PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Jewelry Design

Curriculum writing committee:

Dr. Irene Lantz

Grade Level:

11-12

Date of Board Approval: _____

Course Weighting: Jewelry Design

Projects	**80%**
Classwork/Participation	**20%**
Total	**100%**

Time/Credit for the Course: 1 semester, 90 days, 1/2 credit, 1 period per day

Curriculum Map

Overview:

Jewelry Design is a course in three-dimensional design that develops an understanding of the principles and elements of design in art. This course introduces technical skills that are necessary to design and create artistic personal adornment. Students will be exposed to a broad range of metalworking processes and techniques, and develop fabrication and finishing skills in a 3-D form. Students will gain knowledge and skills of craftsmanship, design, and technology. They will learn within a new format to articulate their creative ideas and synthesize the concepts and processes historically and contextually.

Goals:

Marking Period 1: Based on 45 days

- UNIT 1: FOUNDATIONS IN METALSMITHING (10 days)
  - Design, technology, craftsmanship
  - Explore critical and creative thinking in 3-dimensional designs
  - Understanding basic metal properties and procedures
  - Use basic vocabulary of jewelry making
  - Identification of the characteristics of metals
  - Understanding safety procedures
  - Methods of metal fabrications: use of a range of jewelry fabrication techniques in working with different metals to create jewelry forms, i.e. Metal fusion- Soldering and Cold Forming (Riveting)
- UNIT 2: FABRICATION (15 days)
  - Manipulation of various metals, Forming and Surface Ornamentation (folding, bending, rolling mill, dapping),
  - Basic Polishing Techniques: Flexible shaft, Polishing machine
  - Use a sketchbook/journal to develop ideas for creating works of art.
  - Understanding of the elements and principles of design employed in their work
  - Communicating an idea through works of art by using media, methods, and concepts appropriate to their intent.
  - To personally express themselves through their works of art.
  - Individual and group Critiques

- UNIT 3: LAYERING METAL (20 days)
    - Metal Design Integration: Synthesis of a variety of jewelry techniques into one design-i.e., marriage of metals, fold forming, mixed media
    - Cutting, piercing, and layering various metals to create a representational image
    - Soldering and forming shapes
    - Creating a bail/connected elements
    - Polishing finished construction

Marking Period 2: Overview based on 45 days

- UNIT 4: UNDERSTANDING EMBELLISHMENT - USE OF FINE METALS (25 days)
    - Metal Design incorporating a gem
    - Identification of the characteristics of gems and minerals
    - Creating a bezel
    - Stone setting
    - Polishing
    - Use a sketchbook/journal to develop ideas for creating works of art
    - Individual and group critique
- UNIT 5: ALTERNATIVE METHODS (20 days)
    - Alternative methods of jewelry forming
    - Wire, weaving, repoussé, réticulation
    - Etching- design, block out, acid etch, engraving, oxidizing, finishing
    - Enameling, fabric, and unconventional materials

Big Ideas:

Big Idea #1: Artists use tools and resources as well as their own experiences and skills to create art.
Big Idea #2: The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
Big Idea #3: There are formal and informal processes used to assess the quality of works in the arts.

Textbook and Supplemental Resources:

Various art tools in the studio, not limited to: torches, polishing machines, hammers, saws, pliers, metals, etc.

Curriculum Plan

<u>Unit 1:</u> Foundations in Metalsmithing **<u>Time/Days: 10 Days</u>**

- Standards: 9.1. A. Elements and Principles in each Art Form. Demonstration of Dance, Music, Theatre and Visual Arts C. Vocabulary Within each Art Form D. Styles in Production, Performance and Exhibition E. Themes in Art Forms F. Historical and Cultural Production, Performance and Exhibition
- 9.2.12 A. Context of Works in the Arts B. Chronology of Works in the Arts C. Styles and Genre in the Arts D. Historical and Cultural Perspectives 9.1. 9.2. F. Vocabulary for Historical and Cultural Context G. Geographic regions in the arts H. Pennsylvania artists I. Philosophical context of works in the arts J. Historical differences of works in the arts K. Traditions within works in the arts L. Common themes in works in the Arts
- 9.3.12 A. Critical Processes B. Criteria C. Classifications D. Vocabulary for Criticism E. Types of Analysis F. Comparisons G. Critics in the Arts
- 9.4.12 A. Philosophical Studies B. Aesthetic Interpretation C. Environmental Influences D. Artistic Choices

Objectives:
Students will:

- Study the handouts and apply the procedures/vocabulary/tools and methods to acquire strategies to implement the principles of soldering, polishing, and forming techniques. (DOK Level- 1,2,3,4)
- Create a design in jewelry using a schematic format to analyze their steps of procedure. (DOK Level- 1,2,3,4)
- Create their designs by completing the procedures of cutting, forming, soldering, and polishing using the tools in the studio. (DOK Level- 1,2,3,4)
- Apply the tenets of the elements and principles of design while creating and critiquing an original work of art. (DOK Level- 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

1. Create a design in metal that incorporates the foundational principles of metalsmithing such as: variation of texture, pattern, inlay, etc.; the elements and principles of designs; soldering and layering of metal; suggestions: objective or non-objective designs.
2. Direct instruction, and practice, modeling of the sawing, soldering, polishing techniques. Handouts of design principles, visualization using PowerPoint on Smart board, Handouts of techniques and vocabulary, and safety procedures.
3. Students will design either an objective or non-objective design using a variation of metals. Students will be able to design and create a drawn schematic design that includes all processes used, paper model and soldering steps.

4. Students will be able to transfer their template drawings initially onto construction paper to ensure that their design is able to be constructed in metal. Once verified, students will create textures (tools, rolling mill) in metal, cut (using a saw), solder the parts together, and polish when all steps are completed.

Materials**:**

- Drawing paper, pencils, rulers, construction paper, color pencils, scissors, computer, and PowerPoint.

Assessments**:**

- Diagnostic: Direct observation, discussion and questioning
- Formative: Individual and group critique
- Summative: Questionnaires, Critique analysis, and drawn jewelry designs graded using a rubric.

Unit 2: Fabrication **Time/Days: 15 Days**

- Standards: 9.1. A. Elements and Principles in each Art Form. Demonstration of Dance, Music, Theatre and Visual Arts C. Vocabulary Within each Art Form D. Styles in Production, Performance and Exhibition E. Themes in Art Forms F. Historical and Cultural Production, Performance and Exhibition
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Objectives:
Students will:

- Create a design in metal that incorporates mixed metals choosing from a variety of methods: mixed media (found object), cold (rivet) and hot (solder) forming, and the elements and principles of design. The design can be an objective or non-objective design. (DOK Level 1,2,3,4)
- Research artists and contemporary artwork. (DOK Level 1,2,3,4)
- Be able to cut metal with saws. (DOK Level 2)
- Be able to sweat and solder three pieces of metal together. (DOK Level 2)
- Be able to fold form metal (DOK Level 2)
- Be able to self-evaluate, and group critique their work. (DOK Level 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction, and practice, modeling of the sawing, soldering, riveting and polishing techniques. Handouts of found object principles, visualization using PowerPoint on Smart board, Handouts of techniques and vocabulary, and safety procedures.
2. Students will research techniques, elements and principles of design, and various jewelry designs to incorporate into the chosen method of fabrication.
3. Students will be able to design and create both a paper model and a drawn schematic design that includes all processes used, and soldering steps.
4. Students will be able to transfer their template drawings onto metal, apply any textures, cut-using a saw, solder the parts together, rivet-mixed media and polish when all steps are completed.
5. Students will be able to sweat solder various colored metal.

Materials:

Drawing paper, pencils, rulers, construction paper, color pencils, scissors, computer, PowerPoint, Handouts of techniques, fashion styles, and gemstones.

- Soldering Equipment/Torch
- Bezel pusher
- Wire toothbrush
- Rawhide mallet
- Cabochon stones
- Planishing hammer
- Sheet scrap metal
- Rolling Mill
- Students supply kit
- Sheet metal, tubing
- Oxidizers
- Kiln and enamels
- E3 Etch Controller and supplies
- Dapping tools
- Pitch Pot
- Pitch

Assessments:

- Diagnostic: Direct observation, discussion and questioning
- Formative: Individual and group critique
- Summative: Questionnaires, Critique analysis, soldering techniques graded using a rubric.

