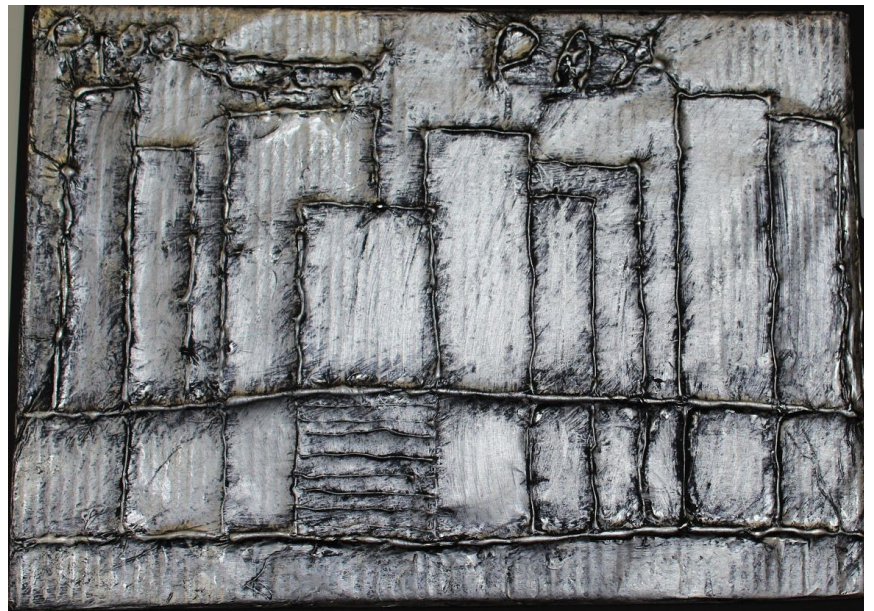


Foil Repousse

Adapted by; Nicole Anderson Grade Level: 4th grade Media: Aluminum Foil, Cardboard, and Shoe Polish Estimated Class Time: 2 Class Periods



(Suave, 2016)



(Dase,

2016)

Learning Statement Paragraph -

Students will learn about relief art by creating aluminum foil reliefs. They will learn about the additive process to create a dynamic piece. Students will learn and use mixed media in order to create their artwork.

State Benchmarks and Standards -

CS1:E3: Use visual characteristics and organizational principles of art to communicate ideas.

CS2:E1: Apply knowledge of materials, techniques, and processes to create artwork.

CS3:E5: Understand how personal experiences can influence the development of artwork.

Context-Background Information -

¹ Mixed media art refers to a visual art form that combines a variety of media in a single artwork. For example, if you draw with ink, then paint over it with watercolors, then add some highlights in colored pencil - that's mixed media.

The term “mixed media art” is a broad definition that covers many arts and crafts, including collage, assemblage (both 2D and 3D), altered objects, including books and boxes, handmade greeting cards, artist trading cards (ATCs) and tags, art journaling and bookmaking.

The “mixed media” used includes paints, papers and board of all descriptions, glues, buttons, fabrics, found objects, photos, metal bits, fibres, things from nature, inks, pencils, crayons, markers, pastels and polymer clays, to name a few.

¹<http://www.mixedmediaart.net/mixed-media-art/what-is-mixed-media-art><Retrieved April 12th, 2016>

² Repoussé, method of decorating metals in which parts of the design are raised in relief from the back or the inside of the article by means of hammers and punches; definition and detail can then be added from the front by chasing or engraving. The name *repoussé* is derived from the French *pousser*, “to push forward.” This ancient technique, which has been used extensively throughout the history of metalworking, achieved widespread popularity in Europe during the 16th, 17th, and 18th.

²<http://www.britannica.com/art/repousse><Retrieved April 12th, 2016>

What is the Definition of Texture in Art?

³ Texture, another element of art, is used to describe either the way a three-dimensional work *actually* feels when touched, or the *visual* "feel" of a two-dimensional work.

³http://arthistory.about.com/cs/glossaries/g/t_texture.htm<Retrieve April 12th, 2016>

⁴Imagery

The imagery used in this project will be visually descriptive, visual images collectively, visual symbolism.

The definition of imagery is: noun, plural *imageries*.

- 1.the formation of mental images, figures, or likenesses of things, or of such images collectively:
the dim imagery of a dream.
- 2.pictorial images, as in works of art.
- 3.the use of rhetorical images.
- 4.figurative description or illustration; rhetorical images collectively.

⁴<http://www.dictionary.com/browse/imagery><Retrieved April 12th, 2016>

Materials - 25 Students - (one per student unless otherwise noted)

- Cardboard Rectangles 13x17in
- Heavy Duty Aluminum Foil (2 - 75ft box)
- Hot Glue Guns with Glue Sticks
- Steel Wool
- Black Shoe Polish
- Paint Brushes
- Pencils

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- Rulers
 - Powerstrips
 - Masking Tape

Process -

Day 1 -

- Students will begin to work in their sketchbook, sketching scenes of their favorite story
- Teacher will give presentation on Foil Relief and discuss the steps of the project
- Teacher will display the project's outcome (Teacher example)
- Teacher will have the project pre-made in different steps so it will be useful during demonstration
- Teacher will demonstrate the first step, drawing on cardboard with pencil and using the hot glue gun to trace over their lines
- Teacher will handout cardboard pieces to each student for them to begin drawing
- Students will start hot gluing and wait for it to dry
- Teacher will give another demonstration on how to put the aluminum foil on their pieces with masking tape and how to rub the foil tightly against the cardboard
- Teacher will show students how to paint project shoe polish and explain that we will be taking away the paint with steel wool
- Students will add aluminum foil to their projects and press down
- Students will paint over foil with shoe polish
- Students will set projects on drying rack
- Students who finish early will create bookmarks
- Teacher will give 10 minute warning toward the end of class
- Students will clean up

Day 2 -

- Students will begin to work in their sketchbook, sketching an original creative story

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- Teacher will give presentation as a reminder of what the students were working on last class
 - Teacher will give class demonstration on how to use the steel wool to scrape away acrylic paint
 - Students will resume working on project where they left off last class
 - Students who finish early will be given an early finisher project
 - Teacher will give 10 minute warning toward the end of class
 - Students will clean up

Evaluation -

1. Did the students learn about relief art?
2. Did the students relief art evoke the idea of storytelling through imagery?
3. Did the students make a successful project using aluminum foil, hot glue, and acrylic paint to express the idea of a creative story?