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Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title:	Jewelry and Decorative Arts 1					
Grade Level(s):	9-12					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	In this introductory course, students will begin exploring the techniques used in creating jewelry and functional works of art. They will learn the basics of working with metal, glass, and alternative materials, as well as various decorative processes used to finish work. Student work will respond to prompts that aim to deepen their understanding of the lesson. They will present their work to classmates during critiques, making connections between their work and broader artistic concepts.					
Grading Procedures:	Summative (70%) <ul style="list-style-type: none">• Projects• Formative Evaluations Supportive (30%) <ul style="list-style-type: none">• Classwork• Homework• Quizzes• Class Performance					
Primary Resources:	Instructor selected materials					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Under the Direction of:	Casey Corigliano

Written: August 2022

Revised: _____

BOE Approval: _____

Course Desired Results

The Washington Township Visual Art Department's courses are taught in a project-based format. Throughout each unit, one or more projects will be selected by the instructor and within each project, students will be asked to **Create, Present, Respond** and **Connect** in accordance with the NJ Student Learning Standards for Arts Education. Therefore, the 11 standards within those four artistic processes are listed below along with the *Unit Goals & Scales* of our district's curriculum template as they are applicable to every unit within this course. Additional information on the NJ Student Learning Standards can be found here: [NJ Arts Standards](#).

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art.

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to make art.

Anchor Standard 11: Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Indicators

Explore

1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors.

1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Investigate

1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan.

1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Reflect, Refine, Continue

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.

Analyze

1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

Select

1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.

Share

1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Perceive

1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences.

1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.

Interpret

1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Analyze

1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.

Synthesize

1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.

Relate

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

1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.

Understandings:

Students will understand that...

1. Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
2. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
3. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
4. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
5. Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
6. Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
7. Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.
8. People gain insights into meanings of artworks by engaging in the process of art criticism.
9. People evaluate art based on various criteria.
10. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
11. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
12. SEL Enduring Understandings: www.SELARTS.org

Essential Questions:

1. What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
2. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
3. What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
4. How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
5. What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
6. What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
7. How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

	<p>8. What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?</p> <p>9. How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p>10. How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p> <p>11. How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p>12. SEL Essential Questions: www.selarts.org</p>
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Course Learning Goal and Scale <i>(Level 2.0 reflects a minimal level of proficiency)</i>	
Anchor Standard 1: Generating and conceptualizing ideas.	
4.0	Students will be able to: <ul style="list-style-type: none"> Use multiple approaches to begin creative endeavors. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
3.0	Students will be able to: <ul style="list-style-type: none"> Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
2.0	Students will be able to: <ul style="list-style-type: none"> Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 2: Organizing and developing ideas.	
4.0	Students will be able to: <ul style="list-style-type: none"> Engage in making a work of art or design without having a preconceived plan. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
3.0	Students will be able to: <ul style="list-style-type: none"> Demonstrate persistence and willingness to experiment and take risks during the artistic process. Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

2.0	Students will be able to: <ul style="list-style-type: none"> Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 3: Refining and completing products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
3.0	Students will be able to: <ul style="list-style-type: none"> Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
2.0	Students will be able to: <ul style="list-style-type: none"> Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 4: Selecting, analyzing, and interpreting work.	
4.0	Students will be able to: <ul style="list-style-type: none"> Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
3.0	Students will be able to: <ul style="list-style-type: none"> Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
2.0	Students will be able to: <ul style="list-style-type: none"> Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Analyze and evaluate the reasons and ways an exhibition is presented.
3.0	Students will be able to: <ul style="list-style-type: none"> Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
2.0	Students will be able to: <ul style="list-style-type: none"> Prepare and present artwork safely and effectively.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 6: Conveying meaning through art.	
4.0	Students will be able to: <ul style="list-style-type: none"> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
3.0	Students will be able to: <ul style="list-style-type: none"> Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.
2.0	Students will be able to: <ul style="list-style-type: none"> Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 7: Perceiving and analyzing products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Hypothesize ways in which art influences perception and understanding of human experiences. Analyze how one's understanding of the world is affected by experiencing visual arts.
3.0	Students will be able to: <ul style="list-style-type: none"> Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
2.0	Students will be able to: <ul style="list-style-type: none"> Speculate about artistic processes, interpret, and compare works of art and other responses. Analyze visual arts including cultural associations.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 8: Interpreting intent and meaning.	
4.0	Students will be able to: <ul style="list-style-type: none"> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
3.0	Students will be able to: <ul style="list-style-type: none"> Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
2.0	Students will be able to: <ul style="list-style-type: none"> Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 9: Applying criteria to evaluate products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Establish relevant criteria in order to evaluate a work of art or collection of works.
3.0	Students will be able to: <ul style="list-style-type: none"> Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

2.0	Students will be able to: <ul style="list-style-type: none"> Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Document the process of developing ideas from early stages to fully elaborated ideas.
3.0	Students will be able to: <ul style="list-style-type: none"> Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
2.0	Students will be able to: <ul style="list-style-type: none"> Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
4.0	Students will be able to: <ul style="list-style-type: none"> Describe how knowledge of culture, traditions, and history may influence personal responses to art. Describe how knowledge of global issues, including climate change may influence personal responses to art.
3.0	Students will be able to: <ul style="list-style-type: none"> Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. Analyze and contrast how art forms are used to reflect global issues, including climate change.
2.0	Students will be able to: <ul style="list-style-type: none"> Communicate how art is used to inform the values, beliefs and culture of an individual or society. Communicate how art is used to inform others about global issues, including climate changes.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Unit Title: Intro to Metalworking	
Unit Description: This unit will introduce students to the basics of metal fabrication as pertains to the creation of jewelry and decorative arts. Students will develop design plans based on their understanding of functionality and aesthetics. Production will include the fabrication of jewelry and metal art pieces by incorporating various elements of art and principles of design.	
Unit Duration: 9 weeks	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. There are various traditional metal fabrication techniques that are used when creating metal jewelry. 2. There is specific terminology that should be referenced when learning metalworking processes. 3. There are a variety of tools and materials that need to be properly and safely used when designing and creating pieces of metal jewelry. 4. The elements of art and principles of design can help guide the design and construction of all types of jewelry and identify them as works of visual art. 	Essential Questions: <ol style="list-style-type: none"> 1. What are the basic processes used when making metal jewelry? 2. What terms, tools, and materials are needed to understand, design, and safely create a piece of jewelry? 3. How do the elements of art and principles of design relate to the field of metalworking and jewelry design?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Explain the use of metal and its function throughout art history • Show proficiency in the safe use of tools and materials with an emphasis on quality craftsmanship and skill • Identify and define new terms and techniques as they pertain to the art and design of jewelry making • Demonstrate the use of proper procedures in creating jewelry using traditional metalworking techniques • Distinguish the individual properties of various metals as related to workability 	Other Evidence: <ul style="list-style-type: none"> • Daily performance in class • Teacher observation and monitoring • Completion and quality of projects • Participation in teacher demonstrations
Benchmarks: <ul style="list-style-type: none"> • Demonstration and lecture notes • Project development sketches and plans • Performance progress assessment • Final project result • Critiques 	
Learning Plan	
Learning Activities: <ul style="list-style-type: none"> • Students will take notes during lectures overviewing the history of jewelry as pertains to metalwork, as well as contemporary examples • Review new terms, tools, and materials through teacher lead demonstrations: <ul style="list-style-type: none"> ○ Types of metals ○ Gauge and sizing ○ Findings, jump rings, and stringing materials ○ Jeweler's saw frame and blade ○ Files 	

- Beeswax
- Bench pin, anvil, and C-clamps
- Flex shaft and drill bits
- Hammers
- Mandrels and vises
- Stamps
- Review safety procedures
- Utilize new techniques through projects
 - Basic wire manipulation
 - Cutting jump rings
 - Sawing metal
 - Filing
 - Piercing
 - Forming
 - Cold connections
 - Soldering
 - Stamping
- Creation, performance, and production of projects
- Critique of student projects

Resources:

- [Teacher made presentations](#)
- Historical and contemporary examples
- Educational videos
- Comprehension check quizzes
- [Ring Sizing Calculator](#)
- Instructor selected projects may include:
 - [Metal Earrings](#)
 - [Cuff Bracelets](#)
 - [Soldered Rings](#)
 - [Wire Self-Portraits](#)
 - [Repousse Masks](#)

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> ● Students may add additional material, requirements, or challenges to assigned projects ● Students may complete additional projects at their discretion ● Students may assist other learners
Struggling Learners	<ul style="list-style-type: none"> ● Modify the pace of teacher demonstration ● Utilize peer assistance ● Provide additional resources ● Modify assessments as necessary ● Modify projects and online activities
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 9-12</p>

Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Intro to Metal Finishing	
Unit Description: This unit will introduce students to the basics of metal finishing techniques. Tools, techniques, and materials specific to surface decoration will be explored. Production will include the fabrication of textured, polished, and enameled jewelry and metal art pieces by incorporating various elements of art and principles of design.	
Unit Duration: 9 weeks	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. There are various methods and techniques for finishing the surface of metal. 2. There is specific terminology that should be referenced when learning enamel application processes. 3. There are a variety of tools and materials that need to be properly and safely operated when finishing metal. 4. The elements of art and principles of design can help guide the process of finishing metal. 	Essential Questions: <ol style="list-style-type: none"> 1. In what ways can the surface of metal be altered to create a finished texture? 2. What is enamel and how is it used to decoratively enhance the surface of metal? 3. What terms, tools, and materials are needed to understand, design, and safely create a piece of enameled art? 4. How do the elements of art and principles of design relate to the creation of an enameled piece of jewelry?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Explain the use of metal finishes and their function throughout art history • Show proficiency in the safe use of tools and materials with an emphasis on quality craftsmanship and skill • Identify and define new terms and techniques as they pertain to the art and design of jewelry making • Demonstrate the use of proper procedures in finishing metal surfaces • Distinguish the individual properties of various finishes 	Other Evidence: <ul style="list-style-type: none"> • Daily performance in class • Teacher observation and monitoring • Completion and quality of projects • Participation in teacher demonstrations
Benchmarks: <ul style="list-style-type: none"> • Demonstration and lecture notes • Project development sketches and plans • Performance progress assessment • Final project result • Critiques 	
Learning Plan	
Learning Activities: <ul style="list-style-type: none"> • Students will take notes during lectures overviewing the history of jewelry as pertains to metal finishes, as well as contemporary examples • Review new terms, tools, and materials through teacher lead demonstrations: <ul style="list-style-type: none"> ○ Sandpaper (various grits and finishes) ○ Polish (tripoli and rouge) ○ Polishing bench lathe ○ Sifter ○ Kiln ○ Stilts and trivets ○ Tweezers/pliers ○ Flux 	

- Fire scale
- Lumps and threads
- Powdered enamel
- Counter-enamel
- Stencils
- Firing stages
- Review safety procedures
- Utilize new techniques through projects:
 - Sanding
 - Polishing
 - Enameling
 - Texturing
 - Sifting
 - Stenciling
 - Wet packing
 - Firing
 - Curing
- Creation, performance, and production of projects
- Critique of student projects

Resources:

- [Teacher made presentations](#)
- Historical and contemporary examples
- Educational videos
- Comprehension check quizzes
- [Texturing Metal](#)
- [Enamel troubleshooting](#)
- Instructor selected projects may include:
 - Enameled earrings
 - Textured bracelet
 - Polished rings

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> ● Students may add additional material, requirements, or challenges to assigned projects ● Students may complete additional projects at their discretion ● Students may assist other learners
Struggling Learners	<ul style="list-style-type: none"> ● Modify the pace of teacher demonstration ● Utilize peer assistance ● Provide additional resources ● Modify assessments as necessary ● Modify projects and online activities
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 9-12</p>

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Interdisciplinary Connections

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Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

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The Arts as Community Engagement

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Unit Title: Intro to Glasswork	
Unit Description: This unit will introduce students to various processes of working with glass as an artistic medium. Tools, techniques, and materials specific to glass working will be studied. Production will include the design and fabrication of decorative as well as functional objects made from glass manipulation based upon the elements of art and principles of design.	
Unit Duration: 9 weeks	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. Glass is a solid, rigid material that can be manipulated to serve many practical, technological, and decorative purposes. 2. Glass can be heated to a molten state or ground to be shaped when in a solid state. 3. There is specific terminology that should be referenced when using glass as an artistic medium. 4. There are a variety of tools and materials that need to be properly and safely operated when creating work of glass art. 5. The elements of art and principles of design can help guide the design and construction of both decorative and functional items of glass and identify them as works of visual art. 	Essential Questions: <ol style="list-style-type: none"> 1. What are the properties of glass that allow it to be manipulated into a decorative form? 2. What terms, tools, and materials are needed to understand, design, and safely create a work of glass art? 3. How do the elements of art and principles of design relate to the creation of works of glass art?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Explain the use of glasswork and its function throughout art history • Show proficiency in the safe use of tools and materials with an emphasis on quality craftsmanship and skill • Identify and define new terms and techniques as they pertain to the art and design of decorative arts • Demonstrate the use of proper procedures in creating glasswork • Distinguish the individual properties of various glass materials 	Other Evidence: <ul style="list-style-type: none"> • Daily performance in class • Teacher observation and monitoring • Completion and quality of projects • Participation in teacher demonstrations
Benchmarks: <ul style="list-style-type: none"> • Demonstration and lecture notes • Project development sketches and plans • Performance progress assessment • Final project result • Critiques 	
Learning Plan	
Learning Activities: <ul style="list-style-type: none"> • Students will take notes during lectures overviewing the history of jewelry as pertains to glasswork, as well as contemporary examples • Review new terms, tools, and materials through teacher lead demonstrations: <ul style="list-style-type: none"> ○ Cutters (circle and tile nippers) ○ Lubricating oil ○ Grinders ○ Diamond bit 	

