

Metals and Jewelry, First Marking Period

Content Area: **Fine Arts**
Course(s): **Metals and Jewelry**
Time Period: **Marking Period 1**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

Over-all HMHS Art Dept. Vision/ The Haddonfield Public School's visual arts curriculum is designed as a continuum from pre-kindergarten through the twelfth grade building creativity, self-expression, intuitive thought and visual literacy. They seek to offer student sustained practice in problem solving familiarity, encourage risk-taking, experimentation empowering students and fostering critical thinking across a range of disciplines. The Haddonfield Art Department wants students, in their enduring futures, to see the relevance and critical nature of the making process.

Haddonfield Art Educators vision is to offer students a diverse curriculum that will give students opportunities to develop their artistic potential and socioemotional well-being, as well as their interest in art. Through flexibility and encouragement as well as careful attention to criteria in the classical approach to Art Education, we offer our students opportunities to find their creative power.

In nurturing the imagination of our students, we are simultaneously fostering their cognitive development. Yet, art experiences reach far beyond cognitive growth. We want students to create work which speaks of their personal voice. We want to become The Art Program reputable for being able reaching into the heart of our students and helping them develop their spirit of creativity which inevitably befalls into their character, thus impacting their connections with the world.

Unit	MP/Trimester	Weeks
Wire pin	1	2
Wire necklace	1	2
Cuff bracelet	1	5

Unit Overview

In this introductory course, students begin with simple exercises using a variety of pliers to manipulate various types of wire. Then, they use those skills to design and create a pin from a single piece of wire. They learn to use the hammer and anvil to harden, flatten, and add texture to the wire. Building on these skills, their next project is to design and create a necklace showing balance and repetition. They then move on to using sheet metal to create a cuff bracelet, with a design based on an observational sketch of a natural object. They learn how to drill, saw, file, form, sand, and polish the metal. They also learn that nature provides perfect examples of the principles of design. Each project is shared with the group, providing an opportunity for reflection of one's own work, and appreciation for the work of others.

Enduring Understandings

Aesthetic knowledge stimulates judgement and imagination, empowering students to interpret, appreciate, and extract meaning from art.

Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

An understanding of the elements of art and principles of design is essential to the creative process and artistic production.

Through the critical process, students formulate judgements regarding artistic and aesthetic merits of artwork.

The relationship of the arts and culture is mutually dependent: culture affects the arts, and the arts reflect and preserve culture.

Essential Questions

How can we use our understanding of the elements of art and principles of design to create jewelry?

Why do people make jewelry?

What is craftsmanship?

How does jewelry reflect a culture or a period in history?

How can we turn a sketch into a finished piece of jewelry?

New Jersey Student Learning Standards (No CCS)

VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.3.12.D.CS4	Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Technology Standards

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.12.D.CS1	Apply the design process.

21st Century Themes/Careers

CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to
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issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP10.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Financial Literacy Integration

Instructional Strategies & Learning Activities

Concepts:

Students will become familiar with artist Alexander Calder's extensive wire jewelry creations.

Students will know that a functional pin can be created from a single piece of wire.

Students will know how to turn a sketch into a finished piece of jewelry.

Skills:

Students will be able to use a variety of pliers to bend wire, and execute their designs.

Students will be able to flatten their wire and add texture with a hammer and anvil.

Students will be able to drill and saw sheet metal, and form it into the shape of a cuff bracelet.

Students will be able to heat, sand, and polish their metal.

Learning activities will include:

Designing and creating a pin using a single piece of wire.

Using line, balance, repetition, symmetry, and composition to create a wire necklace.

Sketching a design found in nature, and transferring it to sheet metal.

Drilling and sawing the sheet metal, heating and forming it into a cuff bracelet.

Sanding and polishing the metal for a smooth finish.

Differentiated Instruction

- Curriculum Map
- Relationship-Building & Team-Building
- Mastery Learning (feedback toward goal)
- Grouping
- Rubrics
- Learning Through Workstations
- Mentoring

Formative Assessments

Teacher observation

Ongoing feedback

Group critique of finished pieces

Summative Assessment

Rubrics

Benchmark Assessments

Alternate Assessments

Resources & Technology

LCD projector

Calder Jewelry book

wire

sheet metal

tools

BOE Approved Texts

Closure

- Gallery Walk
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.

- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Permit as much time as needed to finish projects.
- Allow student to borrow tools in order to work on projects at home.
- Show a model of the end product of directions.
- Stand near the student when giving directions or presenting a lesson.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Have student restate information
- Provision of notes or outlines
- Concrete examples

- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking