

Art Metals II

Curriculum/Content Area: ART & DESIGN	Course Length: 9 weeks; 1 term
Course Title: Art Metals II	Date last reviewed: 2020 Link to Previous UbD
Prerequisites: Art Metals I	Board approval date: Feb. 2021
Primary Resource:na	

Desired Results

Course description and purpose: In this course, students will continue to build on their skills from Art Metals I using cutting, piercing, filing, sanding, polishing, and finishing metal. Advanced techniques of casting, soldering, and advanced forming of metal pieces will be covered. Wearable art, sculptures, and containers will be created.

Career Clusters Connections:

- ARTS, AUDIO/VISUAL & COMMUNICATIONS
- ARCHITECTURE & CONSTRUCTION
- MANUFACTURING
- TRANSPORTATION, DISTRIBUTIONS, & LOGISTICS

Opportunities for industry based certifications:

- National Institute for Metalworking Skills (NIMS)
- American Welding Society (AWS)

Enduring Understandings:	Essential Questions: <i>big picture questions, aligned with enduring understandings</i>
CREATING	
Creativity and innovative thinking are essential life skills that can be developed.	<ul style="list-style-type: none"> ❖ 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?
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.	<ul style="list-style-type: none"> ❖ 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?
People create and interact with objects, places, and design that define, shape, enhance,	<ul style="list-style-type: none"> ❖ How do objects, places, and design shape lives and communities? ❖ How do artists and designers determine goals for

and empower their lives.	<ul style="list-style-type: none"> ❖ designing or redesigning objects, places, or systems? ❖ How do artists and designers create works of art or design that effectively communicate?
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	<ul style="list-style-type: none"> ❖ 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?
PRESENTING	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	<ul style="list-style-type: none"> ❖ 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?
RESPONDING	
People gain insights into meanings of artworks by engaging in the process of art criticism	<ul style="list-style-type: none"> ❖ 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 vocabularies help us understand and interpret works of art?
CONNECTING	
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	<ul style="list-style-type: none"> ❖ 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 art-making?

PRIORITY STANDARDS	
WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.	
WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	
WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.	

WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

Supporting Standard Clusters

- A.A.Cr.10.h: **Investigate.** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.10.h: Develop. Meaning Curate a body of work incorporating personal, historical, and contemporary art to communicate one or more points of view.
- A.A.Pr.11.h: Communicate. Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.16.h: Describe. Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- A.A.R.17.h: Analyze. Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
- A.A.R.18.h: Interpret. Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.
- A.A.R.19.h: Inquire. Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.
- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.
- A.A.Cn.11.h: Career. Connections Research or experience options in art and design careers.
- A.A.Cn.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.

Unit 1 - Design

Essential Questions:

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?

2. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
3. How do artists and designers create works of art or design that effectively communicate?

Unit Standards

Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

Supporting Standards

- A.A.Cr.10.h: **Investigate.** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.

Learning Targets

- I can generate multiple and unique solutions to metalworking problems.
- I can design a piece using layered space.
- I can design a piece of with a variety of connections.
- I can design a piece using inspiration from outside sources.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC](#)

Performance Assessment Options

May include, but are not limited to the following:

Sketchnotes (visually demonstrating metalworking skills/techniques)

Artistic Process

Check all that apply:

- ✓ Creating
- ✓ Presenting
- ✓ Responding
- ✓ Connecting

Differentiation Strategies/ Strategies for Inclusion

May include, but are not limited to the following:

Sketchnotes can be presented in the following ways: handdrawn in sketchbook, digitally rendered, using photographs, orally discussed with instructor, etc.

