Unit 3: Enameling

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **8-10 Weeks**
Status: **Published**

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.12adv.Cr	Creating
1.5.12adv.Cr1	Generating and conceptualizing ideas.
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12adv.Cr2	Organizing and developing ideas.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12adv.Cr3	Refining and completing products.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12adv.Pr	Presenting
1.5.12adv.Pr4	Selecting, analyzing, and interpreting work.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
1.5.12adv.Pr6	Conveying meaning through art.
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12adv.Re	Responding
1.5.12adv.Re7	Perceiving and analyzing products.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12adv.Re8	Interpreting intent and meaning.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and

	defend a plausible critical analysis.
1.5.12adv.Re9	Applying criteria to evaluate products.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12adv.Cn	Connecting
1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Brief Summary of Unit

The students will have the opportunity to work in metal. They will learn about the characteristics of metal and related enameling materials. They will learn about all the various processes of enameling and will create an enameled piece using the en bosse ronde method as well as using the cloisonné process. Discussions of the historical significance of enameling in addition to studying contemporary metal artists will be used as inspiration for individual project ideas. Students will develop necessary skills and vocabulary required to create a cloisonné enameled piece. Emphasis will be placed on using skills to produce work that is more complex and mature. Basic methods for metal fabrication will be used such as cutting, piercing, filing, polishing etc.

Essential Questions/Enduring Understandings

- How does proper technique affect the outcome of the final product?
- How does the understanding of the enameling process develop one's individual sense of aesthetics?
- How does the artistic process change when working independently?
- How do history and culture affect art? How does art affect history and culture?

- Enameled art objects have been used in numerous cultures for the purpose of utility, decoration, religious and artistic expression.
- Technical skill is required in the manipulation of the material to achieve desired results.
- Individualized results will occur due to the use of different patterns and designs utilized.
- The use of surface decoration as an integral part of creating an enameled piece.
- Students will be able to independently use their learning to master the craft process which will contribute to

the artistic and creative growth of the individual.

● Students will be able to independently use their learning to critically analyze creative works in the real world.

● Students will view art and different cultures with greater perspective and empathy.

Students Will Know/Students Will Be Skilled At

● How to create an enameled piece by using the en bosse ronde technique.

● How to create an enameled piece by using the cloisonné technique.

● How to utilize various tools and techniques needed to create their enameled project.

● How to identify, explain, and articulate the key terms associated with the selected processes, techniques, and media: e.g. cloisonné, champlevé, en bosse ronde, frit, cells, piercing.

● The sequence required to making and finishing an enameled piece.

● That art can be chosen as a career and is useful within the STEAM fields.

● Expressing their creative vision.

● Explaining their creative works.

● Creating cell, filling them with frit and using multiple thin layers to achieve the desired result.

● Determining the correct materials to create an enameled piece.

Learning Plan

● Preview the essential questions and connect to learning throughout the unit.

● Continued emphasis on the understanding of the elements and principles of design.

● Student experimental explorations of the elements and principles of design.

● Presentation of historical content and enameling processes.

● Viewing of DVD and YouTube video clips of enameling techniques.

● Lecture and discussion of contemporary jewelry/enamel artists.

● Demonstration of the appropriate techniques associated with the enameling process.

● Presentation of vocabulary.

● Brainstorm ideas and create thumbnail sketches for their designs.

● Critique of thumbnail sketches to select the strongest design that best suits the medium.

● Students create a practice piece.

● Students create a finished project.

● Student centered research of enameled artworks

● Group critique of finished artwork.

● Students complete process test and rubric.

Evidence/Performance Tasks

Fine Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression in the course may be demonstrated in divergent ways through the Artistic Process of Creating, Presenting/ Producing, Connecting, and Responding.

Tasks will include:

- Completion of brainstorming and thumbnail sketches for designs.
- Transferring the design onto the metal.
- Creating cells which will hold the frit.
- Using multiple layers of frit.
- Polishing the piece.
- Creating two enameled pieces with surface design.
- Correctly and consistently utilizing the specific vocabulary associated with metal processes and techniques.

- Meaningfully participating in group critiques based on elements and principles of design.
- Engagement in active and meaningful participation in classroom discussions and activities.
- Self assessment via rubric.
- Answering the essential questions.
- Taking the process test.

Materials

The materials used in this course allow for the intergration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Enameling Kiln, Sparex, Scalex, Frit, Copper Blanks, Firing Forks, Wire Mesh, Stilts, Trivets, Crock Pot, Carborundum Stones, Emory Paper, Stencils, Sifters, Tweezers, Cloisonne Wire, Paper, Pencils, Erasers.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:
Fine Arts Accommodations & Modifications

• one-to-one instruction and assistance

• cooperative learning groups

• study partners

• additional time on task

• alternative outcome options

• assessment based on individual development in the area of study

• images and visual aids

• handouts of notes, procedures, processes, diagrams, etc.

• preferential seating

• audio tape of instruction

• reading material modified to student level

• testing materials appropriate to student level

• revised techniques, use of tools and media in hands-on activity

. Follow IEP and 504 plans