

PLANES, TRAINS and AUTOMOBILES – Printmaking

Children use their imagination and a variety of vehicles as tools for printmaking to create their own unique artworks.

Required Time

40 Minutes

Grade Level

Pre-Kindergarten to
Kindergarten

Subject

Language Arts
Mathematics
Visual Arts

Vocabulary

Materials

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

Crayola Washable Paint Set - 4 Count

4 Cookie Sheets

4 Toy Vehicles - e.g., Hot Wheels, Monster Truck, Train, Dinky Cars

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Steps



Step One

1. Put about 2 tablespoons each of 2 or 3 colours of paint on the cookie sheet.



Step Two

1. Place some vehicles on the cookie sheet.

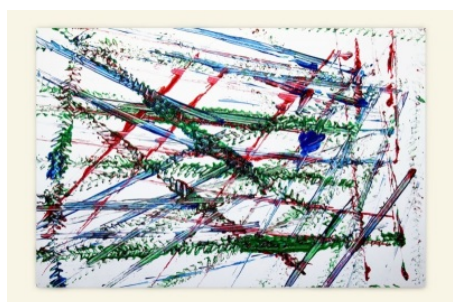


Step Three

1. Drive the vehicles through the paint.
2. Run the vehicle over the paper to make a print.

Step Four

1. View the finished print with fresh eyes.
 - *What happens when the colours overlap?*
 - *How are the lines the same?*
 - *How are the lines different?*
 - *What kind of sound would you make to go with this picture? Why?*
 - *What is your favourite line? Why?*
 - *If you were that line, how would you move? Why?*



Learning Goals

Students will be able to:

- work independently and self-regulate;
- create personal responses to the centre materials;
- share their ideas with peers;
- demonstrate a sense of accomplishment;
- communicate their ideas through printmaking.

Extensions

Have students work at centres:

1. **Sensory** - Provide children with a variety of vehicles in the sand table.
2. **Math** - Allow children to create patterns by running the vehicles through paint then onto paper.

Prepare

1. Gather materials and place them at a table for open, non-instructional play.
 - Ask children to donate hot wheels, trucks and cars from home.
 - Have children help you set up this creative centre.
 - Choose a variety of vehicles with different wheels for this activity.
2. Gather and make available, books about vehicles, for example, *Richard Scarry's Cars and Trucks from A to Z*, by Richard Scarry; *Richard Scarry's Trucks*, by Richard Scarry; *Emergency Vehicles*, by Rod Green, and Stephen Biesty; *Tabbed Board Books: My First Trucks and Diggers: Let's Get Driving!*, by DK Publishing; *If I Built a Car*, by Chris Van Dusen; and *I Stink!*, by Kate McMullan and Jim McMullan.

Introduction

1. Conduct read-alouds with a variety of stories and poems related to vehicles.
2. Examine some of the toy vehicles drawing attention to the size, colour and textures on the wheels.
3. Introduce the printmaking centre.

Activities

The Challenge

1. Challenge yourself to use your imagination and problem-solving skills to explore your own ideas.

The Process

1. Demonstrate the steps outlined in this lesson plan.
2. Encourage students to work freely and share ideas with each other.
3. Observe and question children as they work with the materials:
 - *What happens when you roll the vehicle through the paint?*
 - *What happens when you roll one colour over another colour?*
 - *What does the line you just made make you think of?*

Sharing

1. Have children share their artwork with the class.
2. Ask the presenter questions, for example,
 - *What did it feel like driving the cars around?*
 - *Why do the wheel tracks look different?*
 - *What patterns can you see?*
3. Invite students to ask the presenter questions.

Assessment

1. Observe students as they work – thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their artworks – speaks with a clear voice, looks at audience while speaking, points to areas in the artwork, 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 - Printmaking_tracking.pdf)