



**HIGH SCHOOL COURSE OUTLINE**

<b>Department</b>	Visual/Performing Arts		<b>Course Title</b>	Jewelry 1-2			
<b>Course Code</b>	1034	<b>Grade Level</b>	10-12	<b>Course Length</b>	2 semesters	<b>Credits/Semester</b>	
<b>Required for Graduation</b>			<b>Meets H.S. Grad Requirement</b>		Yes	<b>Elective Credit</b>	Yes
<b>Prerequisites</b>	Exploring Art or 3-D Art 1-2 or permission of instructor						
<b>Articulated with LBCC</b>		No		<b>Articulated with CSULB</b>		No	
<b>Meets UC "a-g" Requirement</b>		Yes (f)		<b>Meets NCAA Requirement</b>		No	

**COURSE DESCRIPTION**

Jewelry 1-2 is a course in three-dimensional design which develops an understanding of the art elements and principles. The course introduces technical skills that are necessary to design and create artistic personal adornment. Emphasis will be on: the social and historical context in which jewelry has been made; it's significance in today's society; the original, creative and appropriate use of materials; craftsmanship and developing design skills used in the creative process. The five components of the California State Visual and Performing Arts Framework as well as Long Beach Unified School District standards are integrated into the curriculum.

**GOALS:**

Students need to:

- Develop and expand aesthetic perception; learning the visual components and language of art. (Aesthetic Perception)
- Develop and expand visual arts knowledge and skills. Expressing ideas imaginatively; creating original works using a variety of media, processes and techniques. (Creative Expression)
- Acquire knowledge of historical and cultural developments which occur as a result of varying needs and aesthetic points of view. (Cultural and Historical Heritage)
- Develop a base for making informed aesthetic judgements. (Aesthetic Valuing)
- Analyze personal work and that of other artists and cultures discovering intent, purpose, significance, and technical proficiency.
- Recognize how artistic experiences relate to lifelong learning and career skills. (Connections, Relations & Applications)

## **PERFORMANCE OBJECTIVES:**

Students will:

- Clearly articulate what jewelry is, how it has functioned historically and socially in various cultures.
- Utilize art elements and basic design concepts (i.e. balance, emphasis, movement, contrast, unity, pattern, etc.)
- Acquire a working knowledge of the tools and their proper usage in the creation of jewelry.
- Utilize skills in the various techniques used in the creation of jewelry.
- Use basic vocabulary of jewelry making.
- Identify characteristics of some materials used in the creation of jewelry.
- Apply his/her creative abilities and his/her artistic heritage as it relates to the creation of jewelry, and to the visual world around them.
- Make informed responses to and evaluate works of art using objective criteria for analysis, interpretation, and judgement.
- Clarify his/her own aesthetic values and learn to appreciate differences in the aesthetic values of others.
- Identify career opportunities in the creative field of jewelry and related industries.

## **OUTLINE OF CONTENT AND TIME ALLOTMENT**

Throughout both semesters students will be involved in both written and studio research. For the historical/contemporary works studied or each studio piece produced, students will take on the role of either Art Historian or Art Critic. Description, analysis, interpretation and judgment will be used in both the written and verbal critiques.

Students will do analytical surveys based on the prompts in the chart below. They will also prepare individual lab manuals and portfolios including self evaluations, involving the same writing process.

	<b>Description</b>	<b>Analysis</b>	<b>Interpretation</b>	<b>Judgment</b>
<b>Art Criticism</b>	Make an inventory of the subject matter and/or the elements of art.	Determine how the work of art is organized or put together; concern centers on the principles of art.	Identify the feelings, moods, and ideas communicated by the work of art.	Make a personal decision about the degree of artistic merit of the work of art.
<b>Art History</b>	Determine when, where, and by whom the work of art was completed.	Identify the features in the work and compare these to features found in other works to determine its artistic style.	Investigate the influence of time and place upon the artist who created the work of art.	Make a decision about the work's importance in the historical development of art.

