

## **Tin Relief, Grade 4-5**

Created by Alisa Ripley,

**Lesson Plan Summary:** In this lesson, students will use the sun symbol from the folk art of Mexican, Native American, and other cultures to explore the element of line, form, and relief sculpture. All of the [Elements of Art](#) and [Principles of Design](#) will be utilized in the students' finished sun drawings and tin relief. This lesson should take one 40 minute class period to complete, though some students might need extra time depending on details.

**Note to Instructor:** This project can either be preceded by the lesson [Sun Drawing](#), or it can incorporate the Sun Drawing lesson into tin relief.

### **Objectives:**

The students will communicate ideas about self, family, school, and community, using sensory knowledge and life experiences.

**TEKS §117.14. Fine Arts (4.1)(A)**

**TEKS §117.17. Fine Arts (5.1)(A)**

The students will learn and select appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity.

**TEKS §117.14. Fine Arts (4.1)(B)**

**TEKS §117.17. Fine Arts (5.1)(B)**

The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: integrate a variety of ideas about self, life events, family, and community in original artworks; design original artworks; and invent ways to produce artworks and to explore photographic imagery, using a variety of art media and materials.

**TEKS §117.14. Fine Arts (4.2) (A,B,C)**

**TEKS §117.17. Fine Arts (5.2)(A,B,C)**

The students will identify simple main ideas expressed in art, and identify the roles of art in American society.

**TEKS §117.14. Fine Arts (4.3)(A)(C)**

**TEKS §117.17. Fine Arts (5.3)(A)(B)**

The students will make informed judgments about personal artworks and the artworks of others.

**TEKS §117.14. Fine Arts (4.4)(A)**

**TEKS §117.17. Fine Arts (5.4)(A)**

### **Materials:**

Refer to [Sun drawing](#) for details:

(<http://tides.sfasu.edu/Teachers/Tides/docs/LessonPlans/Elementary/artsTheater/RipleySun.html>)

#### **Sun Example**

(<http://tides.sfasu.edu/Teachers/LessonPlans/AlisaRipley/SunRayExample.pdf>)

Aluminum 5" squares, 36 -38 gauges, available in craft stores

Paper, cut into 4" squares

Pencils

Thin paintbrushes

Masking tape  
Newspapers  
Permanent markers  
Small black matt board with double sided tape.

**Instructor Prep work:** Have paper pre-cut to the correct size. Have the newspaper folded into half, creating a softer cushion for the tin.

**Discussion:**

Tin crafts have been a part of most societies and cultures in the world throughout history. We see a lot of tin crafts coming from Mexico, which was introduced to the Mexican people by the Spanish. Next, we have the image of the sun. This image has been used in folk art of nearly all cultures throughout time. This image was and is so popular since it is the center piece of our sky. Together, these create a powerful image recognizable to all societies and cultures.

**Directions:**

1. Explain to the students that the tin they will be working with is thin and very flexible which means it is easy to fold and crease the tin in a way they might not prefer. There is no quick way to remove any creases, so remind them to be careful with their tin and to not handle tin that belongs to somebody else. Students will be responsible for their own work.
2. After drawing the sun onto the paper, students will tape it on top of the tin and the newspaper. Instruct the students to use the handle portion of the paintbrush as a pencil and draw over their sun, going over each line and then “coloring in” the first layer of rays. Coloring in the first layer will cause the tin to push out on the other side. Students will then draw the circle of the sun onto their small paper.
3. Next, students will draw the eyes, nose and mouth. They can also add eyebrows and checks.
4. Draw two layers of sun rays around the sun’s face. Refer to *Sun ray example*
5. Take the folded newspaper and place the aluminum square on top. Students will now place their drawing on top the aluminum and tape it into place with the masking tape.
6. Using the handle portion of the paintbrush, re-draw each line of the sun. Start with the circle, then the face and the rays.
7. After the students have re-drawn the outline of both rays, they will color in the first layer solid.
8. Once complete, carefully remove the tape.
9. With either permanent markers or a paint brush, students will write their name on the tin.
10. Students will select a small piece of black matt board and mount the tin onto the matt board with the doubled sided tape. Because the tin is thin enough to cut, students can cut their suns out with scissors before mounting it on the board.

**Focus Activity Discussion:** Give the students time to view their classmates work. Open a discussion asking the students to compare the variety of suns. What do they notice? Allow the students to explain the differences they see. Have the students discuss the different faces of the sun. Do they show emotion? Have them point out some examples.

**Extensions:** Instead of mounting the suns on matt board have the students cut their suns out of the tin. Punch a hole in the tin suns and string them up with ribbon. These make great tree ornaments. The students can also use permanent markers to add color to the sun. Both of these methods are traditional uses for this craft.