# Model a Famous Painting in Friendly Plastic®

**by By Michelle Zimmerman for AMACO® (American Clay Co, Inc.)**

Students will use Amaco® Friendly Plastic® to create a likeness of a famous painting or work of art. The example illustrates how Friendly Plastic® was used to interpret the print "Jazz: Icarus," by Henri Matisse.

Students should research art and famous artists then select one to learn about in more detail. They can select a painting or any other form of art. They will then work with Friendly Plastic® using various modeling methods to achieve the look of the art piece they have selected.

**Grade Levels** 7-10

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

## Preparation

1. Print, photocopy or trace a copy of the painting to the desired size. The overall size should be 7" or less in height or width to match the length of the Friendly Plastic sticks.

## Process

1. Cut Friendly Plastic for each shape in the design. In some cases the back side of the Friendly Plastic can be used. When cutting smaller pieces, make them a little smaller than needed. If pieces are needed that are larger than the Friendly Plastic sticks, cut smaller pieces and melt them together to make the larger shapes.
2. Place the Friendly Plastic that will be used for the background on a sheet of aluminum foil. Heat the griddle to 200°F. Place the first stick on the foil and place the foil on the griddle – wait until the plastic begins to soften on the edges and then remove the foil from the heat source, leaving the Friendly Plastic on the foil. Slide a second stick into the melted side of the first stick so the two sticks are joined along their longest sides, then place the foil back on the griddle and heat until the pieces are melded. Continue adding sticks and melding them until all pieces are assembled for the background, see (A).


## Materials

AMACO® Friendly Plastic® Colored Sticks, assorted colors (60602-); share two 1-lb jars across classroom

Electric griddle and aluminum foil.

Tonic Studios® Non-Stick Scissors (57150-1075); one per student

Design® Ebony Layout Pencil (20411-2009); one per student

Blick® White Sulphite Drawing Paper, 80-lb (10209-1043); need one 9" x 12" sheet per student

Small container of cold water

Optional:

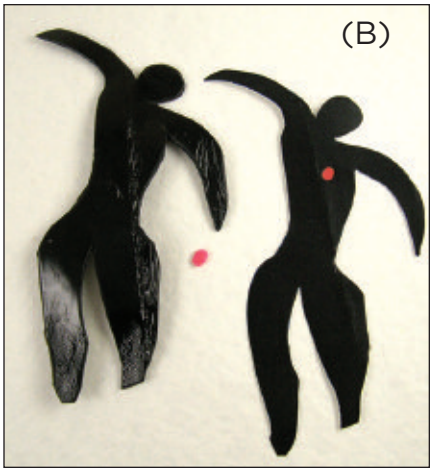
Pro Needle Tool (34920-1063) or small nail

Cooking oil

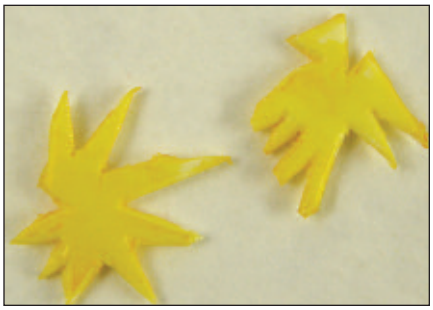
## Process, continued

Set aside to cool.

3. For large shapes like the figure in the example, add smaller shapes to the larger shapes at this stage. Heat the larger Friendly Plastic shapes on the foil on the griddle until it softens. Place the smaller pieces on top of them and allow them to melt into the surface design, see (B). If necessary, use a needle tool or small nail to move them into position. Set shapes aside to cool.
4. To assemble all pieces, reheat the background piece on the foil. Add smaller pieces, then position and melt them as described in Step 3. Dip a needle tool or small nail in cooking oil and use it to pull the melted Friendly Plastic to make the points of the star, see (C).
5. When the Friendly Plastic is cool enough to handle, flatten it by placing it in cold water and pressing it flat.



(B)



(C)

## Options:

1. Disassemble a frame which is larger than the Friendly Plastic picture and discard the glass. Paint the back of the frame with white acrylic paint or cover it with white cardstock. Glue the Friendly Plastic picture onto the backing board and reassemble the frame, see (D).
2. Use White Friendly Plastic for any colors you don't have and paint with alcohol-based Jacquard® Piñata Colors, available in a 9-bottle set (02981-1009).

(D)

## National Standards for Visual Arts Education

Content Standard #1 — Understanding and applying media, techniques and processes

**5-8** Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

**9-12** Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use

Content Standard #2 — Using knowledge of structures and functions

**5-8** Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas

**9-12** Students evaluate the effectiveness of artworks in terms of organizational structures and functions

Content Standard #5 —Reflecting upon and assessing the characteristics and merits of their work and the work of others

**5-8** Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry

**9-12** tudents identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular work