

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Jewelry and Metals Studio High School – Grades: 10, 11, 12 Intermediate Level – Multiple Semesters Elective

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

<b>Essential Learning 1 (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.5      a. analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning
- using the common language of the elements and principles of art and design (found below) students are able to articulate and critique their own work as well as that of their peers
  - as a point of reference and review for analysis students will be exposed to professional work in metal in both two dimensional and three dimensional forms
  - 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 three dimensional forms 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

<b>Essential Learning 2 (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. 3    a. compare and contrast the elements and principles in two or more art works that share similar themes
- construct work as a “set” reflecting a common idea/theme
  - have the ability through mastery of the elements and principles to critique common theme pieces either self or professionally created

**2. Subject Expectation (State Goal 26)      Through creating and performing, the student will understand how works of art are produced.**

<b>Essential Learning 1 (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.5 | a. analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas <ul style="list-style-type: none"> <li>• choice of appropriate tools and/or equipment for intended final form</li> <li>• choice of appropriate technique(s) to communicate final idea of piece</li> <li>• re-evaluate the tools and processes used as to the success or lack of success in the final presentation</li> </ul> |
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<b>Essential Learning 2 (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.5 | a. create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making <ul style="list-style-type: none"> <li>• use multiple techniques for each individual piece</li> <li>• use techniques in unusual and unconventional manners</li> <li>• use the basic design principles as a foundation, to work exhibits higher level of sophistication of design, technique and finishing</li> <li>• use the basic metal techniques to acquire a confidence in independent problem-solving</li> <li>• choice of technique/skill becomes more student centered</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.**

<b>Essential Learning 1 (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.5 | a. analyze how careers in the arts are expanding based on new technologies and societal changes <ul style="list-style-type: none"> <li>• use online and alternative information to research career opportunities</li> <li>• based on information researched a portfolio will be created</li> </ul> |
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<b>Essential Learning 2 (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.4b | a. understand how the arts change in response to changes in society <ul style="list-style-type: none"> <li>• visuals (two and three dimensional) will be used to demonstrate current trends in jewelry</li> <li>• design metal forms to reflect these changing trends</li> </ul> |
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**4. Subject Expectation (State Goal 1)      The student will read with understanding and fluency.**

