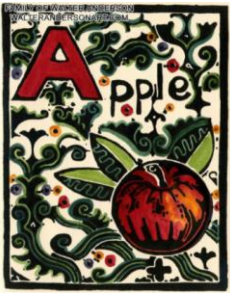


WALTER ANDERSON INSPIRED APPLE PRINTS

During the month of September, our PreK class studied about apples and explored this yummy fall fruit in many ways including songs, stories, cooking activities, videos, drama, and art! We practiced skills like rhyming, patterns, sorting and counting using our apple theme. We investigated the life cycle of apples and talked about the folk tale of Johnny Appleseed! During September, we were also talking about living in Mississippi and we discussed Mississippi artist Walter Anderson. As we explored his works, we found some alphabet watercolored prints. The print for the letter A highlights an apple! One of our PreK students exclaimed, "Look, he likes apples just like us!" Then it was clear...we had to make Walter Anderson inspired apple prints!

Our Process:



STEP ONE:

We began by learning about the life cycle of an apple and exploring the physical properties of apples including the inside.

We also looked at many prints by Walter Anderson, focusing mainly on his alphabet prints. We discussed how he created the prints using black ink and block printing then added watercolors to brighten the prints! We decided we could use apples for our "blocks" to print our pictures.

During our study, students observed that the inside of the apple is "juicy" or wet. We talked about how we need a dry surface to make a good print, so we cut the apples in a variety of shapes (directed by the students) and let them air dry.

As the apple pieces dried, we talked about the physical changes taking place (change in color, shrinkage, texture, feel, etc) and the students compared to a freshly cut apple.

STEP TWO:

Now it is our turn to create prints! Let's get messy! Students chose apple pieces they wanted to make prints of and dipped into the black ink. The students placed the apple on their paper and used their big muscles to press down hard to make a good print. Then the student lifted the apple to reveal their print much to their delight! Once the student was pleased with their prints, we let the black ink dry.

STEP THREE:

While we let our prints dry, we looked at the alphabet prints again. This time we looked at both black and white prints and watercolored prints and talked about how the use of color changed the look of the prints. Students identified the light and dark colors and how the color surrounds the black ink prints.

STEP FOUR:

Once our prints were good and dry, students began to complete their prints by adding color. We used

Step Four continued:

watercolors we made from soaking dried up markers in water! We decided to use red, green and yellow. Students painted with the watercolors around their black apple prints and the pictures were allowed to dry.



Step Five:

Finally, our apple prints were dry and ready to display! Our PreK printmakers were delighted to see each other's work and compare the prints, colors and look of their work!

Objectives:

Science

LS 2 With prompting and support, explore how living things change in form as they go through the general stages of a life cycle.

LS 2.a Use informational text or other media to make observations and predictions about plants as they change during the life cycle and use models to communicate ideas.

Art

VA: Cr2.1.PK Organize and develop artistic ideas and work

a. Use a variety of art making tools

VA: Cr1.1.PK Generate and conceptualize artistic ideas and work.

VA: Re7.1.PK Perceive and analyze artistic work

VA:Cn11.1.a PK Recognize that people make art