

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Jewelry and Metals 1, 2 High School – Grades: 9,10,11, 12 Intermediate Level – One Semester Elective

### 1. Subject Expectation      The student will know the language of the arts. (State Goal 25)

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| <b>Essential Learning 1<br/>(Learning Standard A)</b> | <b>Understand the sensory elements, organizational principles and expressive qualities of the arts</b> |
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- Critical Content      25.A.2d    a. identify and describe the elements of two and three dimensional space, figure, ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story
- elements
    - color
      - recognize the relationship and influence of expressive qualities of the color of metal to one another on a multi-metal piece
      - recognize how a stone’s color complements or interacts with the basic metal
    - line
      - identify the types of line including straight, curved, zigzag and combination as a means to create a shape
    - space
      - explain the difference between two dimensional and three dimensional
      - recognize that a three dimensional form has multiple points of view
    - shape/form
      - recognize the difference between a functional and non-functional form
      - recognize how the function of a piece of jewelry or metalwork effects the size, shape and form
      - recognize the difference between geometric, non-representational and abstract forms
    - texture
      - utilize texture as a decorative element
    - value
      - relate the effect of light on a the dimensional form and the values and the expressive qualities it produces including highlights /shadows

- understand the values of a piece are altered by the application of surface decoration including texture and piercing
- principles
  - unity/harmony
    - analyze the effective use of the elements and principles together to understand the powerful messages a work of art may communicate
  - repetition/pattern/rhythm
    - identify the regular repetition of elements, patterns, or movements in a work of art
  - contrast/variety
    - identify differences and diversities in a work of art
  - emphasis/dominance/focal point
    - differentiate the more important from the less important by adding contrasts and directing attention by positioning the elements to focus on the focal point
  - balance
    - identify equal or unequal distribution or arrangement of the elements within the work, such as radial, symmetrical and asymmetrical balance
  - movement
    - identify elements and principles that guide the eye across a pictorial space or between spaces

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| <b>Essential Learning 2<br/>(Learning Standard B)</b> | <b>Understand the similarities, distinctions, and connections in and among the arts</b> |
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| Critical Content | 25.B.2 | a. understand how elements and principles combine within art form to express ideas <ul style="list-style-type: none"> <li>• stress the importance of strong design for successful metalwork</li> <li>• actual examples of jewelry and metalsmithing are presented as a means of reinforcement</li> </ul> |
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**2. Subject Expectation (State Goal 26) Through creating and performing, the student will understand how works of art are produced.**

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| <b>Essential Learning 1<br/>(Learning Standard A)</b> | <b>Understand processes, traditional tools and modern technologies used in the arts</b> |
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| Critical Content | 26.A.3e | a. describe how the choice of tools/technologies and processes are used to create specific effects in the arts <ul style="list-style-type: none"> <li>• demonstrate construction and finishing techniques such as sawing, piercing, wax work, filing, soldering, and polishing</li> <li>• apply knowledge of the casting process including investing, burn-out and casting</li> </ul> |
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- explain the importance and implementation of safety procedures

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| <b>Essential Learning 2<br/>(Learning Standard B)</b> | <b>Apply skills and knowledge necessary to create and perform in one or more of the arts</b> |
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| Critical Content | 26.B.4d | a. demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving <ul style="list-style-type: none"> <li>• stress the importance and use of preliminary drawings in metalsmithing</li> <li>• create step by step processes for techniques they have mastered</li> <li>• apply knowledge of construction techniques such as sawing, piercing and hot connections such as soldering and cold connections such as riveting</li> <li>• apply knowledge of casting techniques such as wax work, spruing, investing and centrifugal casting</li> <li>• apply knowledge of hand and mechanical finishing techniques such as emery paper, filing and machine buffing</li> </ul> |
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**3. Subject Expectation (State Goal 27)      The student will understand the role of the arts in civilizations, past and present.**

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| <b>Essential Learning 1<br/>(Learning Standard A)</b> | <b>Analyze how the arts function in history, society and everyday life</b> |
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| Critical Content | 27.A.4a | a. evaluate how consumer trends in the arts affect the types and styles of art products <ul style="list-style-type: none"> <li>• use examples of current trends and ideas as a stepping stone for individualized jewelry designs</li> </ul> |
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| <b>Essential Learning 2<br/>(Learning Standard B)</b> | <b>Understand how the arts shape and reflect history, society and everyday life</b> |
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| Critical Content | 27.B.2 | a. identify and describe how the arts communicate the similarities and differences of various people, places and times <ul style="list-style-type: none"> <li>• visuals (two and three dimensional) to demonstrate ethnic diversity and/or historical cultures</li> </ul> |
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**4. Subject Expectation (State Goal 1)      The student will read with understanding and fluency.**

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| <b>Essential Learning 1<br/>(Learning Standard A)</b> | <b>Apply word analysis and vocabulary skills to comprehend selections</b> |
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| Critical Content | 1.A.1b | a. comprehend unfamiliar words using context clues and prior |
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- knowledge; verify meanings with resource materials
- introduce language/vocabulary specific to the area metals
  - through the use of visuals reinforce new language/vocabulary and it's application to the metal medium

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| <b>Essential Learning 2<br/>(Learning Standard B)</b> | <b>Apply reading strategies to improve understanding and fluency</b> |
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- Critical Content      1.B.4c      a. read age appropriate material with fluency and accuracy
- articles on techniques, skills and safety procedures are presented and reviewed

**5. Subject Expectation  
(State Goal 6)**      **The student will demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division). patterns, ratios and proportions.**

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| <b>Essential Learning 1<br/>(Learning Standard D)</b> | <b>Solve problems using comparison of quantities, ratios, proportions and percents</b> |
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- Critical Content      6.D.3      a. apply ratios and proportions to solve practical problems
- measurements and calculations necessary to complete a sheet metal piece relative to metal and body proportions
  - use of measurements for calculation of investment
  - use of measurements for necessary amount of metal for centrifugal casting from wax form to final metal piece