

Copper Metal Box “Out of the Box”

Students are eager to develop artwork unique in terms of creating personal interpretation of aesthetics. This metal box project stresses the effective use of organizational principals.

Grade Levels 9-12

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

Objectives

- Student’s call upon their background of historical creations that go beyond basic art knowledge and reflect interpretation by the individual artist
- The structure involved must be perfectly constructed to lay a foundation for expressing ideas

Preparation

1. Plan a box using the pattern on page 2. Construct it out of lightweight posterboard. Paper is weak and must be glued. The copper sheet is an excellent material to support itself. Boxes could be designed to have a free form. The metal takes a great deal of adaptation as the work progresses.

Process

1. Cut a piece of copper 12" x 15". Draw with pencil all the dimensions above. Use heavy duty scissors to cut and remove the two 9" x 2" shaded areas. Set these aside, they will be cut to add on as designs.
2. Turn the existing piece of copper over. This is the outside of the box. Shiva Paintstiks are very different from other paint sticks. Each stick has a skin on it to keep the paint fresh. Remove the skin by cutting into the surface and pulling off the skin. Apply the paint as you would pastels. Colors blend beautifully and can be applied over each other in layers. The paint will totally dry in 24 to 48 hours. Local climate and thickness of application determine dry time. Apply paint to both sides of the scraps saved.
3. When totally dry, turn the paint side down on top of a clean piece of paper. The “up” side now must be scored so it can be bent to form the box in one piece. The original pencil marks should be showing for a guide. If not, use ruler and measure as needed. Use a ball point pen and the ruler to mark and score each line so they will bend. Make sure not to poke through. The nature of the metal means that when bended, it will not be perfect. To bend each line, hold the ruler on the line and “fold” up each side. Using scissors, cut the one inch piece from the edge to the 5" piece (Heavy line on pattern). These will then fold in to make a flap for the box. The long 1" x 8" folded will



Materials

Pure Metal Tooling Foil, Copper (60503-8125) 12" x 25-ft roll, need one 12" x 15" piece per student (20 pieces from a roll)

Shiva® Paintstiks® (00402-1019) 12-color student set, cut each stick in fourths with utility knife to share set across classroom

Delta® Sobo® Glue, (23820-1004), 4-oz bottle, share one bottle between two students

Acme™ Titanium Blade Scissors (57059-1008), need one per student

Blick Plastic Ruler (55403-1012), need one per student

Process, continued

meet the other 2" side and fold in to form another flap. Fold the box together. Readjust the creased sides until the box stays formed.

4. At this stage, the top can stay open, the utility knife can cut into the box for design. Secure pieces of tape to the inside to totally hold the box together. Sobo glue will attach the loose pieces and edges. Hold briefly.

Hints

- Make sure creases are as sharp as possible
- Aluminum 36 gauge is too soft and brass is too hard
- The utility knife cuts a cleaner line than scissors
- Scissors cut the copper but also "curl" it. The scissors will actually sharpen with cutting
- As always, build by adding other boxes
- The Shiva Paintstiks are a super material. They stick to any surface, blend well and are extremely durable
- Rubber bands help hold the seams together while the Sobo dries

National Standards

Content Standard #1 –

Understanding and applying media, techniques and processes

- 9-12 Students apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are carried out in their artworks

Content Standard #5 –

Reflecting upon and assessing the characteristics and merits of their work and the work of others

- 9-12 Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts

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