



Mexican Tin Reliefs

Item # 1429079

Enough Materials for 48 Students

Grades 5-12

This project is based on Mexican tin relief or hojalata which has been done in Mexico since the 16th century. While traditional tin relief is based on a wide variety of subjects, this lesson plan features animal figures. These designs are based on Mexican tin relief and Oaxacan wood-carvings oralebrijes. Both sources provide abstracted animal forms that can be used to create Mexican tin relief.

Materials in Kit

- Item #002133 Sharpie® Fine Marker Set, Assorted, Set of 8 x 6
- Item #407636 McGill 1/16" Micro Round Punchline Punch
- Item #407637 McGill 1/8" Round Shape Punchline Punch
- Item #407639 McGill 1/4" Round Shape Punchline Punch
- Item #085767 Creativity Street® Metallic Pony Beads, Set of 500
- Item #457376 Boxwood Modelers, 6" Standard Tools, Set of 10 x 3
- Item #463820 Light Gauge Coiled Metal Wire, 18 gauge, 50 ft. x 2
- Item #578774 Precut Silver Decorator Foil, 5" x 5", 36 gauge, Pack of 12 x 4

You will also need:

- Sections of newspaper, folded in half
- Pencils
- Scratch paper for designs
- Tape
- Wire snip or pliers
- Scissors
- Steel wool

Note: Material for 24 students.

Enough material for forty-eight 5"x5" or ninety-two 2 1/2" x 2 1/2" relief projects.

Objectives

- Students will demonstrate knowledge of the styles and functions of tin relief work from at least one historical reference by creating a tin relief that reflects the historical reference in some way.
- Students will demonstrate knowledge of the principals of balance and repetition by using them in their design.
- Students will demonstrate knowledge about the materials used in this project by creating a well-crafted tin relief.

Directions:

1. Introduce students to Mexican tin relief. Bring in examples so students can see and feel the relief. Discuss "relief" as it applies to sculpture. Point out how some areas of the examples are raised more than others and that there can be several levels of relief. Also, discuss the use of decorative pattern in embossing or punching the metal.
2. Examine the sample designs provided. Discuss how the shapes of animals have been abstracted through the use of pattern.
3. Students can create a 5"x 5" piece. If students want to create a smaller piece cut the foil into quarters to get 2 1/2" x 2 1/2" pieces. The foil can be cut with scissors or paper cutters. Caution: the edges of the foil are sharp and extra care should be taken when cutting.
4. Sketch a 5" x 5" or 2 1/2" x 2 1/2" design on paper. If you choose to use a pattern provided, enlarge by 150% on a copier for the 5" square or enlarge by 73% to make a 2 1/2" square.
5. Use folded newspaper to make a soft pad to work on.
6. Tape the sketch to a foil piece and, working on the top of the newspaper pad, trace over the design with a dull pencil. This will lightly emboss the design onto the foil.





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Directions Continued:

7. Decide what areas of the design to raise. The tools provided will allow students to work the foil in a variety of ways. The teacher should demonstrate techniques.
 - Areas to be raised should be gently rubbed on the back side in all directions with one of the rounded-end plastic tools. The foil should then be flipped to the front side and the raised area should be re-outlined with a pointed tool first, then a flat-ended tool to flatten the area around it. If more height is desired, flip the foil to the back side again and re-work the area.
 - Care should be taken so the foil is not torn. If the foil is stretched too far or too fast it will tear.
 - Experiment with the various tools. Those that come to a point will help in working small areas. Those that are flat will help smooth out areas that are too bumpy.
 - After all raising is complete, patterned texture may be embossed from the back side.
8. Color in the design with Sharpie markers. The marker colors can be blended by coloring one color over another. Generally use far less of a darker color when you are mixing dark and light colors.
9. Fine steel wool may be used to polish off some of the marker to reveal the silver color underneath. The higher areas will be easier to polish.
10. Have students bend wire into different designs. Try wrapping it around drawing tools such as pencils or markers for special effects. Beads can be attached to these wires. The wire can then be attached to the relief using the hole punches. Twist the wire around itself to secure.

Cross Curricular: Art, Social Studies and Multicultural

National Core Art Standards:

Creating:

Anchor Standard #1: Generate and conceptualize artistic ideas and work.

Anchor Standard #2: Organize and develop artistic ideas and work.

Anchor Standard #3: Refine and complete artistic work.

Presenting:

Anchor Standard #6: Convey meaning through presentation of artistic work.

