

Acrylic “Shingles”

Create texture using dried slabs of pourable acrylic paint. A great way to use up the leftover paint in old bottles, or to experiment with new colors. The process takes time to develop a new product out of a standard artist material. The results are innovative and creative. Students experiment with texture by turning a liquid into a solid and finally into a 3-D work of art.

Grade Levels K-12

Note: instructions and materials based on a class of 25 students. Adjust as needed.

Process

1. Creating the slabs of acrylic can be done any time the paint is available. Large slabs will take 3 days to dry depending on the thickness of the paint and environment. Cookie sheets with sides work well to contain any flow of paint. Tear a piece of parchment the length of the cookie sheet. Pour the liquid acrylic onto the paper. Do not dilute. Use the spatula to spread the paint to about 1/4" thickness. Paint does not have to be a consistent thickness or have even edges. Colors can be combined. As the paint dries, the paper will wrinkle and create waves, swirls and bubbles in the slab. The more texture the merrier! Place the cookie sheet in a window or where air circulates.
2. When dry, gently peel the slab off of the paper. Each released slab may be stored on the paper until needed. NOTE: Do not use wax paper as the slab will stick to it.
3. Create a design and draw it loosely on the matboard surface as a guide. Wood works well as a backing also. The design must be simple but can include curves as well as angles for movement. The design can be vertical or horizontal. The “shingles” are applied in an overlapping technique.
4. Choose the slab colors needed. Use a 12" ruler to mark a line the width of the slab. The lines should be 1/2" to 1" wide depending on the size of the



Materials

Blickrylic Student Acrylics, assorted colors (00711-), need approximately four half-gallons to share across classroom

Sargent® Acrylic Glitter Glaze, (00704-1006)
need one pint to share across classroom

Delta® Sobo® White Glue (23820-1004), share one 4-oz bottle between two students

Fiskars® for Kids Non-Stick Scissors (57054-1000), need one per student

Baker's Parchment Paper, available from grocery stores

Blick Plastic Ruler, 12" (55403-1012), need one per student

Assorted matboard scraps, approximately 8" x 10"

Flexible plastic spatula

Cookie sheets

Process, continued

- . design. Cut on the line with scissors. Cut only the number of strips needed to get a start. Using the scissors, cut strips into “shingle”-like pieces. Save all extra pieces, even the uneven edges as they are good for additional texture. Keep pieces on a sturdy plastic dinner plate for a palette of colors to be used.
- 5. The “shingle” design is created by starting with the bottom of the design. Glue the first pieces on the lowest part. Add more “shingles” on top overlapping the first layer and working upwards. Use a generous amount of glue on the top and back edge of each piece. Use the same method on curves and angles.

Hints

- Keep all pieces to trade with other students.
- Cut or trim to make new shapes.
- Embellish the “shingles” by painting small designs on them.

Options

- Use technique on wood supports for sculpture.

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National standards:

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

- **K-4** Students use art materials and tools in a safe and responsible manner.
- **5-8** Students intentionally take advantage of the qualities and characteristics of art media, techniques and processes to enhance communication of their experience and ideas.
- **9-12** Students conceive 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

- **K-4** Students use visual structures and functions of art to communicate ideas.
- **5-8** Students intentionally take advantage of the qualities and characteristics of art media, techniques and processes to enhance communication of their experience and ideas.
- **9-12** Students conceive 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.