

## Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

<b>Course Title:</b> Jewelry, Ceramics, and Fiber Arts 1	<b>Course Number:</b> 5153
<b>Department:</b> Art	<b>Grade(s):</b> 10 -12
<b>Level(s):</b> Academic	<b>Credit:</b> 1
<b>Course Description</b> Jewelry, Ceramics, and Fiber Arts 1 explores the ways in which crafts have played a part in man's cultural development. An emphasis is also placed on contemporary crafts as an art form. Media explored include jewelry, metalwork, ceramics, pottery, and fiber art. Assignments stress originality and meaning, careful planning and design, exploration of materials, and quality craftsmanship. (Prerequisite: Art Foundations)	
<b>Required Instructional Materials</b>  Slides and slide projector and LCD Projector	<b>Completion/Revision Date</b> Revisions Approved by Board of Education on February 25, 2008

### **Mission Statement of the Curriculum Management Team**

The mission of the Art and Music Curriculum Management Team is to ensure that the K-12 curriculum provide educational experiences that foster creative expression, develop the full range of students' abilities in music and the visual arts, and develop in students the ability to make informed aesthetic choices. The Wallingford graduate will possess an appreciation of the importance of the arts in relation to history, cultures, and our society.

### **Enduring Understandings for the Course**

- Art media, techniques, and processes must be used responsibly and appropriately.
- Ceramic art can be either functional or sculptural.
- Ceramic art is a form of visual communication.
- Ceramic artists use elements of art and principles of design.
- Ceramic art has historical and cultural significance.
- Jewelry media, techniques and processes work together to create works of art.
- Jewelry artists use elements of art and principles of design.
- Jewelry has historical and cultural significance.
- Fiber Art can be either functional or decorative.
- Fiber Art is a form of visual communication.
- Fiber Artists use elements of art and principles of design.
- Fiber Arts have historical and cultural significance.

## **LEARNING STRAND**

### 1.0 Ceramics

#### **ENDURING UNDERSTANDINGS**

- Ceramic art can be either functional or sculptural.
- Ceramic art is a form of visual communication.
- Ceramic artists use elements of art and principles of design.
- Ceramic art has historical and cultural significance.
- Art media, techniques, and processes must be used responsibly and appropriately.

#### **ESSENTIAL QUESTIONS**

- How are art elements and design principles used to create a ceramic piece?
- How has ceramic art contributed to culture?

#### **LEARNING OBJECTIVES** The student will:

- 1.1 Demonstrate an understanding of the art elements and design principles in the creation of original works of art using ceramic materials.
- 1.2 Create original works of art made from ceramic materials.
- 1.3 Identify the historical and cultural significance of ceramics.
- 1.4 Construct pinch, slab, and coil pieces.
- 1.5 Recognize the stages of clay
  - Plastic
  - Leather hard
  - Greenware/Bone Dry
  - Bisque
  - Glazed
- 1.6 Select appropriate finish for the piece.
- 1.7 Understand how to load and fire a kiln.
- 1.8 Judge his/her work as well as the work of others.

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- Art Department Book List (to be created)
- Slides/Color Transparencies
- Videos
- DVDs
- CD-ROMs
- Laptop Computers with LCD Projectors
- Art Posters

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Lecture
  - Introduction and explanation of ceramics through the ages and cultural significance
  - Origins of ceramic materials
- Reading assignments
  - Handouts
- Class discussion
  - Analysis of ceramic works of art
- Modeling/Demonstration of Techniques
  - Teacher/Student Examples
  - Safe use of materials
  - Hand building Techniques
  - Potter's wheel
  - Glazing
  - Firing
- Problem Solving
  - Use clay to create a pinch, coil, or slab form
  - Create a utilitarian object
  - Create a non-functional object
- Museum Field Trip
  - Wadsworth, Yale or Met visits strengthen classroom learning

- See a body of work
- Guest Speaker
  - Artists
- Team Teach
  - Social Studies
- Video with follow up discussions
  - History and culture
  - Ceramic Techniques
- Research
  - Ceramic Artists
  - Art Movements
  - Cultural Developments
  - Art Careers
- Critiques
  - Written, Spoken
  - Formal, Informal
  - Self, Peer, Group

#### **SUGGESTED ASSESSMENT METHODS**

- Quizzes/tests
- Sketchbooks/Journals
- Projects
- Oral presentations
- Writing assignments
- Peer evaluations
- Teacher observation
- Homework
- Participation
- Self-evaluation
- Rubrics
- Critiques

## **LEARNING STRAND**

### 2.0 Jewelry

#### **ENDURING UNDERSTANDING(S)**

- Jewelry media, techniques and processes work together to create works of art.
- Art media, techniques, and processes must be used responsibly and appropriately.
- Jewelry artists use elements of art and principles of design.
- Jewelry has historical and cultural significance.

