

Jewelry Making

Unit 1 Title: Natural materials : Hemp, Twine, wood, and leather

Stage 1: Desired Results

Standards & Indicators:

2020 Visual and Performing Arts 1.5 Visual Arts

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

2020 Media Arts Standards 1.2

1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.

1.2.12acc.Cr2c: Apply aesthetic criteria in developing and refining media arts artwork.

1.2.12adv.Cr2a: Fluently integrate a sophisticated personal aesthetic for media arts productions.

1.2.12adv.Cr2b: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.Cl.2	Identify career pathways that highlight personal talents, skills, and abilities	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Central Idea/Enduring Understanding:

Historical context:
Primitive humans/ native & historical designs focusing on early cultures i.e., Indian, Asian and Pacific Islands.

Essential/Guiding Question:

How location and time period Limited material and color palettes based on availability to those specific areas.

Content:

A. Natural Materials (knotting, weaving, and tying)

1. Hemp and fiber
2. Knotted bracelets
3. Woven necklace

B. Leather (Stamping, dying and tooling)

1. Stamped and dyed wristband
2. Designed and burnt keychain
3. Tooled leather Bracer or neckpiece

Skills(Objectives):

Use of art styles, movements, personal expression, and cultural inspirations.

Physical engagement: Hand-eye coordination, tool handling, and use

Environmental awareness of surroundings, important health information

Interdisciplinary Connections:

This art course reinforces concepts taught in:

History: The use of readily available materials and tools that our ancestors would have had access to depending on their location

Jewelry Making

Math: Measuring length and placement of materials along with pattern development based on visual counting and repetition

Stage 2: Assessment Evidence

Performance Task(s):

Project-based lessons with grades based on rubrics, midterm and final exam.

Through the projects students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving technical and stylistic challenges.

Example projects

Tri hemp bracelets with two or more colors including a flat, spiral and mixture including wooden beads

Simple stamped leather wristband with an inspirational saying

Designed leather riveted keychain with initials

Tooled leather Bracer or neckpiece

Other Evidence:

Daily Do-Now activities

Vocabulary

Sketches

Projects assessed using rubrics focused on skills taught

Safety protocols and processes used

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Whole group learning with teacher lecture, discussion, and demonstration;
- Guided practice;
- Independent practice;
- Small group instruction;
- Individual instruction;
- Cooperative learning.

Resources:

Scholastic Art

Online information

Teacher and student examples

Google classroom

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

LGBT and Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

**Be sure to only include applicable resources.*

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students

On Grade Level Students

Struggling Students

Special Needs/ELL

Jewelry Making

Development of personal ideas, voice, and style. Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, student examples. Use of notes and online resources.	Development of personal ideas, voice, and style. Promoting student leadership and competency to instruct fellow students. Use of a visual chart, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online resources.	Development of personal ideas, voice, and style. Use of visual charts, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online resources. Extra time for projects and tests. One on one instruction and oral examination as an alternative to a written exam. Repeated lesson instruction and procedures.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit 2 Title: Composite Materials		
Stage 1: Desired Results		
Standards & Indicators: 2020 Visual and Performing Arts 1.5 Visual Arts 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art. 2020 Media Arts Standards 1.2 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent. 1.2.12adv.Cr1a: Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions. 1.2.12adv.Cr1c: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations. 1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth. 1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.Cl.2	Identify career pathways that highlight personal talents, skills, and abilities	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Jewelry Making

<p><u>Central Idea/Enduring Understanding:</u> Historical context: Art movements of the early Victorian era in France, England and Germany focusing on elegant decorative adornments.</p>	<p><u>Essential/Guiding Question:</u> How Advancement in tools and materials led to social adornment and culture shifts in aesthetics</p>
<p><u>Content:</u></p> <p><u>Composite Materials</u></p> <ol style="list-style-type: none"> 1. Wire 2. Polymer Beads 3. Glass and stone <p><u>Projects:</u></p> <ol style="list-style-type: none"> 1. Jump Ring Chain 2. Wire Wrapped Rings 3. Glass and Stone Pendant 	<p><u>Skills(Objectives):</u> Use of art styles, movements, personal expression, and cultural inspirations.</p> <p>Physical engagement: Hand-eye coordination, tool handling, and use</p> <p>Environmental awareness of surroundings, important health information</p>

<p><u>Interdisciplinary Connections:</u> This art course reinforces concepts taught in:</p> <p>History: The use of readily available materials and tools that our ancestors would have had access to depending on their location</p> <p>Math: Measuring length and placement of materials along with pattern development based on visual counting and repetition</p>

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Project-based lessons with grades based on rubrics, midterm and final exam.</p> <p>Through the projects students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving technical and stylistic challenges.</p> <p><u>Example projects</u> Projects:</p> <ol style="list-style-type: none"> 1. Jump Ring Chain 2. Wire Wrapped Rings 3. Glass and Stone Pendant 	<p><u>Other Evidence:</u></p> <p>Daily Do-Now activities</p> <p>Vocabulary</p> <p>Sketches</p> <p>Projects assessed using rubrics focused on skills taught</p> <p>Safety protocols and processes used</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> • Whole group learning with teacher lecture, discussion, and demonstration; • Guided practice; • Independent practice; • Small group instruction; • Individual instruction; • Cooperative learning. 	<p><u>Resources:</u> Scholastic Art Online information Teacher and student examples Google classroom</p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum
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Jewelry Making

