

Jewelry I-IV

Four, one-semester elective courses in the High School Art Department

Each course is offered for one-half credit.

Fundamental Design is a prerequisite for Jewelry I.

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Overview/Course Description

Jewelry I is an introductory metals class designed to build basic skills in design, tools, cutting and shaping, surface techniques, connections, and settings. Students will experience the creative process from idea through the finished product. Critique and aesthetic discussion will intersperse art production and evaluation. Jewelry I is a one-half credit, one-semester class and is the prerequisite course for continuing study in Jewelry II through IV.

Anticipating that students will continue in this mode of inquiry, Jewelry II-IV will include deeper and more extensive exploration in this discipline. Each semester builds a growing sophistication in the execution of jewelry and metal production, and knowledge in contemporary trends as a means for individual expression applied to the individual course of study.

K-12 Arts Education Content Standards- Michigan Department of Education

Content Standard I	All students will apply skills and knowledge to perform in the arts.
Content Standard II	All students will apply skills and knowledge to create in the arts.
Content Standard III	All students will analyze, describe and evaluate works of art.
Content Standard IV	All students will understand, analyze and describe the arts in their historical, social, and cultural contexts.
Content Standard V	All students will understand, analyze and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Units of Study

Five units of study will be presented as a cumulative approach to the art making process.

- Unit I – Metalworking Processes**
- Unit II – Joining and Connections**
- Unit III – Finishing**
- Unit IV – Design and Inspiration**
- Unit V – Alternative Materials**

Each unit is composed of:

Key Concepts that state the major ideas students are expected to comprehend.

Benchmarks that are statements of what students will know or are able to do while progressing towards achieving the standards.

Assessment Tasks are suggestions of ways students can demonstrate the degree to which they have reached the Benchmarks.

Opportunities for Integration are connections between concepts within the unit and subject matter from related units or disciplines.

Authentic Application/Career are statements that show where these skills and processes are used in the world beyond school.

Instructional Resources are listed materials that support the teaching of this unit.

Unit I – Metalworking Processes

Key Concepts

1. Working with metal utilizes specialized tools and equipment that require comprehensive knowledge.
2. Demonstration of correct tool use as well as safety practices and procedures are a primary consideration.
3. A variety of techniques are used in the shaping, cutting and general manipulation of metal for an intended effect.
4. Applicable terminology and tool identification is necessary for accurate communication.

Benchmarks

The students will:

1. Use a variety of hand tools and power equipment with skill to safely communicate ideas through art. (ART.I.VA.HS.2)
2. Apply practical procedures, technique and fundamental metalworking processes with sufficient skill, confidence and sensitivity that personal design ideas are carried out in artwork. (ART.I.VA.HS.1)
3. Examine how form affects jewelry function and how effectively it communicates a desired effect. (ART.III.VA.HS.1)

Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

The students will:

1. Demonstrate correct use and safety procedures when using power equipment such as buffing wheels, drills or torches by wearing safety glasses, tying long hair back and loose clothing.
2. Demonstrate proper fabrication techniques to saw, drill, hammer and file, into a designed shape.
3. Layout and create a finished piece using appropriate equipment and forming techniques that demonstrate an understanding of the relationship between form and function as in the making of a ring or pendant.
4. Take a written exam on tool usage and identification.
5. Generate designs in a sketchbook that apply combinations of visual elements to achieve an express purpose.

Integration

1. Identify use of various tools and safety procedures as used in carpentry and automotive technology.
2. Evaluate how commercially made metal objects such as furniture and accessories are constructed.
3. Physics is used to understand the structural integrity of an object.

Authentic Applications

1. Students will gain knowledge of basic hand and mechanical tools that increases student's self-reliance and problem solving abilities.
2. Students will recognize the importance of safety in other situations involving tools and equipment.
3. Knowledge in cutting and shaping relates to industrial production techniques.
4. Understanding the elements of design helps students to make informed choices as consumers.

Unit II – Joining and Connections

Key Concepts

1. Connections are the methods by which metals and other materials are joined.
2. Cold connections can involve the use of rivets, staples, tabs and adhesives.
3. Soldering involves the use of heat to connect metals.
4. A variety of fastenings are used to secure jewelry elements such as clasps, chains, catches, interlocking joints or hinges.

Benchmark

The students will:

1. Show the ability to organize, connect and manipulate materials to create various types of jewelry connections with both cold connections and heat. (ART.II.VA.HS.5)
2. Apply organizational principles and functions to solve specific construction and visual art problems. (ART.I.VA.HS.3), (ART.II.VA.HS.2)
3. Students examine how the choice of joining effectively communicates a desired effect and how it functions. (ART.III.VA.HS.1), (ART.I.VA.HS.2)

Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

The students will:

1. Demonstrate cold connections in the design and fabrication of a piece such as riveting plastic to metal in a found object project or connecting jump rings together to make a necklace or bracelet.
2. Design and fabricate pieces that utilize the different soldering techniques, such as sweat solder, chip soldering and end to surface joints.
3. Take written exams on processes and procedures that utilize connections.

Integration

1. Students understand how individual parts connect and work together to form a larger mechanical object.
2. Theatrical sets are formed through the connection of separate props.
3. Physics is used to understand the structural integrity of an object.

Authentic Applications

1. Knowledge in soldering and cold connection joint options relates to industrial production techniques.
2. Understanding the relationship of individual components as they work together to form a larger unit is used in industrial design products.
3. Knowledge of how heat affects metal can increase understanding of its limits and use, such as the role metal failure had in the World Trade Center structure.

Unit III – Finishing

Key Concepts

1. The surface of an object can be altered through a variety of techniques such as patinas, polishing, enamels, stamping, etching, etc.
2. Color and finishing determine the aesthetic quality of each piece.
3. Settings are the incorporation of a foreign material or a stone to enhance the design of a finished product.

Benchmarks

The students will:

1. Use skills to complete a specific project intentionally incorporating a surface technique as a principle of design to communicate a feeling or idea. (ART.I.VA.HS.3), (ART.I.VA.HS.2)
2. Show improved abilities in organizing artistic components and manipulating materials to create various types of art finishes, techniques and processes. (ART.II.VA.HS.5), (ART.II.VA.HS.1)
3. Apply and adapt various settings to creatively design a finished product. (ART.II.VA.HS.4)

Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

The students will:

1. Demonstrate proper application of various techniques to intentionally alter a surface using methods such as chemicals, hammering, and enameling.
2. Use an altered surface as an element of design to create a finished product, such as a copper enameled bracelet or a multi-layered necklace, pin or bookplate.
3. Demonstrate skill and knowledge in stone setting and/or inlay techniques, such as setting a stone in a ring.
4. Generate designs in a journal or sketchbook.

Integration

1. The effect of chemical reactions on surfaces in jewelry is related to the chemical reactions found in chemistry.
2. Patinas occur on ancient artifacts as a result of time and exposure to the environment.
3. Students relate the identification and formation of various gemstones to geology.
4. The concept of inlay as used in jewelry is related to the inlay of various colors in ceramic tiles that create a decorative pattern or the use of inlay in wood furniture.

Authentic Applications

1. Students recognize various surfaces and understand their impact in the appearance of the overall design.
2. Students understand and recognize the complexity of designs and the techniques used in commercial settings.

Unit IV – Design and Inspiration

Key Concepts

1. Wearable art can be practical, functional or sculptural.
2. Effective design is based on the essence of geometric and organic form.
3. Design can be used to show the expression of a personal style.
4. Current trends and past styles offer inspiration as a basis for understanding possibilities and direction.

Benchmarks

The students will:

1. Identify intention of artists, explore the implications of various purposes, and justify analyses of purposes in particular works. (ART.III.VA.HS.2)
2. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture and using conclusions to inform personal artwork. (ART.IV.VA.HS.3)
3. Apply and adapt subjects, symbols, and creative ideas in artworks and use the skills gained to solve problems in daily life. (ART.II.VA.HS.4)

Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

The students will:

1. Generate designs in a sketchbook that draw upon observations and interpretations of history, culture and trends in their choices of ideas for art making as a basis for future work.
2. Identify subjects and themes that reflect their personal thoughts and give new directions to their art making.
3. Use geometric or organic shapes as a basis for building increasingly complex designs.

Integration

1. Architecture and CAD designers use concepts that consider practical use, function as well as address aesthetic and three- dimensional space.
2. Good design is applicable across all areas of the arts in fields that include theatre, stage productions for dance and music as well as the various visual arts.

Authentic Applications

1. Design styles follow trends in culture and fashion through various personal objects.
2. Design knowledge is necessary in all fields that require manufacturing of goods and structures.
3. Understanding design elements in jewelry will affect design choices in other personal adornments.

Unit V – Alternative Materials

Key Concepts

1. Jewelry can be made from non-traditional materials such as fiber, paper, clay, glass, mixed media and found objects.
2. Using material with little intrinsic value offers opportunities to stretch the imagination while still employing serious design and jewelry-making skills.
3. Techniques from other crafts can be intermingled in non-traditional ways providing new opportunities for color range, surface quality and design.
4. From early to contemporary times, artists have appreciated and used found objects and alternative materials to make adornments for the body.