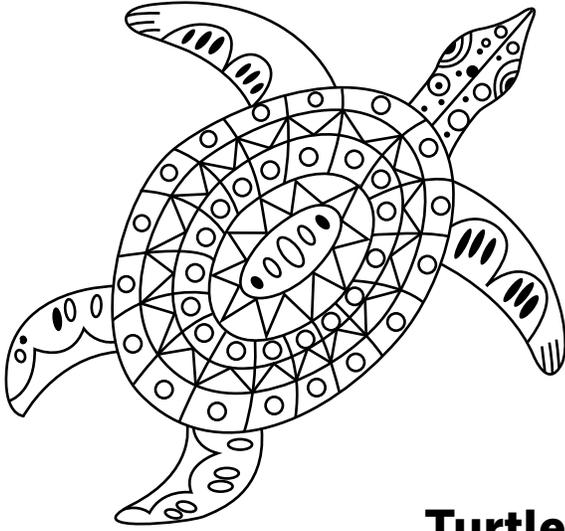
Responding:

Anchor Standard #8: Interpret intent and meaning in artistic work.

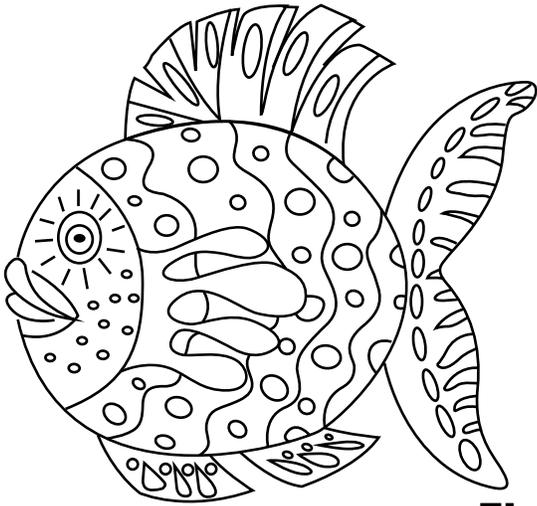
Presenting:

Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.





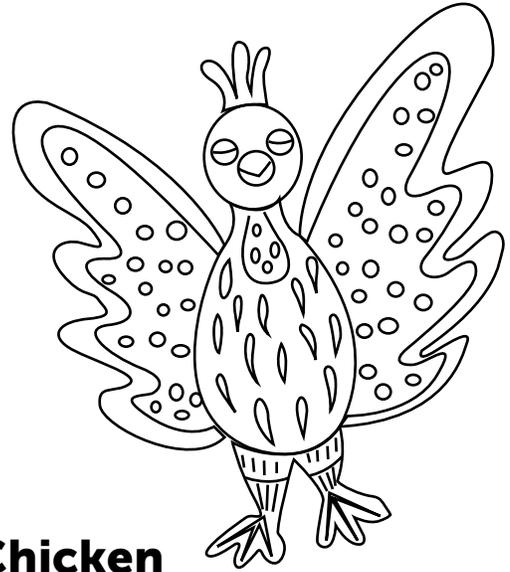
Turtle



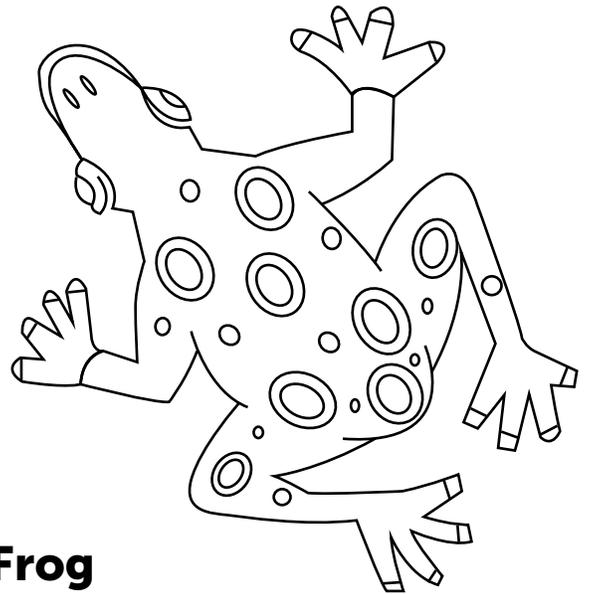
Fish



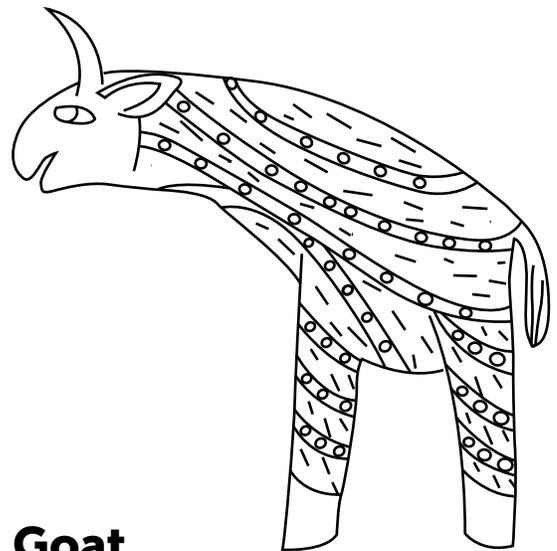
Cat



Chicken



Frog



Goat

Enlarge to 150% of original