	<ul style="list-style-type: none"> • NJ Commission on Holocaust Education • Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none"> • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Development of personal ideas, voice, and style. Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, student examples. Use of notes and online resources.	Development of personal ideas, voice, and style. Promoting student leadership and competency to instruct fellow students. Use of a visual chart, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online resources.	Development of personal ideas, voice, and style. Use of visual charts, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online resources. Extra time for projects and tests. One on one instruction and oral examination as an alternative to a written exam. Repeated lesson instruction and procedures.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit 3 Title: Metals: Copper, Brass, Silver, Bronze Hemp, Twine, wood, and leather

Stage 1: Desired Results

Standards & Indicators:

2020 Visual and Performing Arts 1.5 Visual Arts

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

2020 Media Arts Standards 1.2

1.2.12adv.Cn11a: Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.

1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.

Jewelry Making

1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts 1.2.12adv.Re8a: Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.Cl.2	Identify career pathways that highlight personal talents, skills, and abilities	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
<u>Central Idea/Enduring Understanding:</u> Historical context: Detailing art for identification of social status, position, wealth or power that is still continued to this day.		<u>Essential/Guiding Question:</u> Sophisticated metal techniques of the Norse, Celtic and Middle East.
<u>Content:</u> 1. Properties of copper 2. Properties of Brass 3. Properties of Bronze 4. Properties of Silver		<u>Skills(Objectives):</u> Use of art styles, movements, personal expression, and cultural inspirations. Physical engagement: Hand-eye coordination, tool handling, and use Environmental awareness of surroundings, important health information
<u>Interdisciplinary Connections:</u> This art course reinforces concepts taught in: History: The use of readily available materials and tools that our ancestors would have had access to depending on their location Math: Measuring length and placement of materials along with pattern development based on visual counting and repetition		
Stage 2: Assessment Evidence		
<u>Performance Task(s):</u> Project-based lessons with grades based on rubrics, midterm and final exam. Through the projects students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving technical and stylistic challenges. <u>Example projects</u>		<u>Other Evidence:</u> Daily Do-Now activities Vocabulary Sketches Projects assessed using rubrics focused on skills taught Safety protocols and processes used

Jewelry Making

<ol style="list-style-type: none"> 1. Simple copper pipe bracelet domed and or stamped 2. Cut out silver engraved dog tags 3. Etched Soldered brace pendant 4. Simple silver half-round ring 5. Double twisted silver ring 6. Engraved or etched ring with a bezel attached gemstone 	
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> • Whole group learning with teacher lecture, discussion, and demonstration; • Guided practice; • Independent practice; • Small group instruction; • Individual instruction; • Cooperative learning. 	<p><u>Resources:</u></p> <p>Scholastic Art Online information Teacher and student examples Google classroom</p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none"> • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p>
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Differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Development of personal ideas, voice, and style. Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, student examples. Use of notes and online resources.	Development of personal ideas, voice, and style. Promoting student leadership and competency to instruct fellow students. Use of a visual chart, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online resources.	Development of personal ideas, voice, and style. Use of visual charts, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online resources. Extra time for projects and tests. One on one instruction and oral examination as an alternative to a written exam. Repeated lesson instruction and procedures.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Jewelry Making

Unit 4 Title: Unconventional Materials

Stage 1: Desired Results

Standards & Indicators:

2020 Visual and Performing Arts 1.5 Visual Arts

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

2020 Media Arts Standards 1.2

1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals

1.2.12acc.Re9a: Create and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.

1.2.12adv.Re9a: Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.Cl.2	Identify career pathways that highlight personal talents, skills, and abilities	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Central Idea/Enduring Understanding:

Historical context:
The art of the new world.
Contemporary art and design movements focusing on the abstract, nouveau and new age

Essential/Guiding Question:

How Technology drive innovation in materials and design in the modern era to current times with advancement in cultural ideology

Content:

Metal Clay
Enamel
Etching

Skills(Objectives):

Use of art styles, movements, personal expression, and cultural inspirations.

Physical engagement: Hand-eye coordination, tool handling, and use

Environmental awareness of surroundings, important health information

Interdisciplinary Connections:

This art course reinforces concepts taught in:

History: The use of readily available materials and tools that our ancestors would have had access to depending on their location

Math: Measuring length and placement of materials along with pattern development based on visual counting and repetition

Jewelry Making

Science: Material chemical interactions and reactions

Stage 2: Assessment Evidence

Performance Task(s):

Project-based lessons with grades based on rubrics, midterm and final exam.

Through the projects students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving technical and stylistic challenges.