Benchmarks

The students will:

1. Apply organizational principles and functions so solve specific jewelry design problems. (ART.1.VA.HS.3)
2. Analyze the effectiveness of selections in communicating ideas and reflect upon the effectiveness of choices. (ART.3.VA.HS.1)
3. Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places. (ART.4.VA.HS.2)
4. Identify intentions of artists, explore the implications of various purposes, and justify analyses of purposes in particular works. (ART.3.VA.HS.2)

Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

The students will:

1. Make a necklace, bracelet, brooch or other jewelry piece out of materials other than metal.
2. Generate ideas in a sketchbook that combine found objects in ways that demonstrate good design concepts and imaginative use of materials.
3. Through experimentation, develop new ways to exploit the potential of various craft techniques for jewelry purposes.
4. Draw upon study of images, observations and interpretations of current and past trends in their choices of ideas and as a basis for their work.

Integration

1. Alternative materials are developed in Chemistry.
2. Recycling found objects is environmentally sound.
3. Technology and Industrial Design classes experiment with the properties of a variety of materials and their useful applications.

Authentic Applications

1. Incorporating various materials into a product is necessary in automotive, interior and fashion design.
2. Skills and techniques used in one field may have similar applications in other media or industries such as woodworking, textile/fiber constructions, or the plastics and polymer industry.

Instructional Resources

Suggested text: Jewelry Fundamentals of Metalsmithing, by Tim McCreight

Resources may include

1. The Complete Metalsmith, by Tim McCreight,
2. Great Wire Jewelry: Projects & Techniques, by Irene From Petersen
3. The Encyclopedia of Jewelry-making Techniques, by Jinks McGrath
4. Fiber-Wire Beads and Jewelry, Lisa Vann
5. The Art of Jewelry Design from Idea to Reality, Elizabeth Olver
6. Two Books in One Jewelry, Madeline Coles
7. Color on Metal, Tim McCreight and Nicole Bsullak
8. The Paper Jewelry Book, Jessica Wrobel
9. The Jeweler's Art, a Multimedia Approach, Alice Sprintzen
10. Polymer, The Chameleon Clay, Victoria Hughes
11. Video; The Complete Metalsmith, by Tim McCreight
12. Arttalk by Ragans, R
13. Art Reproductions
14. Web sites such as ArtEdNet.
15. Instructor's professional artwork as examples
16. Local art exhibits
17. Michigan Art Education Association and National Art Education Association publications
18. Magazines such as: *Lapidary Journal*, *Jewelry Crafts*, *Scholastic Art*, *Arts and Activities*, *School Arts*
19. Microsoft office/ PowerPoint
20. Slides of students work
21. Videos of various artist's work

CAREER PATHWAYS

Career Pathways are careers that are grouped together because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Selecting a Career Pathway provides a *focus* into which one can begin directing energies and determining a *tentative* career "fit" though it is always acceptable to change one's mind. By identifying with a pathway students are aided in selecting courses, extra-curricular activities and part-time employment. Career Pathways provide a plan for all students regardless of their interests, abilities, talents, or desired levels of education. *All pathways have equal dignity.* The following six (6) Career Pathways have been developed by the state of Michigan:

Arts and Communications - careers related to humanities and the performing, visual, literary and media arts.

Business, Management, Marketing & Technology - careers related to all aspects of business including accounting, business administration, finance, information processing and marketing.

Engineering, Manufacturing and Industrial Technology - careers related to technologies necessary to design, develop, install or maintain physical systems.

Health Sciences - careers related to the promotion of health as well as the treatment of injuries and disease.

Human Services - careers in child care, civil service, education, hospitality and the social services.

Natural Resources and Agriscience - careers related to natural resources, agriculture and the environment.



The accompanying **ART curriculum** falls within the **ARTS AND COMMUNICATIONS Pathway**. Some personal characteristics* of people in this pathway are that they:

- ◆ seek opportunities for self-expression;
- ◆ Exhibit an imaginative and creative thinker;
- ◆ demonstrate good writing skills; and
- ◆ Posses strong communication skills.

Examples of additional careers* that fall under this **pathway** include:

Advertising Agent	Interior Designer	Actor/Actress
Broadcast Technician	Clergy	Author
Photographer	Audiovisual Technician	Technical Illustrator
Public Relations Specialist	Photo Process Worker	Bookbinder
Painter and Sculptor	Merchandise Displayer	Dancer
Musician and Composer	Religious Worker	Broadcast Technician
Set Decorator	Radio and Television Announcer	Archivist & Curator
Advertising Copywriter	Historian	Commercial Artist

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