

Fingerprint Beads

(art + character studies)

Certain people influence our lives in such a way that they leave “fingerprints” behind. Wisdom, teaching, inspiration, support and encouragement provided by parents, siblings, teachers, friends and role models make lasting impressions on each of us.

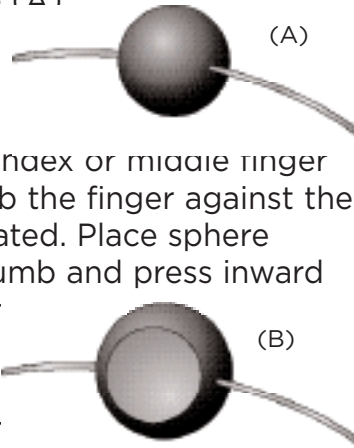
These simple, easy-to-make beads honor the everyday heroes and their influences. They're perfect for trading, making meaningful gifts, family reunions, special groups and retreats.

Elementary ages and children who are too young to recognize the “fingerprints” of others on their lives can make beads with their own impressions to give as gifts. Comparing fingerprints will help them understand their own uniqueness.

Grade Levels K-12

Process for grades 5-12:

1. Roll spheres with the clay no more than 1/2" in diameter. For perfectly shaped and sized spheres, use the FIMO® Bead Roller.
2. Pierce each bead with the jewelry wire, keeping wire as straight as possible (A).
The Bead Roller offers pin path grooves for precise wire location.
3. To make a fingerprint, dip index or middle finger into Pearl-Ex pigments. Rub the finger against the thumb so that both are coated. Place sphere between the finger and thumb and press inward and down, leaving an indentation on either side (B).
Do not press too deeply and expose the wire. Pearl-Ex is non-toxic and safe for contact with skin.
4. Preheat oven to 265°F, bake beads in a glass casserole dish for 30 minutes. Allow to cool on the pan.
5. Write the name on each bead neatly using a superfine, permanent marking pen. Allow to dry for one minute. For extra protection and a glossy ceramic-like finish, coat one side lightly with



"Fingerprints" necklace strung on Jewelry wire with added glass beads



Close-up view of bead with fingerprint

Materials

FIMO® Soft Polymer Clay, recommend Black (33228-2013) or White (33228-1013) for best contrast. May also use other colors. One pkg will make 12-15 beads

Jacquard Pearl-Ex Pigments assorted colors, recommend set of 12 (27103-1129)

Jewelry Wire Silver/Gold assortment (60688-1024), cut to 2" long pieces

Round Tip Jewelry Pliers (60618-1145)

Sakura Permapaque Metallic Markers 10-color set (21377-0109)

Mod Podge, Gloss, Quart (02916-1007)

Blick Scholastic Pony Brush, size 6 round (05865-1006)

OPTIONAL:

FIMO® Professional System Bead Roller (33073-1002)

Jump Rings, gold or silver (60697-)

Lobster Claw Clasps, gold or silver (60696-)

Elastic Thread (60631-1008)

Glass Beads (60735-), assorted colors

Process, continued:

acrylic gloss varnish. Allow to dry, turn bead over and coat the second side.

- Using jewelry pliers, form a tight loop with the wire on either side the bead (C). Bead is now finished and ready to string. Connect beads directly to one another with the wire loops or, use one of the following:

- [Jump Rings](#) (60697-), available in silver or gold, 4mm or 8mm
- [Elastic Thread](#) (60631-1008), eliminates need for a clasp
- [Silver or Gold Wire](#) (60688-1024)

Options

- Add more beads between for contrast, recommend [Glass Beads](#) (60735-), assorted colors. Add a [Lobster Claw Clasp](#) (60696-) in silver or gold for easy closure on bracelets or necklaces
- If an oven is not available, use an air dry clay, such as [Sculpt It!](#) (33269-1001)

Process for Elementary Ages:

- Prepare steps 1 and 2 in advance. String finished beads on heat-fusible [Nylon Jewelry Cord](#) (60616-) and use an iron to seal the ends together.



*Beads created with
air-dry clay, strung with
Jump Rings*

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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 apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks

Content Standard #3 — Choosing and evaluating a range of subject matter, symbols, and ideas

5-8

Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

9-12

Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life