

COME TOOL ALONG WITH ME

ART, SOCIAL STUDIES/CULTURAL AND MATH

GRADE LEVEL: K-12

BASED ON

Female Attendants Clapping Hands

Egypt, ca. 2049-1998 BC
Limestone & pigment
Gift of Mrs. Joan L. Stark in memory of
Louise J. Roth

Persian Guard

Limestone
Iran, ca. 480 BC
Gift of Mr. and Mrs. John J. Emery

Mithras Slaying the Bull

Limestone
Italy, Roman, 150-200 AD
Gift of Mr. and Mrs. Fletcher E. Nyce

Jain Shrine

Wood, painted and gilded
India, early 17th Century
The William T. and Louise Taft Semple
Collection, 1962.459

Engraved Tablet

Shale or siltstone
U.S. Waverly, OH (Adena Culture)
Early Woodland period
Gift of Mrs. William M. Galt, 1939.140

Plaque

Maria Longworth Storer
Copper electroplated on tin, semiprecious
stones
1900
Gift of M.L. Storer, 1903.395, 1903.396

OBJECTIVES

- The student will study their chosen art work.
- The student will create a small design inspired by their chosen artwork.
- The student will trace the design on metal and then, tool both the front and back sides to create the final bas-relief image.
- The student will assess the merits of their work and the process based upon the project rubrics.

CONCEPT AND VOCABULARY

Bas-relief in French means “low-raised work”. This type of sculpture is primarily viewed from one direction and can be found in many cultures. When a bas-relief is on metal, it is a **repousse** which means, “raise the surface.” **Tooling** is an easy method to raise or emboss the metal.

MATERIALS

Paper, Pencils, Erasers, Magic Markers

Toothpicks

Magazines or newspapers

Cut Metal shapes (copper, heavy aluminum foil or disposable pie pans or tray lids)

Paint pens and/or spray paint (optional)

Scissors, Rulers

Plastic spoons and/or wooden clay tools

MATH INTEGRATION

- Reading rulers
- Measuring
- Cutting diagonals or diamonds
- Folding along their measured lines.

SOCIAL STUDIES INTEGRATION

- Studying the artwork as part of a cultural unit
- Interpreting the secondary cultural meanings behind the design
- Discuss what impact the art had on the culture.
- Folding along their measured lines.

CLASS EXPERIENCE

PROCEDURE

1. Create a drawn design inspired by your chosen artwork that is 3" x 3." (Discuss using art elements and principles: line, shape, texture, form, balance, repetition and possibly emphasis to create an expressive and original design.)
2. After receiving your metal shape, measure and mark a 3" frame.
3. Cut the corners to create 1/2" rabbit ears, then fold under all metal edges 1/4", using a ruler to bend the frame more exactly. (The bent edges will be in back.) Use a pencil to smooth out all bent edges smoothly.
4. Tape your drawn design to the front of the metal sheet.
5. Place your metal on top of a 1/2" layer of magazines or newspapers.
6. Retrace your design using a ballpoint pen or a colored pencil. Make sure that you are putting some pressure, but not so much that you tear the metal.
7. Once your design is transferred, those areas that you want to push out towards the front, you will gently tool or rub from the back, using a dull pencil or pen or other appropriate tool. Always keep the metal shape on your soft surface of paper for support.
8. Turn your work over and start lightly tooling or rubbing from the front those lines and shapes that you want to move back into space or recess.
9. You will keep repeating steps 8 and 9 until the desired shapes, lines, forms and textures are developed. (As they are working you can discuss **work ethics**: patience, practice and perseverance and repeat **art terms**: as mentioned previously...you might further point out that if they want to emphasize one part of their design, they can raise or lower it more than the rest, add more detail or color it a different color.)
10. Using color pens or markers (or spray paint in a ventilated spray booth or outdoors), they can add color. If you use markers, you might want to spray them later with clear varnish to help them retain the color.

NATIONAL STANDARDS: VISUAL ARTS

- Understanding the Visual Arts in Relation to History and Culture
- Reflecting upon and Assessing the Characteristics and Merits of their Work and the Work of Others

OHIO ACADEMIC CONTENT STANDARDS: VISUAL ARTS

- Recognize and describe visual arts forms and artworks from various times and places.
- Identify arts forms, visual ideas and images and describe the different purposes people have for creating works of art.
- Identify and describe the visual features and characteristics in works of art.
- Contribute to the development of criteria for discussing and judging works of art.
- Form their own opinions and views about works of art and discuss them with others.
- Identify and describe the different purposes people have for creating works of art.
- Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.
- Use the elements and principles of art as a means to express ideas, emotions and experiences.

RUBRICS:

1. Does your original design have elements that are inspired by your chosen cultural artwork?
5 pts. _____
 2. Does your artwork process a variety of lines, shapes, forms, textures, balance, repetition and possibly emphasis, so it is interesting, original and expresses your idea?
5 pts. _____
 3. Have you demonstrated pride and craftsmanship in the attention that you have paid to finishing your metal repousse?
10 pts. _____
 4. How satisfied are you with your finished art? (Please explain) 5 pts. _____
- Total 25 pts. _____