

Zara's Easter Patterns and Design Studio

Learning objective: To explore symmetry, pattern, and colour theory through the design of an ornamental Easter egg.

Welcome to Zara the Zebra's design studio! In this activity, you will act as a decorative artist. First, consider how patterns can be balanced using symmetry. Then, use the template below to plan your own intricate Easter egg design. Think carefully about your colour palette and how you can use geometric shapes to create a repeating pattern that wraps around the surface of the egg.

Word bank: Symmetry · Geometric · Intricate · Complementary · Tessellation · Vibrant · Ornamental · Contrast

1. Design Concept: Describe the inspiration behind your pattern. Why did you choose these specific colours and shapes? (3 marks)

2. Symmetry Analysis: Explain how you have ensured your design is symmetrical. If you were to draw a vertical line through the centre of your egg, what would be the effect? (4 marks)

3. Colour Theory: Identify two colours you have used that provide a high contrast. Justify why these colours work well together to create a 'pop' effect on your design. (3 marks)

4. Mathematical Precision: If you were to sell this ornamental egg for £12.50, but it took you 5 hours to paint, what is your hourly rate? Explain why this might be a fair or unfair price for your labour. (4 marks)

5. Compare and Contrast: How does using geometric patterns differ from using organic, natural shapes (like leaves or flowers) when decorating a curved surface? (4 marks)

6. Critical Evaluation: What might happen to the visual balance of your design if you removed the background colour? Explain your reasoning. (4 marks)

Extension challenge: Challenge: Zara wants to create a 'tessellating egg' where the pattern interlocks perfectly across the surface. Draw a secondary pattern in your sketchbook that uses a repeating shape (a polygon) that fits together without any gaps. Explain why this is more difficult to achieve on a 3D egg shape compared to a flat sheet of paper.