



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Jewelry Art Metal 1

Course Description:

The curriculum for this course is developed from the [Wisconsin Standards for Art and Design](#). This is an elective introductory Jewelry course. In this jewelry course, students will focus on creating jewelry pieces from a wide assortment of materials and techniques. Students will develop basic skills of sawing, filing, creating cold connects, fabricating, soldering, and finishing. Early attention is given to construction of metal objects, soldering, casting, and riveting. Students will be introduced to procedures for handling materials; visual composition and design principles helping to develop a creative approach to problem solutions as well as exploring traditional and contemporary design concepts through lectures, demonstrations, and creating original pieces. Grades are determined by skill building assignments and created projects. The information in this course overview outlines what students should understand and be able to do by the end of the trimester/year.

Mastery Standards:

Standard 1: CREATE: Students will generate, develop, and refine artistic work

Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and process. (A.A.Cr.10.h: Investigate)

Formulate original concepts by practice, experimentation, and revision. (A.A.Cr.11.h: Plan)

Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques. (A,A.CR.12.H: Make)

Standard 2: PRESENT: Students will develop, refine, and convey meaning through the presentation of artistic work.

Curate and exhibit artwork for presentation, portfolio development, and/or preservation. (A.A.Pr.12.h: Share)

Standard 3: RESPOND: Students will critically interpret intent and meaning in order to evaluate artist work.

Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. (A.A.R.16.h: Describe)

Standard 4: CONNECT: Students will relate their artistic work with prior experience and external context.

Research or experience options in art and design careers. (A.A.Cn.11.h: Career Connections)

Unit	Description of Unit and Learning Targets
<p>Unit Title: The Artistic Process: Process, Product, Articulate</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How does surface finishing affect how people view my work? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Demonstrate the artmaking process to include <ul style="list-style-type: none"> Research Planning Rough Draft Produce a final product by meeting the criteria. Discuss and articulate art terminology in an educated manner.
<p>Unit Title: The Elements of Art and</p>	<p>Students will...</p>

<p>Principles of Design</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does surface finishing affect how people view my work? 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify and explain the Elements of Art and Principles of Design • Apply the Elements of Art and Principles of Design in art production.
<p>Unit Title: Foil Relief</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does surface finishing affect how people view my work? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Create an original design • Push about 50% of the design out and about 50% of the design in to create contrast • Use india ink to create visual interest
<p>Unit Title: Spiral Wire</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does surface finishing affect how people view my work? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Show mastery of the material by making a piece with strong craftsmanship • Use pliers to make consistent spirals • Follow my design plan to make a complete bracelet
<p>Unit Title: Sawing & Piercing</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does surface finishing affect how people view my work? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Pierce metal • Cut metal with a jewelry saw • Sand and file all edges and surfaces down • Buff the surface of my piece down • Show mastery of the material by making a piece with strong craftsmanship
<p>Unit Title: Cold Connections</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does surface finishing affect how people view my work? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Create contrast by making a pendant with two types of metal • Attach the two pieces using the rivet method • Show mastery of the material by making a piece with strong craftsmanship
<p>Unit Title: Hot Connections</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does surface finishing affect how people view my work? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Connect two pieces of metal using a sweat solder • Make at least 3 interior cuts • Show mastery of the materials by making a piece with strong craftsmanship
<p>Unit Title: Pewter Casting</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does surface finishing affect how people view my work? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Create a subtractive mold by working backwards into my design • Sand down my pendant and display it neatly • Create a one side pendent

Unit Title: Portfolio Reflection

Essential Questions:

- How can I revise my artwork?
- How have I shown growth through my art-making?
- How can I apply the elements of art and principles of design to give a formal critique of a work of art?

Students will...

Learning Targets:

- Reflect on my artmaking and interpret personal growth.
- Reflect on artmaking to interpret areas for improvement.
- Create a personal written artist statement to discuss the intent and process of art and artmaking.
- I can identify and describe how I used the elements of art and principles of design used in my artwork.