

North Carolina Standard Course of Study Visual Arts Objectives

(National standard objectives in parentheses):

Competency Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Competency Goal 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (*National Content Standard 1*)

Competency Goal 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (*National Content Standard 2*)

Competency Goal 4: The learner will understand the visual arts in relation to history and cultures. (*National Content Standard 4*)

Competency Goal 5: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (*National Content Standard 5*)

ABSTRACT OR GOAL OF THE LESSON: Students will use a variety of metal objects to make different textures on a sheet of metal in order to create a picture of a subject that is integrated with a unit of study in their classroom.



KEY OR FOCUSING QUESTIONS:

- What is texture? (How something feels)
- What is visual texture? (How artist make flat pieces look like they would feel differently)
- What is pattern? (repetition of a shape or line)

VOCABULARY:

Line

Shape

Texture

Visual texture

Tinpunch

Piercing

Metal Punch & Pierce

MATERIALS:

- Roof flashing (Available at a local hardware store with roofing material)
- Large head nails
- Found metal objects (nuts, bolts, screwdrivers, screws)
- Masking tape
- Pencils or vis-à-vis pens

TOOLS, SUPPLIES AND RESOURCES:

- 2 artist prints with different visual textures represented
- Small hammers or metal mallets
- Magazines for padding

PREPARATION:

- Cut flashing using a paper cutter or tin snips into 6x6 inch squares.
- Put masking tape around the edges

LINK TO PRIOR LEARNING OR EXPERIENCES:

- Kinesthetic learning

TOPICAL CONNECTIONS:

- Science: Cause and Effect, Force
- Integration with the area that the subject matter comes from.

INSTRUCTIONAL INPUT:

- Introduce the concept of texture. Allow students to feel the objects and to describe them to their classmates.
- Introduce the concept of visual texture. Show the 2 prints and ask students to describe how they think objects would feel if they could touch it.
- Making relief pictures in metal has a long history. Tinpunching is done by hammering indentions into the metal without piercing it. Artists in Nigeria use heavy metal panels decorated for doors. In the time of kings and knights, their armor, swords, and shields were decorated. Tinpiercing is when the artist makes holes completely through the metal. When colonists came here to America they used metal for the front of pie safers (cupboards with metal fronts pierced to allow steam to escape, but to closed to keep out bugs.) They are used for metal housing for lights.
- Show the pictures of tinpunch and tin piercing. Then show students the example and have them point out where they see tin punch and the different areas they see tin piercing.
- Review the subject for the pictures that you are going to be doing (see suggestions at the end of this lesson).

MODELING:

- Show students your picture (the same size as the metal) drawn on paper.
- Draw the subject on a piece of metal using a vis-à-vis pen using the paper as a reference. Place the magazine down on the table to act as a padding.
- Place the metal sheet on the magazine
- Demonstrate how to hold the hammer and the nail so that the nail head is over the fingers.
- Demonstrate how to hammer. Use little motions. The key is to punch the metal, not pierce it, so little strength of force is needed.
- Hammer indentions in a row, close together, on the line drawn.

Metal Punch & Pierce

GUIDED PRACTICE: Students should draw their picture on a piece of paper cut to be the same as the metal. Students should look at the found metal objects and try them out on a scrap piece of metal to see what texture they will get. Then they can label their picture with the appropriate metal object to use for each section.

INDEPENDENT PRACTICE: Students will draw their picture on the metal piece. Students will place their metal on a pad of old magazines and hammer using their scrap for reference.

REVIEW AND CLOSURE:

- Review the meaning of texture.
- Ask students what material they felt was successful in creating the texture they wanted.
- Ask students if they could think of any other metal object to use.
- Discuss what happened if their indentions were close together or far apart.

ASSESSMENT AND EVALUATION:

- Teacher observation
- Students 'labeling' of the visual texture they see in other's drawings.