## **FIRST SEMESTER**

### **Studio Emphasis**

- I. Fabrication
  - A. Sawing
  - B. Forming / Forging
  - C. Riveting
  - D. Soldering
  - E. Finishing
- II. Etching
  - A. Design
  - B. Block Out
  - C. Acid Etch
  - D. Engraving
  - E. Oxidizing
  - F. Finishing
- III. Enameling
  - A. Copper / Silver
  - B. Cloisonne
- IV. Research Report:
  - A. Famous Artist
  - B. Museum / Gallery Visit

### **Historical / Social**

- I. Burial Adornment  
\*Neolithic, Egyptian, Inca
  - II. Tribal Adornment  
\*African, Inca, American Indian
  - III. Chinese Bronzes  
\*Casting, Chasing
  - IV. Greco – Roman
  - V. Middle Ages  
\*Cloisonne, Fibulas
  - VI. Byzantine  
\*Manuscript Covers  
\*Liturgical Items
  - VII. Renaissance / Baroque
- Historical or Contemporary

## **SECOND SEMESTER:**

### **Studio Emphasis**

- V. Lost Wax Casting
  - A. Wax Design
  - B. Pattern Making
  - C. Mold Making
  - D. Investment / Burn Out
  - E. Casting / Centrifugal
  - F. Finishing
- VI. Surface Alteration
  - A. Design / Rolling mill
  - B. Combined Materials
  - C. Acid Etch
  - D. Engraving
  - E. Oxidizing
  - F. Finishing
- VII. Stone Setting
  - A. Bezel Mount
  - B. Pronged Head Mount
  - C. Finishing
- VIII. Research Report:
  - A. Process or Technique

### **Historical / Social**

- VIII. Art Nouveau and After 1895 – 1918
  - IX. Art Deco, 1919 – 1930
  - X. The Twenties and Thirties
  - XI. Second World War 1939 – 1949
  - XII. Pop Art
  - XIII. Contemporary Trends, 1965 –
  - XIV. Space Age Design:  
Materials / Technology
- Historical/Contemporary

**METHODS:** A variety of instructional strategies will be utilized to accommodate all learning styles and to reinforce designing skills.

- Lecture: Introduction to the characteristics of jewelry; its historical creation and the various materials, tools and techniques used to produce successful jewelry pieces.
- Demonstrations: Piercing, filing, sanding, polishing, soldering, forming, forging, etching, copper enameling, lost wax casting methodology, riveting, beading, oxidizing, stone setting, and the proper use of the materials and tools used to do all the above.
- Computer assisted design to include: Scanning of student generated images, color studies, technical and visual research via the Internet and CD Rom.
- Creation of physical / electronic portfolios and a working lab manual.
- Written tests, vocabulary, safety, etc.
- Class critiques and shows promoting discussion, support and the sharing of ideas.

**MATERIALS USED IN TEACHING THE COURSE:** In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students

**Basic text:** The Complete Metal Smith; McCreight

**Supplementary Materials:** (Recommended for reference):

Art Through the Ages, Gardner  
Contemporary Jewelry, Philip Morton  
Working with Copper, Silver, Enamel, Jan and Eve Sjoberg  
Enameling, Kenneth F. Bates  
History of Art, Jansen  
Handwrought Jewelry, Lois Franke

- Slides
- Video
- Visual examples of jewelry pieces

Publications:

American Craft, American Craft Council

**EVALUATION:** Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)

- Students' responses demonstrate a command of material, organizational skills and expressive abilities.
- Students' performance in producing an artistic, personal expression reflects their ability to organize and express ideas and feelings.
- Teacher's judgment based on observation of student behavior, including attitudes, interests, enthusiasm, originality and independence.
- Self-Evaluation (to include rubrics with student input) involving the students in the assessment of their own progress, learning to access accurately their own growth and that of fellow students.

- Students' responses to written assignments and research of: artists, periods, cultures, and art methods and processes used in a studio art class.

Revised 7/01

Hscourse/art/jewelry 1-2