- Coefficient of expansion
- Melting point
- Mosaic chunk
- Frit
- Flashing
- Score
- Review safety procedures
- Utilize new techniques through projects:
 - Scoring and cutting glass
 - Grinding
 - Adhesion of mosaic tiles
 - Grouting
 - Fusing
 - Slump glass
 - Annealing
- Creation, performance, and production of projects
- Critique of student projects

Resources:

- [Teacher made presentations](#)
- Historical and contemporary examples
- Educational videos
- Comprehension check quizzes
- Instructor selected projects may include:
 - [Mosaics](#)
 - Slump glass molds
 - Fused pendants

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> ● Students may add additional material, requirements, or challenges to assigned projects ● Students may complete additional projects at their discretion ● Students may assist other learners
Struggling Learners	<ul style="list-style-type: none"> ● Modify the pace of teacher demonstration ● Utilize peer assistance ● Provide additional resources ● Modify assessments as necessary ● Modify projects and online activities
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 9-12</p>

Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

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Unit Title: Intro to Alternative Materials

Unit Description: In this unit, students will explore various contemporary and alternative materials in the creation of both 2 and 3-dimensional decorative works of art. Tools, techniques, and processes specific to each selected material will be studied. Production will include the design and fabrication of decorative as well as functional objects made from a variety of contemporary, unconventional, and/or unusual materials based upon the elements of art and principles of design. Students will be encouraged to mix media and explore possible combinations of materials to increase visual interest and aesthetic value.

Unit Duration: 9 weeks

Understandings:

Students will understand that...

1. Jewelry and other works of decorative art need not be made from traditional materials to have monetary value and/or aesthetic merit.
2. Jewelry and other works of decorative art can be made from a variety of modern and unique materials.
3. The elements of art and principles of design can help guide the design and construction of both decorative and functional items of glass and identify them as works of visual art.

Essential Questions:

1. What criteria must be present, if any, in order for works of jewelry and decorative items to have either monetary and/or aesthetic value?
2. Must jewelry and other forms of decoration always be made from traditional, predictable materials?
3. How do the elements of art and principles of design relate to the creation of works of art made from unique and unconventional materials?

Assessment Evidence**Performance Tasks:**

- Explain the use of alternative materials and their function throughout art history
- Show proficiency in the safe use of tools and materials with an emphasis on quality craftsmanship and skill
- Identify and define new terms and techniques as they pertain to the art and design of jewelry
- Demonstrate the use of proper procedures in creating work using processes specific to each medium

Other Evidence:

- Daily performance in class
- Teacher observation and monitoring
- Completion and quality of projects
- Participation in teacher demonstrations

Benchmarks:

- Demonstration and lecture notes
- Project development sketches and plans
- Performance progress assessment
- Final project result
- Critiques

Learning Plan**Learning Activities:**

- Students will take notes during lectures overviewing the history of jewelry as pertains to alternative materials, as well as contemporary examples
- Review new terms, tools, and materials through teacher lead demonstrations:
 - Non-traditional
 - Repurpose
 - Polymer clay
 - Natural materials
 - Ceramic clay
 - Found object
 - Paper art
 - Fiber art

- Sculpture
- Subtractive and additive sculpting processes
- Slabs
- Sculptural tools
- Glazes
- Review safety procedures
- Utilize new techniques through projects:
 - Molding clay
 - Carving sculptures
 - Rolling slabs
 - Combining multiple media
 - Layering
 - Alternative processes to traditional techniques (i.e., mokume-gane with polymer clay or paper rather than metal)
 - Glazing
- Creation, performance, and production of projects
- Critique of student projects

Resources:

- [Teacher made presentations](#)
- Historical and contemporary examples
- Educational videos
- Comprehension check quizzes
- [Polymer Clay Artist Reference](#)
- Instructor selected projects may include:
 - [Paper Beads](#)
 - [Found Object Headdress](#)
 - [Polymer Clay Figures](#)
 - [Polymer Clay Slabs](#)

Unit Modifications for Special Population Students

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