

# JEWELRY

## Grades 10, 11, 12

**Unit of Credit:** One Semester (Elective)

**Prerequisite:** Introduction to Art

**Course Overview:**

Jewelry presents the opportunity for students to work with a variety of materials and techniques. Students receive an historical and cultural overview of jewelry.

**Units of Study:**

- Jewelry materials
- Jewelry techniques

*NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).*

**NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.**

**Benchmark 1:** Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

**Learning Targets (Type):**

- 1) I can design jewelry using different methods. *(K,S)*
- 2) I can explore techniques. *(S)*
- 3) I can analyze and synthesize information into a project. *(R,P)*

**Benchmark 2:** Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

**Learning Targets (Type):**

- 1) I can use a variety of jewelry techniques to create project. *(S)*
- 2) I can incorporate my ideas and feelings in a visual artwork. *(K,R)*
- 3) I can make jewelry in many styles. *(S,P)*
- 4) I can work with my classmates to complete a project. *(K,R)*
- 5) I can contribute effective effort while jointly leading, following, and compromising with my group. *(K,R)*
- 6) I can use tools to make jewelry safely. *(K,S)*
- 7) I can keep my work in a portfolio. *(K,S)*
- 9) I can identify the elements and principles of art in my work. *(K,R)*

**NATIONAL STANDARD 2: Students use knowledge of structures and functions.**

**Benchmark 1:** Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

**Learning Targets (Type):**

- 1) I can work with the concepts of jewelry making to create a project. *(K,R)*
- 2) I can apply the principles of design to make jewelry interesting. *(K,R)*

**Benchmark 2:** Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

**Learning Targets (Type):**

- 1) I can use language specific to jewelry in conversation and critiques. *(K,R)*

**Benchmark 3:** Students create artworks that use organizational principles and functions to solve specific visual arts problems.

**Learning Targets (Type):**

- 1) I can brainstorm an idea and figure out one or two ways to complete it. *(K,R,P)*
- 2) I can trace the process I use to make a work of art, including my mistakes and creative decisions. *(K,R)*

**NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.**

**Benchmark 1:** Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

**Learning Targets (Type):**

- 1) I can choose subjects that are important to me and my ideas. *(K,R)*
- 2) I can incorporate symbols to add meaning. *(K,R)*

**Benchmark 2:** Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

**Learning Targets (Type):**

- 1) I can identify symbols that enhance my work. *(K,R)*
- 2) I can research and incorporate symbols in my work. *(S,R)*
- 3) I can thoughtfully compare and contrast visual components in a piece of jewelry. *(K,R)*

**NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.**

**Benchmark 1:** Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

**Learning Targets (Type):**

- 1) I can tell others why I like jewelry using references from past and present. *(K,R)*
- 2) I can identify jewelry from different cultures. *(K,R)*
- 3) I can study jewelry from Native American artists. *(S,K)*

**Benchmark 2:** Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

**Learning Targets (Type):**

- 1) I can identify selected periods and styles of jewelry and explain how I integrated those ideas in my work. *(K,R)*
- 2) I can discuss how jewelry is a product of the environment in which it is created. *K,R)*

**Benchmark 3:** Students analyze relationships of works of art, including Montana American Indian works of art, to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.**

**Benchmark 1:** Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

**Learning Targets (Type):**

- 1) I can analyze and interpret responses to my work. *(K,R)*
- 2) I can explain why I make jewelry. *(K,R)*
- 3) I can explain the technical attributes of my work. *(K)*

**Benchmark 2:** Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

**Learning Targets (Type):**

- 1) I can compare jewelry from different times, places, and cultures. *(K,R)*
- 2) I can explain the meaning of my art as it relates to culture. *(K,R)*
- 3) I can research different movements in jewelry. *(K,R)*

**Benchmark 3:** Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.**

**Benchmark 1:** Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

**Learning Targets (Type):**

- 1) I can relate what I make to another discipline. *(K,R)*
- 2) I can compare and contrast different types of jewelry. *(K,R)*

**Benchmark 2:** Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

**Learning Targets (Type):**

- 1) I can translate the ideas I learned in Jewelry to other subjects. *(K,R)*
- 2) I can see how jewelry ideas are used in other disciplines. *(K,R)*
- 3) I can see how a career can be found in jewelry. *(K,R)*
- 4) I can notice how ideas from other disciplines are used in jewelry. *(K,R)*
- 5) I can see the application of jewelry in future career opportunities. *(K,R)*