Example projects

Simple metal clay pendant with embedded gemstone

Ornate metal clay ring or pendant with embellishment

Scuply beadroll with combined colors and shapes

Polymer clay earrings

A combined piece using a multitude of materials and techniques

Other Evidence:

Daily Do-Now activities

Vocabulary

Sketches

Projects assessed using rubrics focused on skills taught

Safety protocols and processes used

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Whole group learning with teacher lecture, discussion, and demonstration;
- Guided practice;
- Independent practice;
- Small group instruction;
- Individual instruction;
- Cooperative learning.

Resources:

Scholastic Art

Online information

Teacher and student examples

Google classroom

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

LGBT and Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

**Be sure to only include applicable resources.*

Jewelry Making

Differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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Pacing Guide

Course Name	Resource	Standards
MP 1		
UNIT 1 -Natural Materials Hemp and Fiber - 10 days Leather - 20 days	Resources: Primitive and or native historical designs focusing on American Indian, Asian and Pacific island cultures. Scholastic Art Online information Teacher and student examples Google classroom Vocabulary: Hemp, Fiber, Square knot, triple knot, weaving, flat, spiral, loop, pattern, color, leather, stamping, design, tooling, burnishing, dyeing, sheen, riveting, grommet, style, craftsmanship Projects: 1. Tri hemp bracelets with two or more	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.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented. 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works. 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

Jewelry Making

	<p>colors including a flat, spiral and mixture including wooden beads</p> <p>2.Simple stamped leather wristband with an inspirational saying</p> <p>2.Designed leather riveted keychain with initials</p> <p>3.Tooled leather Bracer or neckpiece</p> <p>Assessment:</p> <p>-Grading based on rubric</p> <p>-class critique</p> <p>-online assessment</p>	
MP 1		
<p>UNIT 2 -Composite materials</p> <p>Wire & stone - 10 days</p> <p>Gass and Beads 10 days</p>	<p>Resources:</p> <p>Art movements of the early Victorian era in France, England and Germany focusing on elegant decorative adornments.</p> <p>Scholastic Art</p> <p>Online information</p> <p>Teacher and student examples, google classroom</p> <p>Vocabulary:</p> <p>Wire Jig, Needle pliers, flat nose plier, snips, ceramic and glass beads, jump ring, chain mail, eye pin, eyelet, clasp, spacers, findings, dangle</p> <p>Projects:</p> <p>1.Simple Jump ring chain</p> <p>2.Combination jump ring bracelet 3. Wired stone & glass pendants</p> <p>4.Eye pin-shaped wire earrings</p> <p>5.Beaded wire necklace and</p> <p>Assessment:</p> <p>-Grading based on rubric</p> <p>-class critique</p> <p>-online assessment</p>	<p>1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art.</p> <p>1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>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.</p>
MP 2		
<p>UNIT 3 - Metals</p> <p>30 days</p> <p>Copper</p> <p>Brass</p>	<p>Resources:</p> <p>Sophisticated metal techniques of the Norse, Celtic and Middle east.</p> <p>Detailing art for identification of social status, position, wealth or power that is</p>	<p>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.</p>

Jewelry Making

<p>Silver</p>	<p>still continued to this day.</p> <p>Scholastic Art Online information Teacher and student examples, google classroom</p> <p>Vocabulary: Metal, copper, brass, silver, jewelers saw, bench hook, bench pin, anvil, ball peen hammer, mallet, ring clamp, half-round, twisted, propane torch, fire bricks, flux, solder annealing, quench, template sanding stick, drill press, Dremel, engraving, mandrel, sizer, polishing wheel, polishing compound, Pickle, etching, copper sulfate, silver nitrate, Doming tools, form and shape</p> <p>Projects: Simple copper pipe bracelet domed and or stamped Cut out silver engraved dog tags Etched Soldered brace pendant Simple silver half-round ring Double twisted silver ring Engraved or etched ring with a bezel attached gemstone</p> <p>Assessment: -Grading based on rubric -class critique -online assessment</p>	<p>1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.</p> <p>1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.</p>
<p>MP 2</p>		
<p>UNIT 4 Unconventional Materials 20 days</p> <p>Metal Clay Enamel Etching</p>	<p>Resources: The art of the new world. Contemporary art and design movements focusing on the abstract, nouveau and new age.</p> <p>Scholastic Art Online information Teacher and student examples, google classroom</p> <p>Vocabulary: Precious Metal clay, fetting knife, pointer, shapers, textures,</p>	<p>1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art.</p> <p>1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.</p>

Jewelry Making

	<p>design, kiln, fired, embedded, ornate, embellish, oxidation, percentage, polymer clay, rollers, melting point, theme, mixture</p> <p>Projects:</p> <p>Simple metal clay pendant with embedded gemstone</p> <p>Ornate metal clay ring or pendant with embellishment</p> <p>Scuply beadroll with combined colors and shapes</p> <p>Polymer clay earrings A combined piece using a multitude of materials and techniques</p> <p>Assessment:</p> <ul style="list-style-type: none">-Grading based on rubric-class critique-online assessment	<p>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.</p>
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