

## Assignment schedule: Potato Prints

### Day 1

**Students can watch the video on potato prints in class or as homework before the activity in the class begins.**

The teacher can make a demonstration of a potato print, over-printed with a reduced image. Students should have a clear idea of what a block print is, what a reduction print is, and how materials are used.

Students should work in their process journals by posting copy machine images of decorative motif ideas they researched by looking up “decorative arts,” or, “ornamentation.” Encourage students to sketch their own ideas from their research. They can refer to the examples of student notebooks in the video.

Suggest students look up grid patterns as well as artists who work in grid patterns, (like Warhol and Escher).

### Day 2-4

Students design their own grid patterns on rice paper or another paper suitable (thin and tough).

It is up to the instructor to pace this work, set a minimal requirement of final work, and decide if students should use their block prints for making book covers or cards.

When I taught this unit, I never did it the same way twice because the student population differed each time. With classes that are challenging, it is important to give students time to experiment and learn the process, like a couple of weeks. Cut potato blocks can be kept refrigerated on a damp paper towel in shallow containers.

I required ten pages in process journals, total, as a minimum at the end of the project.