<u>Unit 3:</u> Layering Metal **<u>Time/Days: 20 Days</u>**

- Standards: 9.1. A. Elements and Principles in each Art Form. Demonstration of Dance, Music, Theatre and Visual Arts C. Vocabulary Within each Art Form D. Styles in Production, Performance and Exhibition E. Themes in Art Forms F. Historical and Cultural Production, Performance and Exhibition
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- 9.3.12 A. Critical Processes B. Criteria C. Classifications D. Vocabulary for Criticism E. Types of Analysis F. Comparisons G. Critics in the Arts
- 9.4.12 A. Philosophical Studies B. Aesthetic Interpretation C. Environmental Influences D. Artistic Choices

Objectives:
Students will:

1. Be able to create to solder incorporating mixed metals choosing from a variety of methods: mixed media (found object), cold (rivet) and hot (solder) forming, and the elements and principles of design. The design can be an objective or non-objective design. (DOK Level 1,2,3,4)
2. Be able to research artists and artwork of contemporary work. (DOK Level 1,2,3,4)
3. Be able to cut out their designs of various shapes and colored metal from their 2-d designs transferred onto metal. (DOK Level 2)
4. Be able to sweat solder the metals together. (DOK Level 2)
5. Be able to create a bail to attach to their designs. (DOK Level 2)
6. Be able to self-evaluate, and group critique their work. (DOK Level 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction, and practice, modeling of the sawing, soldering, riveting and polishing techniques. Handouts of found object principles, visualization using PowerPoint on Smart board, Handouts of techniques and vocabulary, and safety procedures.
2. Students will research techniques, elements and principles of design, and various jewelry designs to incorporate into the chosen method of fabrication.
3. Students will be able to design and create both a paper model and a drawn schematic design that includes all processes used, and soldering steps.
4. Students will be able to transfer their template drawings onto metal, apply any textures, cut-using a saw, solder the parts together, rivet-mixed media and polish when all steps are completed.
5. Students will be able to complete soldering metal that combines more than one piece of metal.

6. Students will be able to complete an original 3-dimensional design that incorporates color by using a minimum of two different color metals (copper, brass, nickel, bronze, and silver).

Materials**:**
Drawing paper, pencils, rulers, construction paper, color pencils, scissors, computer, PowerPoint, Handouts of techniques, and fashion styles.

- Soldering Equipment/Torch
- Bezel pusher
- Wire toothbrush
- Rawhide mallet
- Planishing hammer
- Sheet scrap metal
- Rolling Mill
- Students supply kit
- Sheet metal, tubing
- Oxidizers
- Kiln and enamels
- E3 Etch Controller and supplies
- Dapping tools
- Pitch Pot
- Pitch

Assessments**:**

- Diagnostic: Direct observation, discussion and questioning
- Formative: Individual and group critique
- Summative: Questionnaires, Critique analysis, soldering techniques graded using a rubric.

Unit 4: Understanding Embellishment-Use of Fine Metals: Time/Days: 25 Days

- Standards: 9.1. A. Elements and Principles in each Art Form. Demonstration of Dance, Music, Theatre and Visual Arts C. Vocabulary Within each Art Form D. Styles in Production, Performance and Exhibition E. Themes in Art Forms F. Historical and Cultural Production, Performance and Exhibition
- 9.2.12 A. Context of Works in the Arts B. Chronology of Works in the Arts C. Styles and Genre in the Arts D. Historical and Cultural Perspectives 9.1. 9.2. F. Vocabulary for Historical and Cultural Context G. Geographic regions in the arts H. Pennsylvania artists I. Philosophical context of works in the arts J. Historical differences of works in the arts K. Traditions within works in the arts L. Common themes in works in the Arts
- 9.3.12 A. Critical Processes B. Criteria C. Classifications D. Vocabulary for Criticism E. Types of Analysis F. Comparisons G. Critics in the Arts
- 9.4.12 A. Philosophical Studies B. Aesthetic Interpretation C. Environmental Influences D. Artistic Choices

Objectives:
Students will:

- Be able to study the handouts and apply the procedures/vocabulary and methods to acquire strategies to implement the principles of bezel creation and setting techniques, and to recognize characteristics of various gems and minerals. (DOK Level – 1, 2, 3, 4)
- Be able to create a bezel design in metal employing a particular style in jewelry. (DOK Level – 2, 4)
- Be able to employ strategies of different techniques to design, integrate the elements and principles of design and to create a wearable piece of art. (DOK Level – 1, 4)
- Be able to apply the tenets of the elements and principles of design while researching and analyzing the different styles of jewelry in a particular culture. (DOK Level – 1, 3, 4)

Core Activities and Corresponding Instructional Methods:

1. The student will be able to create a jewelry design that incorporates a bezel within a particular style in jewelry design.
2. Direct instruction and practice, modeling bezel making and setting procedures. Preliminary drawing, reviewing different styles in jewelry, and various gemstones. PowerPoint on Smart board, examples, rubric. Handouts of techniques and vocabulary, and gems.
3. Students will research jewelry artists using cabochon gems, and bezel setting techniques, and different fashion styles to understand aesthetics in jewelry designs and provide a written document of their findings.
4. Students will be able to complete the preliminary steps of creation in a paper model, the gem/metal design including: a schematic of all processes used, cutting and shaping of bezel, soldering steps, and setting technique.
5. Students will be able to complete an aesthetic design by incorporating a cabochon gem, and bezel setting technique in a particular jewelry fashion style.

