

## Cloisonné Birds

**Date:** February 26-28 March 1, 4

**Big Concepts:** Nature and Environment

**Teks:** Art Grade 1:

**Perception:** 1.1A Identify similarities, differences, and variations among subjects, using the senses.  
1.1B Identify color, texture, form, and emphasis in nature and in the human-made environment.

**Creative Expression/Performance:** 1.2A Invent images that combine a variety of colors, forms and lines. 1.2B Place forms in orderly arrangement to create designs. 1.2C Increase manipulative skills, using a variety of materials to produce drawings, paintings, prints and constructions.

**Historical/Cultural Heritage:** 1.3A Identify simple ideas expressed in artworks through different media. 1.3B Select artworks that show families and groups. 1.3C Identify the use of art in everyday life.

**Response/Evaluation:** 1.4A Express ideas about personal artworks. 1.4B Identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.

**Materials:** Metallic Paint, crayon, paint brushes, water cups

### Content Objective:

- Students will be able to identify lines, texture, patterns and shapes.
- Students will be able to create border pattern in their design.
- Students will become familiar with two processes new to them: actual cloisonné and the adaptation of it in this lesson.
- Students will look at their subject matter, in this case birds, and find the essential shapes.

### Project Objective:

Students create their own bird cloisonné jewelry with a border pattern.

### Activities:

#### Description:

The art of cloisonné is a jewelry making technique in which thin copper or silver wires are soldered onto a copper or silver shape, forming a design. The shapes enclosed by the wire are then filled with enamel powder or frit. The piece is then fired briefly in an enameling kiln until the enamel melts and becomes glasslike. The result is a colorful design outlined by gleaming copper or silver lines. This project echoes the look of cloisonné in that the design is created in a raised metallic medium, white glue mixed with a powdered metallic pigment. Colors are added in the spaces with chalk. Birds are so colorful and are made up of such interesting shapes that they are a great subject for this process. This lesson could easily be tied to a study of birds in science.



### Project:

1. Discuss the myriad of species of birds and their various colors and shapes.

2. Have students sketch a bird in a very large size in the center of a piece of the black construction paper. Sketch a simple border that repeats some of the shapes used to draw the bird.
3. Show students some actual cloisonné pieces or photographs of some. Explain briefly how they were created. Then explain that they will create a bird that looks somewhat like a large cloisonné.
4. Students should now go over their pencil lines with metal paint. When completed, set aside to dry.
5. After the paint is completely dry, the students may color the spaces with crayon.

**Checks For Understanding:**

Students critique their fellow students by answering what they like in another student's picture and what could they have added to make their picture even better.