| Wall Township Public Schools | Board Approval Date: 8/19/2025 |
|---|---|

**Course Title: Jewelry Design**

**Course Description:** Jewelry Design introduces the technical skills necessary to design and create artistic personal adornments. Emphasis will be on: the social and historical context in which jewelry has been made; its significance in today's society; the original, creative, and appropriate use of tools and materials; craftsmanship and developing design skills used in the creative process. Students will explore a variety of media, which may include wire, beads, glass, metals, plastic, fiber, clay, and other nontraditional materials.

## New Jersey Student Learning Standards

**New Jersey Student Learning Standards for Visual and Performing Arts**

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success.

The New Jersey Student Learning Standards – Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

**Mission**

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

**Vision**

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

**Inclusion of Climate Change Opportunities**

(  ) notes opportunities to integrate specific examples of climate change education provided by additional age-appropriate resources

The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

| Course Sequence & Pacing | |
|---|---|
| **Unit** | **Estimated Number of Estimated Instructional Periods** |
| **Unit One: Folders**<br>● Demonstrate the ability to identify the various properties and characteristics of font design.<br>● Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original folder design.<br>● Serve as a test audience to peers and provide constructive criticism for improvements. | 9 |
| **Unit Two: Wire**<br>● Explore the wide variety of wire wrapping<br>● Understanding the various types of wires and metals that are used with jewelry.<br>● Learning how to handle wire and mold it to a desired shape.<br>● Research and develop their own object to wire wrap that best reflect their artistic style<br>● Develop a hand for working well with the various pliers.<br>● Design a series of pendants, jump rings, chains, attaching findings and rings.<br>● Metal stamping | 20 |

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| **Unit Three: Shrink Film**<br>● Identify the best process to make an aesthetically pleasing shrink wrap design.<br>● Experiment with materials to determine the best ways to achieve desired results.<br>● Develop a craftsmanship skill to show mastery of the material.<br>● Explore the 2D and 3D shrink film designs and develop a series of necklaces, bracelets, and earrings.<br>● Participate in critiques with peers. | 20 |
| **Unit Four: Resin**<br>● Identify resin style jewelry and the process used to achieve the desired outcome.<br>● Demonstrating the skilled process of resin pouring by making a series of jewelry pendants.<br>● Develop their craftsmanship and finishing skills to a higher level of material understanding.<br>● Participate in critiques with peers. | 20 |
| **Unit Five: Glass Fusing**<br>● Explain the origins of glass fusing<br>● Apply their prior knowledge of the elements of art and principles of design with their new knowledge of glass fusing to create a coaster and a pendant<br>● Choose appropriate materials, including fusible glass, glass cutters, glass nippers, grinders, fiber paper, and kiln wire to achieve desired results<br>● Demonstrate safe and appropriate handling of materials to achieve fine craftsmanship<br>● Use appropriate learned vocabulary when speaking and writing<br>● Revise work based on self-reflection, peer feedback, and instructor recommendations | 16 |
| **Unit Six: Clay** | 20 |

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| • Explain the origins of clay jewelry, as well as how art can help us understand the lives and values of individuals from past and present cultures<br>• Combine what they learned in previous units with their new knowledge of clay to create beads, charms, pendants, jewelry dishes, and wearable art<br>• Choose appropriate materials to achieve desired results<br>• Demonstrate safe and appropriate handling of materials to achieve fine craftsmanship<br>• Use appropriate learned vocabulary when speaking and writing<br>• Revise work based on self-reflection, peer feedback, and instructor recommendations | |
| **Unit Seven: Macrame & Beadwork**<br>• Explain the origins of macrame and beadwork, as well as how art can help us understand the lives and values of individuals from past and present cultures<br>• Practice creating larks head knots, square knots, alternating square knots, half knots, double half hitch knots, and gathering knots on practice cord<br>• Understand how to follow a pattern<br>• Apply their new knowledge of knotting and beadworking techniques to create jewelry<br>• Choose appropriate materials, including cord, scissors, beads, and masking tape to achieve desired results<br>• Demonstrate safe and appropriate handling of materials to achieve fine craftsmanship<br>• Use appropriate learned vocabulary when speaking and writing<br>• Revise work based on self-reflection, peer feedback, and instructor recommendations | 16 |
| **Unit Eight: Mixed Media and Found Objects**<br>• Analyze contemporary artists that use found objects and mixed media in their work<br>• Demonstrate appropriate techniques in the creation of mixed media and found object jewelry<br>• Apply techniques that were learned throughout the course of study to create mixed media jewelry | 16 |