Materials:
Drawing paper, pencils, rulers, construction paper, color pencils, scissors, computer, PowerPoint, Handouts of techniques, and fashion styles.

- Soldering Equipment/Torch
- Bezel pusher
- Wire toothbrush
- Rawhide mallet
- Planishing hammer
- Sheet scrap metal
- Rolling Mill
- Students supply kit
- Sheet metal, tubing
- Oxidizers
- Kiln and enamels
- E3 Etch Controller and supplies
- Dapping tools
- Pitch Pot
- Pitch
- Gemstones

Assessments:

- Diagnostic: Direct observation, discussion and questioning
- Formative: Individual and group critique
- Summative: Questionnaires, Critique analysis, jewelry designs graded using a rubric.

Unit 4: Alternative Methods: **Time/Days: 20 Days**

- Standards: 9.1. A. Elements and Principles in each Art Form. Demonstration of Dance, Music, Theatre and Visual Arts C. Vocabulary Within each Art Form D. Styles in Production, Performance and Exhibition E. Themes in Art Forms F. Historical and Cultural Production, Performance and Exhibition
- 9.2.12 A. Context of Works in the Arts B. Chronology of Works in the Arts C. Styles and Genre in the Arts D. Historical and Cultural Perspectives 9.1. 9.2. F. Vocabulary for Historical and Cultural Context G. Geographic regions in the arts H. Pennsylvania artists I. Philosophical context of works in the arts J. Historical differences of works in the arts K. Traditions within works in the arts L. Common themes in works in the Arts
- 9.3.12 A. Critical Processes B. Criteria C. Classifications D. Vocabulary for Criticism E. Types of Analysis F. Comparisons G. Critics in the Arts
- 9.4.12 A. Philosophical Studies B. Aesthetic Interpretation C. Environmental Influences D. Artistic Choices

Objectives:
Students will:

- Be able to study the handouts and apply the procedures/vocabulary and methods to acquire strategies to implement the principles of an alternative method of creating jewelry (DOK Level – 1)
- Be able to create a jewelry design employing a particular method/media in jewelry. (DOK Level – 1, 2, 3, 4)
- Be able to employ strategies of different techniques to design, integrate the elements and principles of design and to create a wearable piece of art. (DOK Level –2, 3, 4)
- Be able to apply the tenets of the elements and principles of design while researching and analyzing the different styles of jewelry in a particular culture. (DOK Level – 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

1. The student will be able to create an original integrated jewelry design incorporating a synthesis of learned techniques (transfer knowledge) with a new technique to form an aesthetic jewelry design. This lesson can be modified for any one of these techniques but not limited to: wire, weaving, etching, fold forming, reticulation, repoussé, enameling, and color surfacing, cold and hot forming, and unconventional materials.
2. Direct instruction and practice. Small group/collaborative learning: design alternative techniques incorporating known techniques. visualization using PowerPoint on Smart board. Handouts of the specific technique and vocabulary. Teacher modeling of different techniques.
3. Students will research the new technique and an artist who has created in the technique for inspiration and to be able to incorporate the learned techniques with transfer knowledge. Handouts of the chosen technique (e.g. Wire, weaving, etching, fold forming, reticulation, repoussé, enameling, and color surfacing, cold and hot forming, various different materials.).

4. Students will be able to complete the preliminary steps of the integrated design including: a schematic of all processes used, specific processes of chosen technique and a creation in a paper model.
5. Students will be able to complete an original integrated design that synthesizes transfer knowledge with the new technique, and the elements and principles of design.
6. Class critique, analyze and critique the different fashion styles of their designs and their value in society. Discussion of the elements and principles of design in jewelry.

Materials:

- Soldering Equipment/Torch
- Bezel pusher
- Wire toothbrush
- Rawhide mallet
- Planishing hammer
- Sheet scrap metal
- Rolling Mill
- Students supply kit
- Sheet metal, tubing
- Oxidizers
- Kiln and enamels
- E3 Etch Controller and supplies
- Dapping tools
- Pitch Pot
- Pitch
- Gemstones

Assessments:

- Diagnostic: Direct observation, discussion and questioning
- Formative: Individual and group critique
- Summative: Critique analysis, completed design graded using rubric.