<i>Thumbnail Sketches</i>	Creating Presenting Responding ✓ Connecting	Thumbnail sketches can be created in the following ways: handdrawn in sketchbook or digitally rendered. Quantity and complexity of thumbnail sketches can be modified for individual students.
<input type="checkbox"/> <i>Reflections</i>	<input type="checkbox"/> Creating <input type="checkbox"/> Presenting ✓ Responding ✓ Connecting	Reflections can be presented in the following ways: handwritten/handdrawn, digitally rendered, orally discussed with instructor, taped presentation, etc.
<input type="checkbox"/> <i>Artist Study</i>	<input type="checkbox"/> Creating <input type="checkbox"/> Presenting ✓ Responding ✓ Connecting	Artist Studies can be presented in the following ways: handwritten/handdrawn, digitally rendered, orally presented to instructor, taped presentation, etc.
<input type="checkbox"/> <i>Design Research</i>	✓ Creating ✓ Presenting ✓ Responding ✓ Connecting	Design Research can be presented in the following ways: shared digital inspiration board, collection of drawings/paintings, photographic inspiration, list of art styles or historical examples, etc.

Unit 2 - Intermediate Metalworking Techniques

Essential Questions:

1. How do artists grow and become accomplished in art forms?
2. How do artists and designers create works of art or design that effectively communicate?

Unit Standards

Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

Supporting Standards

- A.A.Cr.10.h: **Investigate.** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: **Plan.** Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: **Make.** Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.12.h: **Share.** Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.20.h: **Evaluate.** Determine or develop relevant criteria and evaluate the effectiveness of design,

<p>media, and artworks to influence ideas, feelings, and reactions of specific audiences.</p> <ul style="list-style-type: none"> • A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work. 		
<p>Learning Targets</p>		
<ul style="list-style-type: none"> • I can build on previous knowledge of cutting and piercing with jeweler’s saw and drill. • I can build on previous knowledge of filing, sanding, polishing, and finishing metal correctly. • I can build on previous knowledge of cold connections. • I can build on previous knowledge of hot connections. 		
<p>Assessment Evidence</p>		
<p>Feedback & Scoring Rubric(s) based on Priority Standards <i>Indicate the name of the rubric. Link if possible. Example: “Creating Rubric”</i></p> <ul style="list-style-type: none"> • UNIVERSAL ART RUBRIC 		
<p>Performance Assessment Options <i>May include, but are not limited to the following:</i></p>	<p>Artistic Process <i>Check all that apply:</i></p>	<p>Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i></p>
<p><i>Cold and hot connections combination, Container, Hollow forms</i></p>	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<p>Students will collaborate with instructor to design unique metalworks that exemplify their previous skills and knowledge while building on them. Students are able to direct their learning and design based on their interests. The instructor can modify the complexity/simplicity of the required assessment on an individual basis for each student.</p>
<p>Digital Tools & Supplementary Resources</p>		
<ul style="list-style-type: none"> ☐ Canvas Course, YouTube Demonstrations, etc. 		

<p>Unit 3 - Lost Wax Casting</p>
<p>Essential Questions:</p>
<ol style="list-style-type: none"> 1. What conditions, attitudes, and behaviors support creativity and innovative thinking? 2. How do artists grow and become accomplished in art forms? 3. How do artists and designers create works of art or design that effectively communicate?
<p>Unit Standards</p>
<p>Priority Standards</p> <ul style="list-style-type: none"> • WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.

- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

Supporting Standards

- A.A.Cr.10.h: **Investigate.** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted work of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.

Learning Targets

- I can design an original piece of jewelry using the elements of art and principles of design.
- I can create a wax model.
- I can apply my understanding of the lost wax/centrifugal method of casting metal.
- I can finish (file, sand, and polish) a casted piece.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC](#)

Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
<i>Casting</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	Students will collaborate with instructor to design unique metalworks that exemplify their previous skills and knowledge while building on them. Students are able to direct their learning and design based on their interests. The instructor can modify the complexity/simplicity of the required assessment on an individual basis for each student. Instructor will assist with dangerous and advanced skills in casting such as operating the torch and centrifuge.

Digital Tools & Supplementary Resources

Canvas Course, YouTube Demonstrations, etc.