

# Paper Dishes

## (art + history)

Historically, vessels have been made of clay, wood and even animal hide. Some are strong and reusable. These paper dishes made of papier mâché are an example of utilitarian items that can also be used as décor. The ceramic hump and slump molds are good examples of shapes that are concave and convex, since each mold contains two parts — one that is deep and concave, and one that is high and convex. Since each mold will make two dishes, assign four students to work with two molds. The individual studio approach allows four students to work in a limited group involving set-up, execution and clean-up. The finished dishes, although strong, should only be used to hold dry foods.

### Grade Levels 3-8

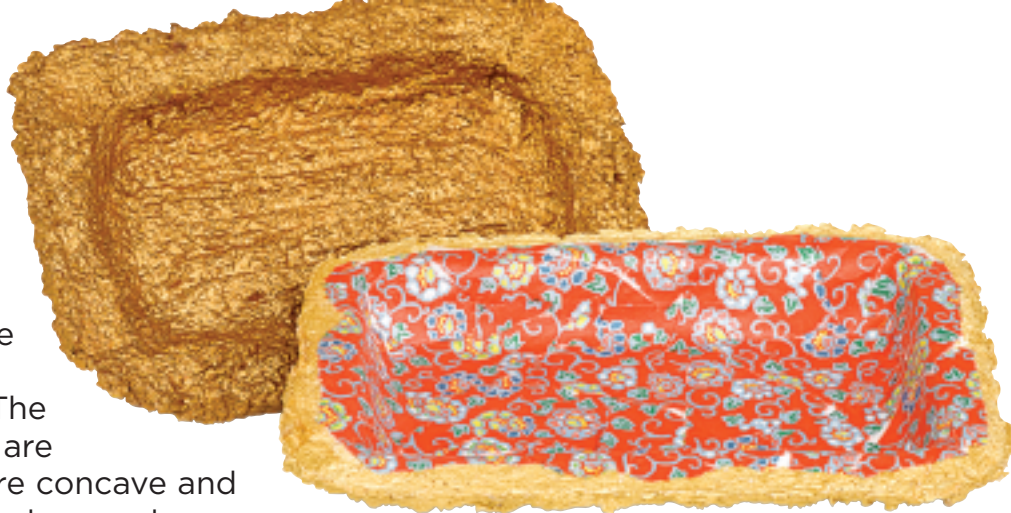
*Note: instructions and materials based on a class of 25 students. Adjust as needed.*

### Preparation

Discuss the process and introduce the concepts of convex and concave. Discuss the importance of making art that is also useful.

### Process

1. Have four students choose a mold. Fill a plastic container from one-third to one-half full with water. Fill another container to the top with Blick Mix. Drop the mix into the water a little at a time, while stirring with a modeling tool. The consistency should be thick but pliable. Add more water to thin; add more mix to thicken.
2. Cover the mold with plastic wrap. Using a modeling tool, spread mix onto the mold all the way to the edges and use fingers to form a dish. On the concave mold, the inside of the dish will be visible; on the convex mold, the outside (or bottom) will be visible. Add more mix to make feet in the corners or a large base in the middle of the convex dish, if desired.
3. Set aside to dry in a sunny window or near a heat source. This will take two to three days. Hold the edges of the plastic wrap and carefully lift the dish from the mold. Remove the plastic wrap from the dish and let it dry until it feels hard and not cold to the touch.
4. Paint one side of the dish with metallic acrylic paint, extending over the edge of the dish. When the paint



## Materials

Mayco® Slump and Hump Molds, Rectangle (30391-1010) and Oval (30391-1020); these two-part plaster molds will provide four surfaces for casting

Blick's® Mix Instant Papier Maché, 5-lb bag (33102-1005); share three bags across classroom

Decorative Paper Assortment (12440-1001); share one 1-lb package across classroom

Aitoh Chiyogami Paper (12234-1002); share two 24-sheet packages across classroom

Foam Brushes, 48-piece set (06066-1489); share one set across classroom

Student Clay Modeling Tools, 7-piece set (30361-1009), 3 sets

Blickrylic™ Student Acrylics, need one pint of each; Metallic Copper (00711-9516) Metallic Soft Gold (00711-9086)

Plastic Wrap, 1 roll

12-oz plastic containers, 2 per student

Blickrylic™ Polymer Gloss Medium, Quart (00711-1027), share two quarts across classroom

## Process, continued

has dried (one to two hours), turn the dish over and apply polymer medium to the other side using a foam brush. Use a collage technique to apply torn paper to the bowl. Let dry.

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## National Standards

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

K-4 Students use different media, techniques, and processes to communicate ideas, experiences, and stories

5-8 Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

Content Standard #2 — Using knowledge of structures and functions

K-4 Students know the differences among visual characteristics and purposes of art in order to convey ideas

5-8 Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work

Content Standard #4 — Understanding the visual arts in relation to history and cultures

K-4 Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

5-8 Students describe and place a variety of art objects in historical and cultural contexts