Unit 5: The business of jewelry- Promoting your style

Content Area: **Art**
Course(s): **Art Experience, Jewelry Design 1**
Time Period: **January**
Length: **10 blocks**
Status: **Published**

Enduring Understandings

Big Idea: The business of Jewelry: The Impact of visual display and advertising

Successful branding and marketing promotes sales.
Visual brand identity created through successful business cards, jewelry display, and packaging enhances an artists style clientele
Online, creative stores for artisans are growing rapidly.
Video, online tutorials and interactive learning sites are a wide open market and alternative learning oppotunity

Essential Questions

Who is my target jewelry market?

Does my logo and business identity accurately reflect the style of my work?

What role does graphic design play in consumers' choices?

What would make a tutorial video interesting?

What skills I am I confident and proficient in to share with the world?

What venue will I use to publish and promote my tutorial?

How does copywrite and itellectual property laws effect design and corporate jewelry sales.

What are the aesthetics for a successful video tutorial?

Am I ethically correct and original in my designs for sale?

Content

Vocabulary:

business cards

earring display cards

logo

corporate branding

etsy

artfire

display forms

intellectual property

design copywrite

Skills

- Create a name brand identity for a modern jewelry company
- design a business card promoting the students jewelry company
- Devise a creative display using innovative materials to showcase products
- create a portfolio of related pieces while investigating personal style
- research materials costs to effectively price jewelry for profit
- create, set up, and market a jewelry sales event
- Create and publish a video tutorial of a jewelry making technique.

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.

9.1.12.F.3 Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.

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.