#### **ESSENTIAL QUESTION(S)**

- How do jewelry artists choose techniques and materials to express their ideas?
- How do jewelry artists use materials, tools, and techniques to express their ideas?
- Are some materials more appropriate than others for proper function and communication of particular ideas?
- What are the safe, responsible and appropriate uses of materials?
- Why should you use materials responsibly?
- How has jewelry contributed to culture?

#### **LEARNING OBJECTIVES** – The student will:

- 2.1 Demonstrate an understanding of the art elements and design principles in the creation of original works of art using jewelry materials.
- 2.2 Create original works of art made from jewelry materials.
- 2.3 Identify the historical and cultural significance of jewelry.
- 2.4 Recognize how materials affect form and function.
- 2.5 Fabricate jewelry using sheet metal and wire.
- 2.6 Demonstrate the appropriate, safe and responsible use of jewelry materials.
- 2.7 Judge his/her work as well as the work of peers.

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- *Introduction of Art Media and Techniques*
- *Safety in the Art room*
- *Jewelry and Metal Techniques*
- *The Complete Metalsmith*

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Lecture
  - History and cultural significance of jewelry
- Reading assignments
  - Handouts
- Class discussion
  - Analysis of a piece of jewelry
- Modeling & Demonstration of Techniques
  - Teacher/Student Examples
  - Safe and appropriate use of materials
  - Soldering
  - Sawing
  - Filing
  - Enameling
  - Finishing techniques
- Problem Solving
  - Create a piece of jewelry using sheet metal
  - Create a piece of jewelry using wire
- Museum Field Trip
  - Wadsworth, Yale or Met visits strengthen classroom learning
  - See a body of work
- Guest Speaker

- Fiber artists, designers
- Team Teach
  - Social Studies
- Video with follow up discussions
  - Historical/cultural significance of jewelry
  - Jewelry Techniques
- Research
  - Jewelers
  - Art Movements
  - Cultural developments
  - New developments
  - Careers
- Critiques
  - Written, Spoken
  - Formal, Informal
  - Self, Peer, Group

#### **SUGGESTED ASSESSMENT METHODS**

- Quizzes/tests
- Sketchbooks/Journals
- Projects
- Oral presentations
- Writing assignments
- Peer evaluations
- Teacher observation
- Homework
- Participation
- Self-evaluation
- Rubrics
- Critiques

## **LEARNING STRAND**

### 3.0 Fiber Arts

#### **ENDURING UNDERSTANDING(S)**

- Fiber arts can be either functional or decorative.
- Fiber arts are a form of visual communication.
- Fiber artists use elements of art and principles of design.
- Fiber arts have historical and cultural significance.
- Art media, techniques, and processes must be used responsibly and appropriately.

#### **Essential Questions**

- How are art elements and design principles used to create a work of fiber art?
- What is the relationship between the fiber arts and culture?

#### **LEARNING OBJECTIVES** – The student will:

- 3.1 Create original works of art made from fiber materials.
- 3.2 Demonstrate an understanding of the art elements and design principles used in fiber arts.
- 3.3 Identify the historical and cultural significance of fiber arts.
- 3.4 Use various fiber art techniques.
- 3.5 Judge his/her work as well as the work of others.

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- Slides
- Slide projector
- Laptops with LCD projector
- Art Department Book List (to be created)
- Art Posters
- Art Postcards
- Art Videos
- DVDs
- CD ROMs

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Lecture
  - Introduction and explanation of the impact of fiber production and use throughout history
  - Origins of fiber
- Reading assignments
  - Handouts
- Class discussion
  - Analysis of fiber as an art form
  - Form vs. function in fiber arts
- Oral presentations
  - Student presents fiber arts topics
- Modeling/Demonstration of Techniques
  - Teacher/student examples
  - Safe use of materials
  - Weaving
  - Applique/Mola
  - Batik
  - Macrame
  - Block printing

- Silk painting
- Museum Field Trip
  - Wadsworth, Yale or Met visits strengthen classroom learning
  - See a body of work
- Guest Speaker
  - Fiber artists, designers
- Team Teach
  - Social Studies
- Video with follow up discussions
  - History of fiber arts
  - Fiber Artists
  - Fiber techniques
- Research
  - Fiber Artists
  - Cultural developments
- Art careers – Fashion, Textile Designer

#### **SUGGESTED ASSESSMENT METHODS**

- Quizzes/tests
- Sketchbooks/journals
- Projects
- Oral presentations
- Writing assignments
- Peer evaluations
- Teacher observation
- Homework
- Participation
- Self-evaluation
- Rubrics
- Critiques