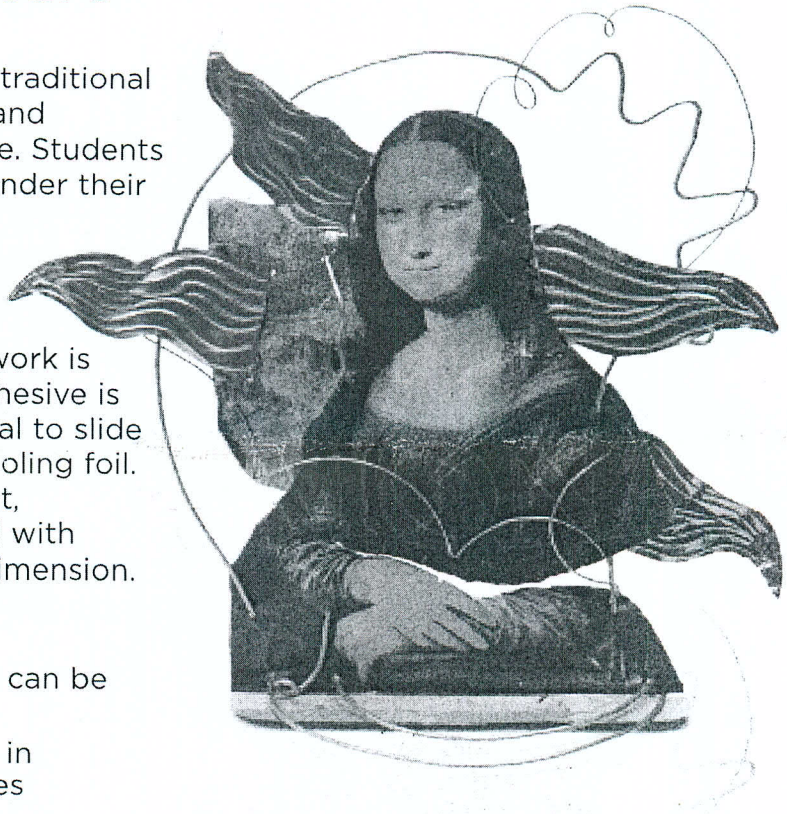
W. Dow (Advanced Art)

Lazertran Metal Sculpture

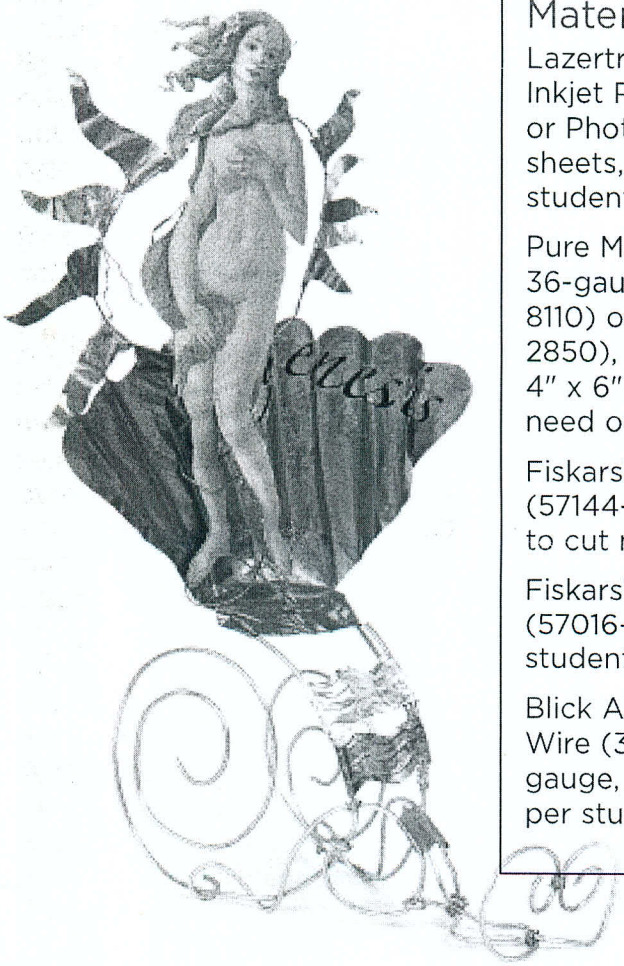
(art + technology)



A great way to incorporate New Media with traditional art, this process takes any computer image and incorporates it into a 3-dimensional sculpture. Students select artwork from a CD, digital photo or render their own (in a program such as Photoshop) then enhance, manipulate and alter it to their liking. When finished, print the image on to Lazertran Transfer Paper in an inkjet printer. By soaking the image in plain water, the artwork is released from the backing paper and the adhesive is activated, allowing a thinner-than-tissue decal to slide right onto the surface - in this case, metal tooling foil. After drying, the image on the foil can be cut, formed, embossed or painted and combined with sculpture wire or other elements to create dimension.