| | |
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| • Choose appropriate materials, including but not limited to, clay, resin, cord, beads, wire, findings, ink, and found objects to achieve desired results<br>• Demonstrate safe and appropriate handling of materials to achieve fine craftsmanship<br>• Use appropriate learned vocabulary when speaking and writing<br>• Revise work based on self-reflection, peer feedback, and instructor recommendations<br>• Understand the sustainability of various materials used in the creation of art<br>• Understand the impact that the creation of art can have on the environment | |
| | |

**Current instructional periods are 56 minutes and meet 3 times every 4 days.**

# Unit 1

## Desired Results

**Unit 1 Title: Folders**

**Unit Summary:** Students will use unique and original visual imagery paired with a choice font and their knowledge of the art elements and principles of design to create a project folder design.

## Learning Standards

**NJSLS Visual and Performing Arts:**

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

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.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

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

## Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

**Computer Science & Design Thinking** ***(****CS & DT****)*:

8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

## Learning Targets

**Unit Essential Questions:**

- How will you select a font to represent a specific aesthetic?
- How are fonts used to influence a viewer and their perception of a document or piece of art?
- How will you ensure that your completed folder design is finished with fine craftsmanship?
- How will you utilize your materials to create desired effects?

**Unit Enduring Understandings:**

- Font moods are chosen based on the text purpose. They can attract attention, indicate that something laid back or humorous is contained in the text, or, on the contrary, make a person feel serious about what's written on the page or included in the visual imagery of an artwork.
- Fonts can create mood and atmosphere and provide visual clues about the order a document should be read in

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| | or the composition of an artwork and which parts are more important than others.<br>• Craftsmanship is the quality that comes from creating with passion, care, and attention to detail. It is a quality that is honed, refined, and practiced.<br>• Technique is the manner in which artists use and manipulate materials to achieve the desired formal effect, and communicate the desired concept, or meaning, according to personal style. |

**Vocabulary:** Art Elements (line, shape, color, texture, value and form)

- Principles of Design (balance, rhythm, unity, pattern)
- Composition
- Poster Gothic
- Ascender
- Descender
- Typography
- Positive and Negative Space
- Font
- Serif
- San Serif
- Cap Height
- Width: Expanded vs. Condensed
- Weight: Bold, Medium, Light
- Layout

**Students will be able to:**

- Create a unique folder design with a chosen font for their first and last name that demonstrates and communicates a particular aesthetic.
- Analyze the way fonts are constructed and created and the properties and characteristics of each.

- Choose the appropriate tools available to achieve desired results, including paint, markers, pencils and transfer paper.
- Participate in constructive critique with peers, reflect and revise work based on recommendations.

## Assessment Evidence

**Formative Assessments:**

- Preliminary Folder Sketch
- Transferring to Project Folder
- Adding Color and Value with Paint to a Transferred Drawing
- Teacher Observation
- Peer-to-peer critique
- Self-critique

**Summative Assessments:** Student Folder Design

**Common Benchmark Assessments:** Student Folder Design Assessment

**Alternative Assessments:**

- Select 10 different fonts and identify the overall mood and aesthetic of each, in writing.
- Add additional visual components to the folder design to enhance the completed project.
- Present a chosen font by breaking down its properties and characteristics of it: descender, ascender, weight, width, etc.

