Board - 8 cm x 12 cm (3" x 4 ½") - 1 piece per student

Self-Adhesive Craft Foam - 8 cm x 12 cm (3" x 4 ½") - 1 piece per student

Googly Eyes (optional)

Shop Crayola
Products

Steps



Step One

1. Draw your design on the paper side of the craft foam.
2. Make sure it fills the whole space.



Step Two

1. Cut out the shape.



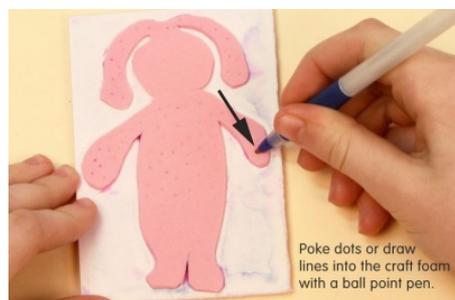
Step Three

1. Peel the paper off the craft foam.



Step Four

1. Stick the craft foam shape onto the foam core board.
2. This is your **printing plate**.



Step Five

1. Poke dots or draw lines into the craft foam with a ball point pen.
2. Press hard with the pen to leave an indent in the craft foam.

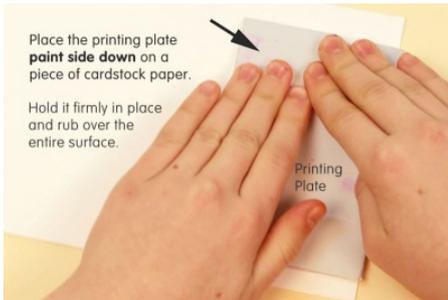


Step Six

1. You will be making a total of 3 prints on your card.
2. Think about how you want to use colour for your prints.
3. Paint the printing plate with Crayola tempera paint.
4. Mix colours and/or use them straight from the container.

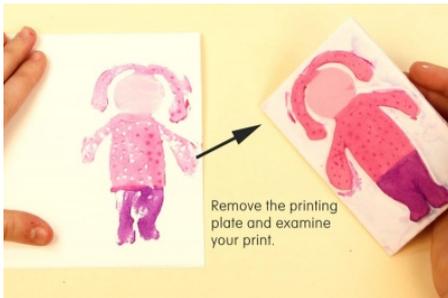
Step Seven

1. Fold a piece of cardstock paper in half **short end to short end** to make a card.
2. Place the printing plate, **paint side down**, on the front of the cardstock paper card.
3. Be careful to leave enough room for the other 2 prints.
4. Hold the printing plate firmly in place and rub over the entire surface.
5. Press hard to transfer the paint from the printing plate to the paper.



Step Eight

1. Remove the printing plate and examine your print.
2. Notice where the paint did not transfer.
 - *Did you need to apply more paint or more pressure in those areas?*



Step Nine

1. Make 3 prints in total.
2. Finish the card by adding details using markers, glitter glue and googly eyes.
3. Write a happy message inside the card.
 - *You might want to add fingerprints and turn them into happy creatures.*
 - *Just draw washable marker on the tip of a finger and press your finger onto the paper.*
 - *Use the tip of the marker to draw details.*



Learning Goals

Students will be able to:

- create a relief print to express an idea about Easter;
- use repetition of colour and shape to create a pattern;
- demonstrate technical accomplishment and creativity.

Extensions

Have students:

- share their printing plates to create new repeat patterns in a large group artwork;
- create a class story using their printing plates as part of mixed media illustrations;
- organize all the illustrations and written story into a bound book to be shared by all.

Prepare

1. Prior to this lesson have students research and share celebrations and traditions of people in their class and around the world.
2. Create a sample printing plate.
3. Cut the craft foam and foam core board to size – 8 cm x 12 cm (3" x 4.5")
4. Gather and make available a variety of picture books about Easter, for example, *Rechenka's Eggs* by Patricia Polacco; *The Golden Egg Book*, by Margaret Wise Brown; *The Easter Egg*, by Jan Brett; and *The Story of the Easter Bunny*, by Katherine Tegen.
5. Download and display the *Repetition poster* available on this website.
6. Review or teach the characteristics of repetition – *repeated sets of numbers, shapes or other objects, arranged according to a rule.*

Introduction

1. Conduct a read-aloud with an Easter story such as *Rechenka's Eggs* by Patricia Polacco focussing on the symbols of Easter and the patterns in the illustrations.
2. Make a class list of various symbols that could be used on an Easter card.
3. Review the characteristics of patterns – repeated sets of numbers, shapes or other objects, arranged according to a rule.
4. Have students demonstrate patterns using various objects.
5. Demonstrate how to make a print with your printing plate.
6. Introduce the challenge.

Activities

The Challenge

1. Create a relief print to express an idea about Easter.
2. Use repetition of colour and shape to create a pattern.
3. Demonstrate technical accomplishment and creativity.

The Process

1. Make sure everyone understands the challenge.
2. Establish success criteria with your students, for example, I know I am successful when I have:
 - *created relief print*
 - *used repeated shapes and colours to create a pattern*
 - *created a design that represents Easter*
 - *added details that make the figure interesting*
 - *kept the paper in good condition*
3. Guide students through the steps outlined in this lesson plan.
4. Demonstrate how to join the pieces of paper with pipe cleaners when students are ready, either in small groups, or individually.
5. Observe students as they work.
6. Provide individual assistance and encouragement.

Sharing

1. Place students in groups of about 6.
2. Ask them to share thoughts about the work.
3. During the discussion include references to:
 - *Colour - How does the colour contribute to the pattern? What combination of colours would come next if the card was longer?*
 - *Repetition - How does the pattern repeat itself? What other ways could the shape be repeated to make a pattern?*

- *Technical Accomplishment - How do the condition of the paper and attention to detail contribute to technical accomplishment?*

4. Ask volunteers to share some ideas with the whole class.

Assessment

1. Observe students as they work - thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their designs - speaks with a clear voice, looks at audience while speaking, points to areas in the design, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen - looks at presenter, asks effective questions, supports ideas with evidence found in the artwork.
4. Use a checklist to track progress. (Download - [Card_tracking.pdf](#))
5. Have students use the self-assessment form to evaluate their work. (Download - [Card_self-assessment.pdf](#) or [CardPrimary_self-assessment.pdf](#))