



## I AM YOUR BIGGEST FAN – Shape, Colour, Detail

Students use markers on Bristol board to create a 5-part Father's Day fan card.

Required Time

120 Minutes

Grade Level

Grade 1 to Grade 6

Subject

Language Arts  
Social Studies  
Visual Arts

Vocabulary

brad  
colour  
contrast  
expressively  
line  
repetition

Materials

Crayola Scissors

Crayola Fine Line Markers

Crayola Marker & Watercolour Paper - 22.9 cm x 30.5 cm (9" x 12")

Bristol Board or Cardstock Paper - 8 cm x 16 cm (3" x 6") - 5 pieces per student

Pencils

Brad Paper Fasteners

Hole Punch

Shop Crayola  
Products

# Steps

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## Step One

1. Trace the outline of your Bristol board on a piece of paper.
2. Practice drawing the shape you want to use for your card until you are satisfied with it.
3. Remember to leave enough space at the bottom of the shape for your written message.
4. Use this plan drawing to draw the shape on one of your pieces of Bristol board.



## Step Two

1. Cut out the shape.
2. Trace around the outer edge of the shape on each of your other Bristol board pieces.
3. Cut out 5 in total.



## Step Three

1. Draw details and write a different message on each piece of Bristol board.
2. Use a hole punch to make a hole in the bottom, right corner of each card.
3. Make sure they all line up with each other.
4. Stack the cards in order and join them together with a brad paper fastener.



## Step Four

1. Fan the card open to read each message.



# Learning Goals

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Students will be able to:

- design a Father's Day fan card to suit the person who will receive it;
- use contrast to create emphasis;
- use line expressively;
- demonstrate technical accomplishment and creativity.

## Extensions

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Have students:

- extend this technique to create a fan book about research they have done, e.g., in Social Studies, or Science;
- work in small groups to display and share their books with their peers.

## Prepare

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1. Pre-cut the Bristol board enough for 5 pieces per student. (Suggested size 8 cm x 16 cm (3"x 6").
2. Gather and make available picture books about fathers, such as, *Give Me Back My Dad!* by Robert Munsch; *Oh, Daddy!* by Bob Shea; *I Love My Daddy*, by Sebastien Braun; *The Daddy Book*, by Todd Parr; *Just Me and My Dad*, by Mercer Mayer, *Me and My Dad!* by Alison Ritchie.

## Introduction

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1. Conduct a read-aloud with a story such as *Give Me Back My Dad!* by Robert Munsch focussing on the relationship the father has with his daughter,  
- *(Have students without fathers think about a person who fills that role for them - someone extra special)*
2. Have students brainstorm a list of special things that they do with their fathers.
3. Ask them to choose their 4 favourite things and draw symbols that represent those things, a ski helmet, for example.
4. Introduce the challenge

## Activities

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### The Challenge

1. Design a Father's Day fan card to suit the person who will receive it.
2. Use contrast to create emphasis.
3. Use line expressively.
4. 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 a fan card with 5 layers*
  - *used contrast to create emphasis*
  - *used lines expressively*
  - *added symbols that represent favourite things the card*
  - *kept the paper in good condition*
3. Guide students through the steps outlined in this lesson plan.
4. Remind students to think about the person who will receive the card.
  - *What colours do they like?*
  - *What details would represent them?*
5. Ask students to brainstorm a list of things they love about their father or special friend.
  - *Encourage them to choose 4 different things to use on their card.*
  - *Ask them to think of symbols or details they can draw to show those different things.*
6. Encourage students to use contrast and line in their design.
7. Observe students as they work.
8. From time to time ask students to stop and view their work as a whole so they can see how colours and designs are fitting together.
9. Provide individual assistance and encouragement.

## Sharing

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1. Once all the cards are complete ask students to share their card with a partner.
2. Ask them to look for:
  - *Contrast - How has contrast created areas of emphasis?*
  - *Line - How have lines been used expressively?*
  - *Personality - How does the card suit the person who will receive it?*
3. Ask some students to share with the whole class.

# Assessment

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1. Observe students as they work - thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their cards - speaks with a clear voice, looks at audience while speaking, points to areas in the drawings, 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. (Downloads - [Fan\\_tracking.pdf](#))
5. Have students use the self-assessment form to evaluate their work. (Downloads - [Fan\\_self-assessment.pdf](#))