## Core Instructional & Supplemental Materials

Drawing Paper, Transfer Paper, Student Folders, Poster Gothic Handouts, Permanent Markers: Various Colors, Tichonderoga Black HB, Pencil, Crayola Tempera Paint: Various Colors, Paint Brushes, Water Basins, Paint Palettes, Chromebooks, Erasers, Printer, Printer Paper

# Accommodations and Modifications:
# Students with Disabilities, English Language Learners,
# Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

-Simplified/Verbal Instructions
- Visual learning with Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
-Cooperative learning groups
-tutorial videos with step-by-step processes

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Next level project options, and larger size project options as well.

# Unit 2

## Desired Results

**Unit 2 Title: Wire**

**Unit Summary:** Students will be able to develop the skills to shape, mold, and manipulate metal wires of all different gauges to create jewelry throughout the course.

## Learning Standards

**NJSLS Visual and Performing Arts:**

● 1.5.12acc.Cr1a: IVisual and Performing Artsndividually and collaboratively formulate new creative problems based on student's existing artwork.

● 1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

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

1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.

1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

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

1.5.12adv.Cn11b: Assess the impact of an artist or group of artists on global issues, including climate change.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

**Computer Science & Design Thinking *(CS & DT)*:**

8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

● 1.5.12adv.Cn11b: Assess the impact of an artist or group of artists on global issues, including **climate change**.

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
|---|---|
| What type of wires are ideal for wrapping?<br>What are the different gauges of wire?<br>What are the various types of metals?<br>How to manipulate the wire with the proper pliers? | Understanding the importance of a finished project.<br><br>Self-expression and personal identity is achieved from making individual artistic choices. |

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| How is personal identity created through design choices? | The process of creating can be as meaningful to the artist as a final product. |

**Vocabulary:** Metal Wires
Wire gauges 18,20,22,24,26
Metal Types aluminum, stainless steel, silver, gold copper
Pliers,

- Round nose pliers
- Snipe nose pliers (also known as chain nose)
- Flat nose pliers
- Bent nose pliers
- Side cutters

Jump rings, Bails, Coiling, Figure Eight Weave, Wrapped loops, Herringbone Weave, hardness, flat or round wire, head pins, Findings

**Students will be able to:**

- Explore the wide variety of wire wrapping
- Research and develop their own object to wire wrap to best reflect their artistic style
- Develop a hand for working well with the various pliers.
- Design a series of pendants

**Learning Activities & Differentiation:**

**Learning Activities**

- Students will search for reference images using their chromebooks
- Students will participate in class discussions
- Students will self-assess their completed project using an instructor-created rubric
- Students will revise projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

**Differentiation**

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Post instructional videos in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard

## Assessment Evidence

**Formative Assessments:**

- Teacher Observation
- Peer-to-peer critique
- Self-critique
- Sketches

**Summative Assessments:** Wire wrapped pendants, 50 jump rings, jump ring bracelet, double spiral rings, tree pendant

**Common Benchmark Assessments:** Craftsmanship Assessment

**Alternative Assessments:**

- identifying the proper pliers worksheet
- identifying the correct gauges worksheet

- Process Logs, Student Generated Video tutorial, Time Lapse Video of the process

## Core Instructional & Supplemental Materials

**18,20,22,24,26 gauged wires, sea glass, stones, various pliers, wire cutters, jump rings, findings, beads, head pins**

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

-Simplified/Verbal Instructions
- Visual learning with Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
-Cooperative learning groups
-tutorial videos with step-by-step processes

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Next level project options, and larger size project options as well.

# Unit 3

## Desired Results

**Unit 3 Title: Shrink Film**

**Unit Summary: Students will construct and develop a series of shrink film projects from single keychain to a 3-D pendant/earrings/necklace chain.**

## Learning Standards

**NJSLS Visual and Performing Arts:**

1.5.12ACC.CN10A: Utilize inquiry methods of observation, research and experimentation to explore other subjects through art making.

1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives

1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

**Computer Science & Design Thinking (***CS & DT***):**

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function.

