

Very, Very Simple Decorative Papers

(art + science)

Gathering flowers, leaves, fiber, ribbons and newspapers can expand children's awareness of their environment. Results are awesome! Make printmaking papers, cards, book covers, picture frames and photo mats.

Grade Levels K-6

Note: instructions and materials based on a class of 25 students. Adjust as needed.

Process:

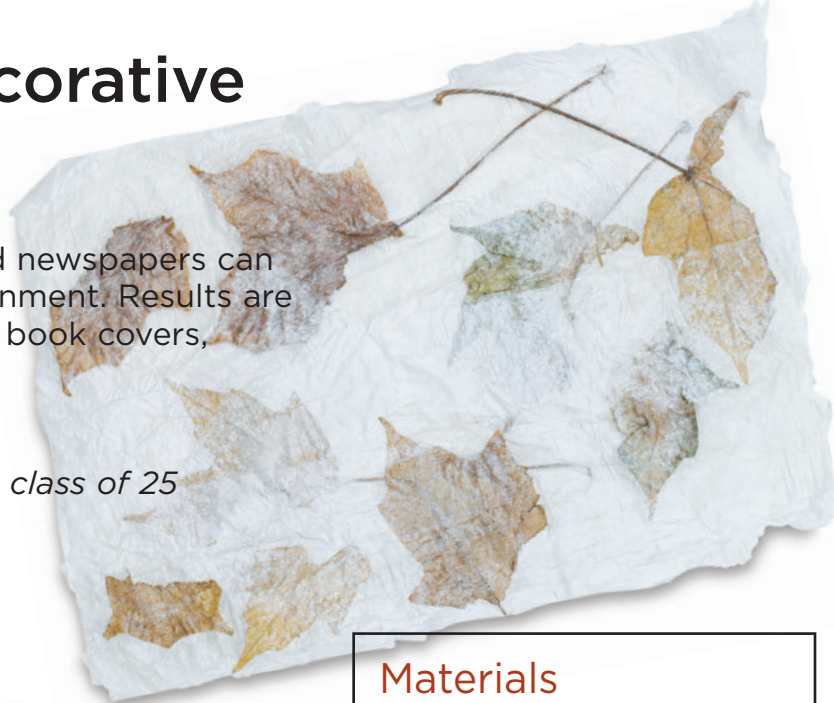
1. Gather leaves and flower petals. Press for several days between the pages of a large book weighted with heavy canned goods. When dry, place in an envelope and label.
2. Put one cup of acrylic medium in a bowl, add 1 tablespoon of water and mix well.
3. Place one sheet of white tissue paper on top a sheet of baker's parchment. Coat with acrylic medium. Wrinkles are desired.
4. Apply leaves, flowers and other inclusions. Select many textures: string, ribbon, felt, newspaper, photos, letters, etc.
5. Place another sheet of tissue on top and coat topside with more acrylic medium. Repeat layers of tissue and medium if desired. More than 3 layers will increase the opacity so that inclusions will not be visible.

Hints

- Ask local florist for discarded leaves and flowers.

Options

- Use sheets for cards, book covers, scrapbooks or collage
- Draw, paint or create prints on the paper
- Cover boxes, frames, or cardboard mats
- Dip white tissue in coffee or tea for an antique look



Materials

[Blick White Tissue Paper](#) (11308-1497), 50-sheet package of 12" x 18" sheets, need at least three sheets per student

[Blick Artist's Acrylic Gloss Medium](#) (00623-1039), share one gallon across classroom

[Blick Economy White Bristle Gesso Brush, 1"](#) (05160-1001), need one per student

Baker's Parchment Paper, cut to 15" x 24", need one piece per student

Optional Materials for

inclusion:

[Ribbon Rainbow Package](#) (61498-1009), share one 25-yd package across classroom

[Spectra® Sparkling Glitter](#), assorted colors (60930-)

Found objects, such as leaves, grass, flower petals, bark, etc.

National Standards

Content Standard #3 — Choosing and evaluating a range of subject matter, symbols and ideas

- **K-4** Students explore and understand prospective content for works of art.
- **5-8** Students integrate visual, spatial and temporal concepts with content to communicate intended meaning in their artworks.

Content Standard #6 — Making connections between visual arts and other disciplines

- **K-4** Students identify connections between the visual arts and other disciplines in the curriculum.
- **5-8** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.