

## Art Metals I

Curriculum/Content Area: ART & DESIGN	Course Length: 9 weeks; 1 term
Course Title: Art Metals I	Date last reviewed: 2020 <a href="#">Link to Previous UbD</a>
Prerequisites: None	Board approval date: Feb. 2021
Primary Resource:NA	

## Desired Results

**Course description and purpose:** This visual art class explores the amazing material of metal. Create numerous sculptural and wearable art pieces including bracelets, rings, pendants, necklaces and /or more. Students will develop design skills and learn basic metalsmithing techniques including cutting, piercing, filing, sanding, and polishing. Advanced skills of soldering and stone setting will also be covered. You will learn the same techniques that professional jewelers use.

### 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>
<b>CREATING</b>	
Creativity and innovative thinking are essential life skills that can be developed.	<ul style="list-style-type: none"> <li>❖ What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>❖ What factors prevent or encourage people to take creative risks?</li> <li>❖ How does collaboration expand the creative process?</li> </ul>
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.	<ul style="list-style-type: none"> <li>❖ How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>❖ Why do artists follow or break from established traditions?</li> <li>❖ How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> </ul>
People create and interact with	<ul style="list-style-type: none"> <li>❖ How do objects, places, and design shape lives and</li> </ul>

objects, places, and design that define, shape, enhance, and empower their lives.	<p>communities?</p> <ul style="list-style-type: none"> <li>❖ How do artists and designers determine goals for designing or redesigning objects, places, or systems?</li> <li>❖ How do artists and designers create works of art or design that effectively communicate?</li> </ul>
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	<ul style="list-style-type: none"> <li>❖ What role does persistence play in revising, refining, and developing work?</li> <li>❖ How do artists grow and become accomplished in art forms?</li> <li>❖ How does collaboratively reflecting on a work help us experience it more completely?</li> </ul>
<b>PRESENTING</b>	
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"> <li>❖ How are artworks cared for and by whom?</li> <li>❖ What criteria, methods, and processes are used to select work for preservation or presentation?</li> <li>❖ Why do people value objects, artifacts, and artworks, and select them for presentation?</li> </ul>
<b>RESPONDING</b>	
People gain insights into meanings of artworks by engaging in the process of art criticism	<ul style="list-style-type: none"> <li>❖ What is the value of engaging in the process of art criticism?</li> <li>❖ 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?</li> </ul>
<b>CONNECTING</b>	
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	<ul style="list-style-type: none"> <li>❖ How does engaging in creating art enrich people's lives?</li> <li>❖ How does making art attune people to their surroundings?</li> <li>❖ How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> </ul>

<b>PRIORITY STANDARDS</b>
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 design using positive and negative space.
- I can choose and evaluate a range of subject matter, symbols, and ideas in art.
- I can generate multiple and unique solutions to metals problems.
- I can use different types of technology and books for research, documentation, and creating artwork.
- I can incorporate the elements of art and principles of design.
- I can reflect upon my own artwork and explain my artistic choices.
- I can incorporate focal point within design.

## 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:

**Artistic Process**

Check all that apply:

**Differentiation Strategies/ Strategies for Inclusion**

May include, but are not limited to the following:

<i>Sketchnotes (visually demonstrating metalworking skills/techniques)</i>	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	Sketchnotes can be presented in the following ways: handdrawn in sketchbook, digitally rendered, using photographs, orally discussed with instructor, etc.
<i>Thumbnail Sketches</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creating</li> <li><input type="checkbox"/> Presenting</li> <li><input type="checkbox"/> Responding</li> <li>✓ Connecting</li> </ul>	Thumbnail sketches can be created in the following ways: hand drawn in sketchbook or digitally rendered. Quantity and complexity of thumbnail sketches can be modified for individual students.
<i>Reflections</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creating</li> <li><input type="checkbox"/> Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	Reflections can be presented in the following ways: handwritten/hand drawn, digitally rendered, orally discussed with instructor, taped presentation, etc.
<i>Artist Study</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creating</li> <li><input type="checkbox"/> Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	Artist Studies can be presented in the following ways: handwritten/hand drawn, digitally rendered, orally presented to instructor, taped presentation, etc.
<i>Design Research</i>	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	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.
<b>Digital Tools &amp; Supplementary Resources</b>		
<ul style="list-style-type: none"> <li>• Canvas Course, YouTube Demonstrations, etc.</li> </ul>		

## Unit 2 - Introductory 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, 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 incorporate function of jewelry/metal sculpture within design.
- I can cut and pierce with jeweler's saw and drill.
- I can file, sand, polish, and finish metal correctly.
- I can use tools and equipment properly and safely.
- I can evaluate an artwork by comparing and contrasting it to similar or exemplary works of art.

### 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:

*Cutting, filing, piercing, sanding, polishing, finishing*

#### Artistic Process

Check all that apply:

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

#### Differentiation Strategies/ Strategies for Inclusion

May include, but are not limited to the following:

- Students that required differentiation to basic metalworking techniques could show proficiency in knowledge of the techniques/materials through written sketchnotes and/or oral presentations/discussions with the instructor.
- Modifications of tools could also be provided (ex: hand sanding a piece of metal instead of using the polishing wheels). Simplified/reduced or increased complexity in the requirements of the overall project can be modified for individual students.

### Digital Tools & Supplementary Resources

- Canvas Course, YouTube Demonstrations, etc.

## Unit 3 - Cold Connections

### Essential Questions:

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?

### 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 design in metal using the elements of art and principles of design.
- I can incorporate function of jewelry/sculpture within design.
- I can accurately connect metal with cold connections.
- I can design jewelry/sculpture with awareness/attention of cold connections.

#### 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

**Artistic Process**  
Check all that apply:

**Differentiation Strategies/ Strategies for Inclusion**  
May include, but are not limited to the following:

<i>limited to the following:</i>		
<i>Rivets, Wire, Links, Tabs, Jump Rings</i>	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	Students have the ability to choose from a variety of cold connections materials/techniques for their individual project with a range of complexity depending on their skill level. Ex: a student that is unable to create a traditional rivet may use premade rivets or found elements to connect their metalwork together in an original and unique composition.
<b>Digital Tools &amp; Supplementary Resources</b>		
<ul style="list-style-type: none"> <li>● Canvas Course, YouTube Demonstrations, etc.</li> </ul>		

## Unit 4 - Hot Connections

### Essential Questions:

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?

### 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 design a piece with layered metal using sweat soldering.
- I can further develop cutting, piercing, forming, and finishing techniques.
- I can understand soldering safety and techniques.
- I can bezel set a cabochon stone using bezel wire and soldering technique.
- I can design and correctly measure ring sizes.

### 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:

*Sweat Soldering, Pick Solder, Multiple solder joints, Bezel*

#### Artistic Process

Check all that apply:

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

#### Differentiation Strategies/ Strategies for Inclusion

May include, but are not limited to the following:

Differentiation for Hot Connections could be assessing knowledge of soldering technique steps/materials through written sketchnotes or oral presentation/discussion with instructor. Required soldering pieces could be reduced/simplified or increased in complexity depending on student's skill level.

### Digital Tools & Supplementary Resources

- Canvas Course, YouTube Demonstrations, etc.