Unit 3: Macrame and Fiber Jewlery

Content Area: **Art**
Course(s): **Art Experience, Jewelry Design 1**
Time Period: **November**
Length: **8 blocks**
Status: **Published**

Enduring Understandings

- The Spanish word *macramé* is derived from the Arabic believed to mean “spiritual towel”, or “ornamental friend” or “embroidered veil.”
- Macrame has utilitarian and decorative puroses.
- Jewelry exists in multiple forms and is influenced by a myriad of cultures
- Changing the materials and cords creates very different end results in the size and texture of macrame.
- Macrame stayed along the cost but made connections in the mountains. Tying knots and connecting with communities through out the Americas as well spreading the art to places
- as far as China and Africa.
- Symmetry, repetition and balance exist in nature through many organic forms
- Artists use a variety of media for self expression

Essential Questions

How will your material choices affect the overall aesthetics of the finished macrame design?

How can the artist incorporate textures that influence the wearabilty of macrame jewelry.

What special concerns and design problems are evident in working with wire macrame?

How can color theory principles be introduced into successful macame design?

Content

larks head knot

square knot

half hitch knot

Micro macrame

sinnet

holding cords

knotting cords

josephine knot

overhand knot

Skills

analyze various examples of macrame throughout the ages.

create a personal piece of macrame jewelry using proper knotting techniques.

demonstrate the abilty to use and care for materials, tools and supplies through learned safety practices.

demonstrate a reasonable amount of time to complete an assignment

express creativity through personal design choices

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

VPA.1.2.12	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.12.A	History of the Arts and Culture
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
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.