Objectives

- Students will create digital images that can be translated into 3-dimensional sculpture.
- Students will use new media processes in combination with traditional art techniques



Materials

Lazertran™ Transfer Paper for Inkjet Printers (10446-3010) or Photocopiers (10446-1010) sheets, need 1/6 sheet per student

Pure Metal Tooling Foil, 36-gauge, Copper (60503-8110) or Aluminum (60503-2850), 12" x 10-ft rolls, cut to 4" x 6" pieces for 60 per roll, need one piece per student

Fiskars® Titanium Scissors (57144-1008), need one pair to cut metal

Fiskars® Student Scissors, (57016-1065) need one per student

Blick Aluminum Sculpture Wire (33400-1435), 14-gauge, 350-ft coil, need 24" per student

Aleene's® Tacky® Glue (23826-1006) share five 8-oz bottles across classroom

9" x 12" tray for soaking paper in water

Paper clips

Optional materials for Embellishment

Colored Copper Wire, assorted colors (60687-1229)

Assorted Metallized Beads (60776-1001)

Amaco® ArtEmboss™ Metal Sheets (60512-), assorted colors

Ten Seconds Studio Metal Tools for Embossing (60516-1002)

Preparation

1. Select and prepare digital artwork for printing.
2. Cut tooling foil into pieces slightly larger than the image print size.

Process

1. Print images onto Lazertran paper. Make large images on a sheet, or print multiple images on one page for economy. Cut multiple images apart.
2 Place the paper with the print in plain water for 1-2 minutes. Paper will curl naturally. Image is ready to transfer when it begins to slide off the backing paper. Working slowly and carefully, so as not to fold the decal, start at one end and slide the decal (face up) off the backing sheet and onto the foil. Very gently, start in the center of the image and smooth outward with flat hand to remove excess water and air bubbles. Allow to dry.
3. The Lazertran Transfer will have a white background when dry. With most images, this will not be noticeable, but to achieve true transparency, use a small amount of mineral oil on a soft tissue, dab gently over the entire image surface. The oil will soak into the paper and expand. It will take about 24 hours to dry, but the surface can be worked while it is still wet.
4. Tooling foil and image can be cut with scissors (caution: sharp edges may form). The image may be bent and distorted, but hard folds and sharp creases will cause the transfer to crack, so avoid extreme manipulation. Emboss the image gently from the back side only with an embossing tool. Pierce the foil from the backside with a thumbtack first to penetrate with wire. Cut shapes with more of the tooling foil in contrasting color and attach with "Tacky" glue. A paperclip is helpful in holding pieces together while the glue dries.

National Standards:

Content Standard #1 — Understanding and applying media, techniques and processes»
• **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.
• **9-12** Students communicate 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 select and use the qualities of structures and functions of art to improve communication of their ideas.
• **9-12** Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Content Standard #3 — Choosing and evaluating a range of subject matter, symbols and ideas.
• **5-8** Students integrate visual, spatial and temporal concepts with content to communicate intended meaning in their artworks
• **9-12** Students apply subjects, symbols and ideas in their artworks and use the skills gained to solve problems in daily life.

Options

- Lower grade levels may wish to create a wall-hanging sculpture. Higher grades will be challenged to create a free-standing piece that is viewable from all sides.

- Incorporate found objects such as beads, buttons or scrap machinery parts into the sculpture.

Technology in Visual Art : Dow

I have personally used the "Eno" board as well as the "Elmo" projector when doing a demo on almost every assignment I present to my classes. With the advent of the "Elmo" projector I can do a demo from my desk instead of twenty kids gathering around me looking over my shoulder, craning their necks. Now, without getting up from my desk, I can direct my students attention to the "Eno" board and they never have to get up from their seats. You can direct students toward the screen while I demonstrate that particular skill. For example:

Unit 1 : Concentration on line and form

A. Set up a basic still-life using 4 to 6 objects.
B. Instruct students to focus attention to the "Eno" board.
C. I demonstrate basic line and form technique from my desk using the "Elmo" projector to display on to the "Eno" board. This allows students to work along side from their current position, in the technique and form I want them to display in their work.
D. I can also do these demo with a smaller group of students and allow them to view a particular skill on the "Eno" board.

I have also used cd-rom from The National Gallery of art for online gallery tours of particular artists or styles I want my students to convey in their own work.

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

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

Content Standard #2 Using knowledge of structures and functions.

9-12 Students create artworks that use organizational principles and functions to solve specific visual arts problems.