

Kate Sclavi and Dorothy Bailey Grade 4-5 Special Education

Veggie Prints – Printmaking with Nature

OVERVIEW:

Curriculum Focus: In this project, students will use the inside of fruits and vegetables to make a print on paper. By doing this, they will observe the amount of water, seeds, and nutrients in these foods and see them not only as a mark-making tool, but as a valuable source of nutrition. Students will also be able to cut open a plant to see the parts of this plant, and create a record of their observation by printing it on paper.

Arts Focus: Students will use fruits and vegetables in a new way to make marks on paper. By doing this, students will make scientific observations about the parts of plants and see how different vegetables contain seeds, flesh, and skin in various arrangements. The students will use the organic forms and moist surfaces of the fruits and vegetables as stamps for printmaking. Students will create patterns and other interesting forms on paper.

OBJECTIVES:

To learn about the vitamins and nutrients contained within fruits and vegetables.
To artistically observe the diverse organic forms that fruits and vegetables make.
To use alternative materials as a mark-making tool.
To create pleasing pattern design using various shapes and forms.

ARTS VOCABULARY:

Printmaking
Organic
Pattern

CURRICULUM VOCABULARY:

Nutrients
Vitamins
Water Marks

MATERIALS:

Thick Construction Paper or Tagboard – One large piece per student (11"x17" or up)
Tempera Paint -
Brushes – several per student
Styrofoam trays (or anything to roll paint out on)
Various Fruits and Vegetables – potatoes, carrots, apples, tomatoes, peppers – anything that when cut open, will make an interesting shape.
Paring knife – one for the instructor
Newspaper
Paper towels

Essential Questions:

What's inside fruits and vegetables?

When you bite into a piece of fruit, is it dry or wet? What is inside of a piece of fruit?

If you were to lay a tomato on the brown paper, and pull it away, what would be left behind? (you can try this out and show students). "a water mark."

What types of food created more of a mark on the brown paper than others?

What type of products created an iodine mark?

What happens when a fruit or vegetable contains starch?

Not only do fruits and vegetables contain lots of water, nutrients, and vitamins, but they also have cool shapes! Do you see that there are no straight lines in any fruits and vegetables (hold up images of fruits and vegetables, or show the actual produce)?

The shapes and lines formed by nature, not by man are known as *organic*. What kind of organic lines do you see in the fruits and vegetables?

Introduce students to printmaking.

Show students how, when paint is distributed evenly on the cut surface (apply paint to the cut open part of a fruit or vegetable: i.e. cut a tomato open, apply paint to the exposed inside half so that the print will be of the inside of a tomato) and then pressed onto paper and removed, a print is formed.

Show students how repeating this technique can create a *pattern*. By using various vegetables, a pattern of different type of organic prints can make a beautiful print!

PREP FOR DAY 1

Cut up produce so that students have an array of different forms to print with. When cutting up the produce, allow some of the fruits and vegetables to remain (another words, do not cut into thin slices) so that the students have something to grasp onto when making a print. Pour quarter sized amounts of paint onto foam trays, and place a few brushes onto the trays. Cover the tables with newspaper, and put out plenty of paper towels.

DAY 1

Hand out a piece of thick construction paper or tagboard per student. Make sure each student writes their name on the back of the paper (if they write their name on the front, it will likely get covered up by a print).

Demonstrate how to apply paint to the cut part of the produce. If the paint goes on too thickly, the print will not reveal as many details, and too thin, the print will not show up as well. Show students how to apply the paint evenly across the cut parts, and how much paint to put on (put enough paint so that the entire surface is covered, but not dripping off the edge of the cut open part).

Students can begin printing. Encourage students to create a pattern across their paper – you could give them a rule such as, "use a pattern of at least a sequence of three," etc.

Put prints in a flat, protected area to dry.

DAY 2

Students will create a border using cut paper. Students will cut larger paper down into rectangles, and then create squares out of the rectangles. By doing this students

are learning deductive reasoning and fractions. Afterwards, students will attach seeds to their painting, creating a connection to the parts of plants project completed with classroom teacher.

IDEAS TO CONTINUE PROJECT/ADAPTATIONS OF PROJECT

- Students can create a watercolor or tissue paper collage background on the paper before placing the veggie prints on top.
- Students can stamp something other than a piece of paper – a tote bag (for buying produce at the grocery store using an environmentally friendly reusable bag!), a wall for a mural (students can make a “produce stand mural” by painting wooden boxes and awnings like in a traditional produce market, and then printing the veggie prints as if they were sitting in the boxes). Using materials such as fabric or a wall will call for acrylic paint instead of tempera.
- Students can create a “compost print.” It is a messy, smelly project – but a very cool one! Lay out a piece of fabric, and place cut vegetables and fruit that are very wet and have lots of pigment in them on top (pomegranates, tomatoes, raspberries, blueberries). Roll up the fabric, wrap in saran wrap and leave it for a few weeks. Unwrap and wash the fabric A LOT! The decomposition of the produce will create a beautiful dye effect on the fabric
- Instead of making a pattern, students can turn the veggie prints into something else – printing the produce so that it forms an animal, person, landscape, etc.