Unit 5: Wire

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **20**
Status: **Published**

Brief Summary of Unit

This course provides the opportunity for creative experience in crafts. As a discipline-based foundation for the succeeding selection of advanced crafts courses, instruction and activities are centered upon introductory experiences in hand built pottery, metal design and sculpture, surface design, and fibers. The materials, processes and products are basic to art and correlate with aspects of the study of art, applied technology, and family and consumer science. A student's interest in producing craft items and his/her desire to understand the cultural value of the arts are the most important considerations in electing this course.

Students will explore the craft area of wire. Students will explore the creative potential of the medium. Students will create their own expressive sculptural forms utilizing this unique linear medium.

Revision Date: July 2024 - Samantha Berk.

Standards

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

1.5.12prof.Cr1	Generating and conceptualizing ideas.
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2	Organizing and developing ideas.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
1.5.12prof.Cr3	Refining and completing products.
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
1.5.12prof.Pr4	Selecting, analyzing, and interpreting work.
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.

1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12prof.Pr6	Conveying meaning through art.
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
1.5.12prof.Re7	Perceiving and analyzing products.
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Re8	Interpreting intent and meaning.
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12prof.Re9	Applying criteria to evaluate products.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.

Essential Questions/Enduring Understandings

What properties are unique to wire as an art medium and how do they influence the artist's design?

How does the understanding of the wire process develop one's individual sense of aesthetics?

The linear property of wire makes it unique as a sculptural art medium. The artist is using the 2 dimensional wire "line" to create a 3 dimensional form.

The use of wire as an art medium has played a significant role in the history of varying cultures as well as contemporary society.

The decision making processes required to create wire forms will develop one's individual sense of aesthetics.

Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety,

freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate?

People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Students will know/Students will be skilled at

Students will know that sculptural objects are three-dimensional forms.

Students will know the materials and tools used in wire working e.g., needle nose pliers, flat nose pliers, hacksaw, jeweler's saw, bending jig and diagonal cutting pliers.

Students will know the properties unique to wire: gauge thickness, choice of copper, brass, or nickel silver, emphasis of line as a design element.

Students will know the key terms associated with the selected wire processes and techniques.

Students will understand that knowledge of wire working expands the career opportunities for the working artist. It is especially significant in the field of jewelry design.

Students will be skilled at working and manipulating wire.

Learning Plan

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

Viewing of DVD and YouTube video clips of wire working techniques. (Calder's Circus is one that is recommended.)

Discussion: Wire as a design and sculptural medium.

Introduce tools, materials, vocabulary and properties unique to wire working.

Demonstrate use of tools to create various forms.

Visual aids reinforcing content.

Have students experiment with creating forms using wire tools.

Lecture and discussion of artworks incorporating wire as medium.

Individual teacher critique of experimentations based on technical mastery of medium.

Brainstorm ideas and create thumbnail sketches for wirework.

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

Large and small group demonstration reinforcing wire working techniques. Visual aids of finished pieces to be included in demonstration.

Begin wire working process, working to completion of wire design.

Individualized critique throughout the process.

Presentation of finishing techniques.

Students complete rubric.

Process test.

Evidence/Performance Tasks

Create an experimental wire sculpture.

Complete brainstorming and thumbnail sketches for viable wire sculpture design.

Create an individual artwork using the wire working techniques and processes demonstrated in class.

Correctly and consistently utilize the specific vocabulary associated with wire processes and techniques.

Meaningfully participate in group critiques based on elements and principles of design.

Complete the rubrics for the individual projects.

Take process test.

Materials

Various reproductions, Scholastic Arts Magazines, various teaching brochures, various media, various teacher made examples, past student work, teacher made handouts, videos, internet.

A wide assortment of different gauges of wire as well as colored wires.

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1whirPHhSur-WY5EGTzfLHayWczAu0O9Svu-0ggxyXFY/edit#gid=1426178898