



Embossing Gold Foil

Grade Level: Elementary, Middle School

Subject: Visual Arts, Social Studies, Science, Math

Media: Sculpture

Selected Artwork:



Face with Serpent Tresses
Peru, Nazca culture, ca. 100 B.C. – A.D. 200
Gold
San Antonio Museum of Art
Gift of Mr. and Mrs. Lindsay Duff
2004.25.3

Objectives:

- Learners will explore about the principles of gold which make it valuable across many cultures, inspired by a gold plaque from the Nazca culture that employs the *repujada* technique.
- Learners will create embossed metal foil with their own design.

About the Artwork:

The art of embossing is referred to as *repujada* in Latin America. The French term is *repoussé*. Embossed gold objects have been produced in many cultures. The embossed gold found in the Andean region included ceremonial objects such as cups, jewelry and this thin gold mask that was probably sewn onto the front of a turban or some other ritual headdress.

Discussion:

Gold is a natural metal which has always been highly valued across cultures. It is the most malleable pure metal known and will not oxidize when exposed to air or water. A symbol of wealth and standard of currency, gold is also used in dentistry and electronics.



Vocabulary:

- Embossed- to raise patterns on the surface of metal, leather, textiles, paper, and other similar substances.
- Repujada/Repoussé- a metalworking technique in which a malleable metal is shaped by pressing tools or hammering from the reverse side to create a design in low relief.
- Chasing- is used to refine the design on the front of the work by sinking the metal.

Materials:

- Gold foil
- Pencils
- Scissors
- Bond paper cut to size of foil for design template
- Folded construction paper or newspaper for cushioning foil
- Optional: Embossing tools

Process:

1. Discuss the art of embossing foil, and demonstrate how to make raised lines (from the reverse side) and incised lines (on the front side) on the foil.
2. Learners will draw their design on a piece of paper the same size as the foil.
3. The design paper is placed over the foil, and learners will trace the initial design using a pencil. Be sure to have a cushion of four sheets of paper under the foil to allow for embossing to occur.
4. The initial design can be reworked once it is traced by working directly onto the front or reverse surface of the foil.
5. The embossed design can be left as a square or cut around the border of the design to create a shaped artwork.

Extensions:

- Finished designs can be mounted on cardstock or construction paper using Tacky glue.
- Colored Sharpies can be used to enhance the finished design.

TEKS:

§117.32. Art, Grade 6.

(c) Knowledge and skills. (1) Perception. The student develops and organizes ideas from the environment.(A) illustrate themes from direct observation, personal experience, and traditional events; and (B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.



§112.B. Science, Grade 6.

(6) Matter and energy (A) compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability.

§113.B. Social Studies, Grade 6.

(7) Geography. (B) identify and analyze ways people have modified the physical environment such as mining, (15) Culture (A) define culture and the common traits that unify a culture region; (B) identify and describe common traits that define cultures; (E) analyze the similarities and differences among various world societies.

§111.22. Mathematics, Grade 6.

(6) Geometry and spatial reasoning, symmetry. (11) Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.

The Art:



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