Unit 5: Metal

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 Weeks**
Status: **Published**

Standards

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

1.5.12acc.Cr	Creating
1.5.12acc.Cr1	Generating and conceptualizing ideas.
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2	Organizing and developing ideas.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
1.5.12acc.Cr3	Refining and completing products.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
1.5.12acc.Pr	Presenting
1.5.12acc.Pr4	Selecting, analyzing, and interpreting work.
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
1.5.12acc.Pr6	Conveying meaning through art.
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
1.5.12acc.Re	Responding
1.5.12acc.Re7	Perceiving and analyzing products.
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8	Interpreting intent and meaning.
1.5.12acc.Re9	Applying criteria to evaluate products.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

1.5.12acc.Cn	Connecting
1.5.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
1.5.12acc.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

Brief Summary of Unit

Students will explore the craft area of metal working. Students will explore the creative potential of the medium. Students will create their own expressive forms, including jewelry, utilizing this unique medium.

Transfer

Essential Questions

- How do the unique properties of metal as an art medium influence the artist's design?
- How does the understanding of metal working processes develop ones individual sense of aesthetics?

Essential Understandings

- the decision making processes and problem solving required to create metal forms will develop ones individual sense of aesthetics.
- the use of metal as an art medium has played a significant role in the history of varying cultures as well as contemporary society.
- What properties are unique to metal as an art medium and how do they influence the artist's design?

Students Will Know

- key terms associated with the selected metal processes and techniques: e.g. gauge, jig, oxidation, anvil, etc.
- that knowledge of metal working expands the career opportunities for the working artist. It is especially significant in the field of jewelry design.

- the materials and tools used in metal working e.g. buffing wheel, Tripoli, rouge, needle nose files, jeweler's saw, etc.
- the properties unique to metal: gauge thickness, types of metal, copper, brass, or nickel silver, tensile strength,

Students Will Be Skilled At

Evidence/Performance Tasks

- answer the essential questions.
- complete brainstorming and thumbnail sketches for viable metal design.
- complete the rubrics for the individual projects.
- correctly and consistently utilize the specific vocabulary associated with metal processes and techniques.
- create an experimental metal form.
- create an individual artwork using the metal working techniques and processes demonstrated in class.
- meaningfully participate in group critiques based on elements and principles of design.
- take process test.
- writing prompt related to the art of metal. Example: " Most people think of jewelry as having none other than an aesthetic role: to adorn the body or to be beautiful in and of itself. This says very little about the functions that jewelry has performed throughout history and continues to perform in today's world. Discuss the social status, jewelry has played in our society. Is jewelry a vehicle for creative fantasy of the maker or a statement of self-image by the wearer? Defend your position.

Learning Plan

- Begin metal working process, working to completion of metal design.
- Brainstorm ideas and create thumbnail sketches for metal work.
- Cooperative learning groups examine sample metal projects to determine the criteria for a successful design.
- Critique of thumbnail sketches to select strongest design that best suits the medium.
- Demonstrate use of tools to create various forms.
- Discussion: Metal design, techniques and processes.
- Group critique of finished artworks.
- Have students experiment with creating forms using metal working tools.
- Individual teacher critique of experimentations based on technical mastery of medium.
- Individualized critique throughout the process.
- Introduce tools, materials, vocabulary and properties unique to metal working.
- Large and small group demonstration reinforcing metal working techniques. Visual aids of

finished pieces to be included in demonstration.

- Lecture and discussion of artworks incorporating metal as medium.
- Presentation of finishing techniques.
- Preview the essential questions and connect to learning throughout the unit.
- Process test.
- Students and teacher work to create assessment criteria.
- Students complete writing prompt and rubric.
- Viewing of DVD and YouTube video clips of metal working techniques.
- Visual aids reinforcing content.

Materials

Suggested Strategies for Modifications

- additional time on task
- alternative outcome options
- assessment based on individual development in the area of study
- audio tape of instruction
- cooperative learning groups
- handouts of notes, procedures, processes, diagrams, etc.
- images and visual aids
- one-to-one instruction and assistance
- preferential seating
- reading material modified to student level
- revised techniques, use of tools and media in hands-on activity
- study partners
- testing materials appropriate to student level