Unit 4: Modern Clay bodies- texture and color

Content Area: **Art**
Course(s): **Art Experience, Jewelry Design 1**
Time Period: **December**
Length: **7 blocks**
Status: **Published**

Enduring Understandings

Available tools, techniques and resources influence artistic expression.

Polymer and paper clay bodies are the result of modern technology.

Applying texture and color theory undestanding will result in imaginitive and creative jewelry design.

Millifiori cane making was practiced by glass makers in Italy centuries ago.

New tewchnologies create new materials to experiment in the jewelry making process

Essential Questions

How do artists express their ideas?

How can expressive use of color create effective designs?

How has 16th century millifiori glass artists affected modern materials?

What personal aesthetics influence creative problem solving and critical thinking skills in the creation of jewelry?

What role does polymer and synthetic materials play in the accessibilty of creating 3D jewelry?

Content

Vocabulary:

- tint, shade, tone. positive and negative space, organic and geometric forms, value and intensity, monochromatic, complementary, analogous, triad, emphasis, chroma, acrylic , epoxy, texture, millifiore, grommets, eyelets, skinner blend, polymer, moldmaking, premo, sculpy, tissue blade,

pattern, radial symmetry, canes

Guest lecturer- Robin Milne, president of the New Jersey Polymer Clay Guild and polymer clay artist will give a presentation on making canes and present a portfolio of her 20 years of polymer clay work.

Skills

demonstrate knowlege of color theory through the use of colored inks and water based pigments to add color to jewelry projects

create organic textured shapes for jewelry application using paper and polymer clay

create a skinner blend color mixture of clay with a pasta machine

create multiple canes of various design patterns in polymer clay

demonstrate knowlege of materials and processes inherent to the conditionaing of different clay bodies

demonstrate proper use of a grommeting tool and set eyelets and grommets as findings in jewelry

make a mold from polymer compound and found object textures

incorporate polymer into jewelry objects

create and revise jewelry pieces using creative problem solving and critical thinking skills to apply personal aesthetics

evaluate and self reflect upon personal artwork as positive artistic growth

take bold design risks and think outside of the box

discover new uses for materials that demonstrate creativity and originality

Resources

Student materials kit includes

round nose pliers
chain nose pliers
flat nose pliers

Bent chain nose

Side cutter

6 mini files set

Jewelers saw

Bench pin

Safety goggles

Sandpaper 8 grits package

Toothbrush

Classroom tools
forming pliers
side and flush cutters, snips
crimping pliers
findings--jump rings, crimps, lobster claw, earring wires, crimp covers, spring rings, toggles, cones, beads, found objects, bench block, nylon jaw pliers for wire
wire gauge,headpins and eyepins, resin, etching materials, patina, sheet metal, helicopter punch,

Copper and nickel wire, mandrels, multiple hammers, stamps, sponges, steel wool, pickle pot, enameling kiln, microwave glass kiln, spray booth for varnishes and sealers, various oven baked polymer clay, toaster oven, solder, butane torch, kiln brick flux, rubber cement, drill press, copper tongs, self locking tweezers
sketchbooks

Safety Goggles (When needed)

Chromebooks and smartphones for student research and esl programs
Printer for photos, templates and artwork

Teacher pinterest acct. with technique examples
Pinterest groups -- idea for examples and business branding, sales

Reference Books-- Teacher's personal classroom library

"Making Etched Jewelry- Techniques and Projects,Step by Step"--- Kris Robinson and Ruth Rae

"PATINA 300+ Coloration Effects for Jewelers & Metalsmiths"----- Matthew Runfola
"Stamped Metal Jewelry- Creative Techniques & Designs for Making Custom Jewelry"---- Lisa Niven Kelly
“ New Stamped Metal Jewelry” --Lisa Niven Kelly and

"Making Metal Jewelry"---- Tim McCreight

"Metal Artists’ Workbench"---- Thomas Mann

Youtube instructional videos by Jewelry Artists

Classroom samples and models
Color wheel, sketchbooks
Previous student examples
“Jewelry artist” magazines
www.JewelryMakingDaily.com
www.beaducation.com

Standards

NJ: Grade 12

9.1 21st-Century Life & Career Skills
9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem SolvingShow details
9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
F. Accountability, Productivity, and EthicsShow details
9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

VPA.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.12.D	Visual Art
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.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

VPA.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.12.A	Aesthetic Responses
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.B	Critique Methodologies
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.