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
| --- | --- |
| What is shrink film, and what are the infinite possibilities for creation? | How to bring their own style into a technique. |

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| How important is craftsmanship when executing a shrink film project?<br><br>How is personal identity created through design choices?<br><br>How does proper use of materials and supplies affect good craftsmanship? | Experiment with various drawing materials to achieve their desired outcome.<br><br>Identify the level of craftsmanship in the making and firing process to hone into for a clean and aesthetically pleasing design. |
| **Vocabulary:**<br>Shrink film, Rough, Smooth, Keychains, Jump Rings, Clasps, charm bracelet, 3-D pendant, Critiques | |
| **Students will be able to:** Identify the best process to make an aesthetically pleasing shrink wrap design.<br><br>Experiment with materials to decide what the best way to get the desired result.<br><br>Develop a craftsmanship skill to show mastery of the material.<br><br>Participate in critiques with peers. | |
| **Learning Activities & Differentiation:**<br><br>**Learning Activities**<br><br>● Students will search for reference images using their chromebooks<br>● Students will participate in class discussions<br>● Students will self-assess their completed project using an instructor-created rubric | |

- Students will revise projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

**Differentiation**

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Post instructional videos in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard

## Assessment Evidence

**Formative Assessments:**

- Teacher Observation
- Peer-to-peer critique
- Self-critique
- Sketches

**Summative Assessments:** Key Chain, 3-D necklace, earrings

**Common Benchmark Assessments:** Craftsmanship Assessment

**Alternative Assessments:** Process Logs, Student Generated Video tutorial, Time Lapse Video of the process

## Core Instructional & Supplemental Materials

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| **hand held hole puncher, Shrink film, toaster ovens, foil, wire, pliers, paint markers, chalk pastels, oven mitts, tongs, cotton rags, sandpaper, uv resin, uv lamps** |
| |
| |

## Accommodations and Modifications:
## Students with Disabilities, English Language Learners,
## Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

-Simplified/Verbal Instructions
- Visual learning with Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
-Cooperative learning groups
-tutorial videos with step-by-step processes

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Next level project options, and larger size project options as well.

# Unit 4

## Desired Results

**Unit 4 Title: Resin**

**Unit Summary: Students will research the basics of resin jewelry making using mold pourings as well as uv resin.**

## Learning Standards

**NJSLS Visual and Performing Arts:**

1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives

1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

**Computer Science & Design Thinking (***CS & DT***):**

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function.

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
|---|---|
| What is resin, brief history of the material?<br>What is the proper handling methods for the material?<br>What is the best methods for the setting process?<br>What other materials can we explore using with the resin?<br>What are the important aspects to making a set? | A simpler form can be just as powerful with a more impressive surface decoration.<br>Working with a material that has a temperamental drying process. |

| | |
|---|---|
| How important is craftsmanship when executing wearable art? | Troubleshooting common problems that people encounter when working with resin.<br>How to bring their own style into a technique. |
| **Vocabulary:** 2 part resin, UV resin, mold pouring, curing time, craftsmanship, critique | |
| **Students will be able to:**<br>Identify resin style jewelry.<br><br>Make a series of jewelry projects with resin pouring.<br><br>Design a set of UV resin coated forms and bottle caps.<br><br>Develop their craftsmanship and finishing skills to a higher level of material understanding.<br><br>Participate in critiques with peers. | |
| **Learning Activities & Differentiation:**<br><br>**Learning Activities**<br><br>● Students will search for reference images using their chromebooks<br>● Students will participate in class discussions<br>● Students will self-assess their completed project using an instructor-created rubric<br>● Students will revise projects based on self-reflections, peer feedback, and instructor recommendations<br>● Students will provide instructor with project feedback<br><br>**Differentiation** | |

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Post instructional videos in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard

| Assessment Evidence |
| --- |
| **Formative Assessments:**<br>• Teacher Observation<br>• Peer-to-peer critique<br>• Self-critique<br>• Sketches |
| **Summative Assessments:** resin molds, Flower UV resin, Bottle caps |
| **Common Benchmark Assessments:** Craftsmanship Assessment |
| **Alternative Assessments:** Process Logs, Student Generated Video tutorial, Time Lapse Video of the process |

| Core Instructional & Supplemental Materials |
| --- |
| **2 Part Resin, UV Resin, UV lamps, Clorox wipes, latex gloves, silicone molds, Findings, wire of various gauges, pliers, wire cutters, resin dyes, glitter, charms, beads** |
| |
| |

# Accommodations and Modifications:
# Students with Disabilities, English Language Learners,
# Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

-Simplified/Verbal Instructions
- Visual learning with Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
-Cooperative learning groups
-tutorial videos with step-by-step processes

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Next level project options, and larger size project options as well.

# Unit 5

## Desired Results

**Unit 5 Title: Glass Fusing**

**Unit Summary:** Students will learn about the history and art of glass fusing before creating glass fused coasters and pendants.

## Learning Standards

**NJSLS Visual and Performing Arts:**

- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- 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.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
- 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

| Interdisciplinary Connections |
|---|
| **Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:<br>• 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving<br>• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas |
| **Computer Science & Design Thinking (***CS & DT***):**<br>• 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. |

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
|---|---|
| • What is glass fusing?<br>• What decorative and/or functional works of art can be made with glass fusing?<br>• What safety precautions must be taken when glass fusing?<br>• How will you achieve fine craftsmanship in your glass fused projects? | • Glass fusing involves stacking multiple pieces of glass on top of each other and then placing them in a kiln. The kiln heats the glass to a high temperature, causing it to soften and flow, fusing the pieces together.<br>• Fused glass is used to create a wide variety of decorative and functional works of art.<br>• Working with glass and high temperatures requires safety precautions, including using protective eyewear, gloves, and proper ventilation.<br>• Like all skills, glass fusing takes practice and persistence in order to achieve fine craftsmanship. |

**Vocabulary:** Fusible Glass, Stringers, Kiln, Glass Cutters, Glass Nippers, Grinder, Fiber Paper, Frit, Dam Material, Slumping Mold, Kiln Wire, Elements of Art, Principles of Design, Craftsmanship

**Students will be able to:**

- Explain the origins of glass fusing
- Apply their prior knowledge of the elements of art and principles of design with their new knowledge of glass fusing to create a coaster and a pendant
- Choose appropriate materials, including fusible glass, glass cutters, glass nippers, grinders, fiber paper, and kiln wire to achieve desired results
- Demonstrate safe and appropriate handling of materials to achieve fine craftsmanship
- Use appropriate learned vocabulary when speaking and writing
- Revise work based on self-reflection, peer feedback, and instructor recommendations

**Learning Activities & Differentiation:**

**Learning Activities**

- Students will search for reference images using their chromebooks
- Students will sketch designs for their fused glass coasters and pendants
- Students will choose appropriate materials and use learned techniques to achieve desired effects
- Students will participate in class discussions
- Students will self-assess their completed fused glass coaster and pendant using an instructor-created rubric
- Students will revise projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

**Differentiation**

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Post instructional videos in Google Classroom for students to view as many times as necessary

- Provide students with concise, step-by-step instructions that are projected on the whiteboard
- Use partner/cooperative learning groups for beginning English Language Learners
- Provide English Language Learners with translated project guidelines and instructions
- Students will create simple or complex coaster and pendant designs based on their ability levels

**Climate Change**

- Discuss the sustainability of various materials used in the creation of art and the impact that the creation of art can have on the environment

## Assessment Evidence

**Formative Assessments:** Instructor Observations, Questioning Techniques, Participation in Construction of Glass Fused Coaster and Pendant, Sketches, Self-Critique

**Summative Assessments:** Glass Fused Coaster, Glass Fused Pendant

**Common Benchmark Assessments:** Craftsmanship Assessment

**Alternative Assessments:**

History of Glass Fusing

1. Research the history of glass fusing
2. Create a video, Google Slideshow or Canva presentation on your findings

Glass Fused Coaster Drawing

1. Search for reference images
2. Using reference images, sketch a design for a glass fused coaster
3. Color the design
4. Write a paragraph on how the glass will be placed and layered to achieve the desired effects

## Core Instructional & Supplemental Materials

Fusible Sheet Glass, Stringers, Confetti Glass, Millefiori Glass, Glass Fusing Kiln, Kiln Wash, Glass Cutters / Breakers / Nippers, Grinder, Fiber Paper, Frit, Dam Material, Kiln Wire, Safety Wear, Hot Mitts, Slumping Molds, Elmer's Glue, Toothpicks

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/one to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - Templates and printed images for tracing - Option to use pre-cut glass - Assistance with cutting/grinding glass

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

-Simplified/verbal instructions - Visual learning with teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Cooperative learning groups - Instructional videos

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice

**Students with 504 Plans**
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Next level project options - Larger size project options - Option to incorporate techniques learned in other art courses - Encouragement to use unit materials in new or unconventional ways

# Unit 6

## Desired Results

**Unit 5 Title: Clay**

**Unit Summary:** Students will use a variety of clay and polymer clay techniques to create beads, wearable works of art, and functional works of art.

## Learning Standards

**NJSLS Visual and Performing Arts:**

- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.
- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

**Computer Science & Design Thinking (***CS & DT***):**

- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.2.12.NT.2: Redesign an existing product to improve form or function.

## Learning Targets

**Unit Essential Questions:**

- When and why did clay jewelry making techniques originate?
- How will you use the available materials to create clay jewelry?
- What techniques from previous units can you combine with clay to create wearable art?
- How does art help us understand the lives of people of different times, places and cultures?

**Unit Enduring Understandings:**

- Clay jewelry dates back to ancient civilizations, when clay beads and pendants were shaped and fired into various forms of jewelry.
- Clay jewelry held both decorative and symbolic value, often representing status, beliefs, or religious practices.
- Different types of clay have distinct properties, benefits, and limitations.

| | |
|---|---|
| | • Creating with clay requires practice and persistence in order to achieve fine craftsmanship. |

**Vocabulary:** Stoneware Clay, Polymer Clay, Glaze, Condition, Findings, Pendant, Mokume Gane, Veneer, Polymer Clay Cane, Burnish, Elements of Art, Principles of Design, Craftsmanship, Critique

**Students will be able to:**

- Explain the origins of clay jewelry, as well as how art can help us understand the lives and values of individuals from past and present cultures
- Combine what they learned in previous units with their new knowledge of clay to create beads, charms, pendants, jewelry dishes, and wearable art
- Choose appropriate materials to achieve desired results
- Demonstrate safe and appropriate handling of materials to achieve fine craftsmanship
- Use appropriate learned vocabulary when speaking and writing
- Revise work based on self-reflection, peer feedback, and instructor recommendations

**Learning Activities & Differentiation:**

**Learning Activities**

- Students will analyze past and contemporary examples of clay and polymer clay wearable jewelry
- Instructor will explain and model various clay and polymer clay techniques
- Students will plan and sketch ideas in sketchbook
- Students will choose appropriate materials and use learned techniques to create projects such as glazed pendants, stoneware ring dishes, polymer clay faux gemstone beads, polymer clay mokume gane veneers, scrap polymer clay natasha beads, and polymer clay canes
- Students will participate in class discussions
- Students will self-assess their completed projects using an instructor-created rubric
- Students will revise their projects based on self-reflections, peer feedback, and instructor recommendations

- Students will provide instructor with project feedback

**Differentiation**

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Post video instructions for each knot in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard
- Use partner/cooperative learning groups for beginning English Language Learners
- Provide English Language Learners with translated project guidelines and instructions
- Students will create simple or detailed designs based on their ability level
- If necessary, students will receive pre-conditioned clay

## Assessment Evidence

**Formative Assessments:** Instructor Observations, Questioning Techniques, Participation in Construction of Jewelry / Jewelry Dish, Sketches, Self-Critique

**Summative Assessments:** Glazed Pendant, Stoneware Ring Dish, Polymer Clay Faux Gemstone Beads, Polymer Clay Mokume Gane Veneer, Scrap Polymer Clay Natasha Beads, Polymer Clay Cane

**Common Benchmark Assessments:** Craftsmanship Assessment

**Alternative Assessments:**

History of Clay Jewelry Slideshow

1. Research the history of clay jewelry
2. Create a video, Google Slideshow or Canva presentation on your findings

Polymer Clay Jewelry Design

1. Research polymer clay beadmaking techniques and pick one
2. Plan and sketch a bracelet, necklace, and earrings that utilize the chosen technique
3. Write a paragraph about the techniques and processes that will be used to create the jewelry

## Core Instructional & Supplemental Materials

Bisque Fired Pendants, Stoneware Clay, Stroke & Coat Glazes, Polymer Clay / Liquid Polymer Clay, Polymer Clay Conditioning Machines, Table Top Oven / Thermometer / Bead Baking Wrack, Tissue Blades, Sculpting Tools, Molds, Findings (jump rings, crimps, lobster claws, earring wires, crimp covers, spring rings, toggles, cones), Bezels, Drill Press, Clay Cutters, Acrylic Rollers, Metal Leaf, Powdered Pigments, Acrylic Paint, Alcohol Ink, Isopropyl Alcohol, UV Resin / UV Lamp, Chromebooks, Instructional Videos, Instructor-Created Slideshows

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/one to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - Templates and printed images for tracing - Option to use pre-conditioned clay

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

-Simplified/verbal instructions - Visual learning with teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Cooperative learning groups - Instructional videos

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Next level project options - Larger size project options - Option to incorporate techniques learned in other art courses - Encouragement to use unit materials in new or unconventional ways

## Unit 7

## Desired Results

**Unit 7 Title: Macrame & Beadwork**

**Unit Summary:** Students will use macrame knotting techniques, beadworking techniques, various cords, and various beads to create jewelry.

## Learning Standards

**NJSLS Visual and Performing Arts:**

- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.
- 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.
- 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.
- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

### Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

**Computer Science & Design Thinking (***CS & DT***):**

- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.2.12.NT.2: Redesign an existing product to improve form or function.

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
| --- | --- |
| • Where and why did macrame knotting techniques originate?<br>• What beadworking techniques can be used to create jewelry?<br>• How will you use the available materials to create macrame and beaded jewelry?<br>• How will you achieve fine craftsmanship in your jewelry?<br>• How does art help us understand the lives of people of different times, places and cultures? | • Macrame is a textile art created by combining various knotting techniques.<br>• Macrame jewelry can be traced back to the 13th century, stemming from Arabic weavers who used knotting techniques to finish the edges of their textiles.<br>• Each macrame knot serves a purpose and produces a unique effect.<br>• Like all skills, macrame knotting and beadwork techniques must be practiced in order to achieve fine craftsmanship. |
| **Vocabulary:** Macrame, Beadwork, Larks Head Knot, Square Knot, Alternating Square Knot, Half Knot, Double Half Hitch Knot, Pattern, Sliding Knot, Mosaic, Bezel, Loom, Bead Weaving, Elements of Art, Principles of Design, Craftsmanship, Critique | |
| **Students will be able to:**<br>• Explain the origins of macrame and beadwork, as well as how art can help us understand the lives and values of individuals from past and present cultures<br>• Practice creating larks head knots, square knots, alternating square knots, half knots, double half hitch knots, and gathering knots on practice cord<br>• Understand how to follow a pattern<br>• Apply their new knowledge of knotting and beadworking techniques to create jewelry<br>• Choose appropriate materials, including cord, thread, beading needles, findings, scissors, beads, and masking tape to achieve desired results<br>• Demonstrate safe and appropriate handling of materials to achieve fine craftsmanship<br>• Use appropriate learned vocabulary when speaking and writing | |

- Revise work based on self-reflection, peer feedback, and instructor recommendations

**Learning Activities & Differentiation:**

**Learning Activities**

- Students will analyze past and contemporary examples of macrame and beadwork
- Instructor will explain and model various knotting and beadworking techniques
- Students will choose appropriate materials and use learned techniques to create projects such as macrame bracelets, micro mosaic pendants, beaded daisy chain bracelet, and beaded earrings
- Students will participate in class discussions
- Students will self-assess their completed projects using an instructor-created rubric
- Students will revise their projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

**Differentiation**

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Post video instructions for each knot in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard
- Use partner/cooperative learning groups for beginning English Language Learners
- Provide English Language Learners with translated project guidelines and instructions
- Give students the option of tying more advanced knots or adding beads to their macrame jewelry

- Students will be exposed to the work of artists from different cultures around the world
- Students will learn about the contributions of artists from diverse backgrounds such as

**Native American Jewelry Artists**

**Charles Loloma (Hopi)**
Widely considered one of the most influential Native American jewelers of the 20th century.
Known for blending traditional Hopi materials with modernist design.

**Jesse Monongya (Navajo/Hopi)**
His inlay work is internationally celebrated, combining turquoise, lapis, and other stones with traditional symbolism.

**Cody Sanderson (Navajo)**
Contemporary silversmith known for bold, edgy designs that push boundaries while honoring heritage.

**Asian American Jewelry Artists**

**Kerin Rose Gold (A-Morir)**
A half-Filipina designer known for extravagant eyewear and jewelry worn by stars like Rihanna, Lady Gaga, and Beyoncé.
Her work bridges fashion, costume, and personal identity.

**Monica Sordo (Venezuelan)**
Her designs often reflect architectural and Latin American influences.
She blends modern luxury with bold forms and cultural storytelling.

- Instruction will be differentiated and appropriate modifications/accommodations will be provided to students with diverse needs

| Assessment Evidence |
| --- |
| **Formative Assessments:** Instructor Observations, Questioning Techniques, Participation in Construction of Macrame Jewelry, Sketches, Self-Critique |
| **Summative Assessments:** Macrame Bracelet, Micro Mosaic Pendant, Beaded Daisy Chain Bracelet, Beaded Earrings |
| **Common Benchmark Assessments:** Craftsmanship Assessment |

**Alternative Assessments:** Macrame Artist Research

3. Research three artists that use macrame knotting techniques in their work
4. Create a Google Slideshow with two images of each artist's work and a written response to each piece

## Core Instructional & Supplemental Materials

Scissors, Assorted Macrame Cord, Masking Tape, Chromebooks, Instructional Videos, Tiered Macrame Patterns (Easy / Moderate / Challenging), Knot Instruction Handouts, Beading Supplies, Beadweaving Loom, Pendant Bezels, Apoxie Sculpt Adhesive, Instructor - Created Google Slideshow

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/one to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - Step-by-step instructional handouts - Instructional videos

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

-Simplified/verbal instructions - Visual learning with teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Cooperative learning groups - Instructional videos

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Next level project options - Larger size project options - Option to incorporate techniques learned in other art courses - Encouragement to use unit materials in new or unconventional ways

# Unit 8

## Desired Results

**Unit 8 Title: Mixed Media & Found Objects**

**Unit Summary:** Students will use techniques learned throughout the course of study to create jewelry that incorporates found objects and mixed media.

## Learning Standards

**NJSLS Visual and Performing Arts:**

- 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.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.
- 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.
- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
- 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change may influence personal responses to art.

### Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

**Computer Science & Design Thinking (***CS & DT***):**

- 8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
| --- | --- |
| • What is mixed media?<br>• What everyday objects and recycled materials can be repurposed to create a work of art?<br>• What techniques that were learned throughout the course of study can you combine with found objects to design and create a unique piece of jewelry?<br>• How will you achieve fine craftsmanship in your work?<br>• What impact do materials used in the creation of art have on the environment?<br>• How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? | • Mixed media jewelry combines different materials and techniques to create unique pieces.<br>• Materials can be used in unconventional ways to create wearable art.<br>• Found object jewelry can be crafted from a vast array of materials, including but not limited to natural items, recycled materials, and discarded objects.<br>• Upcycling reduces waste, conserves natural resources, and minimizes the environmental impact of jewelry production by using pre-existing materials. |
| **Vocabulary:** Found Objects, Upcycle, Repurpose, Findings, Wire Gauge, Pliers, Craftsmanship, Elements of Art, Principles of Design, Critique | |
| **Students will be able to:**<br>• Analyze contemporary artists that use found objects and mixed media in their work<br>• Demonstrate appropriate techniques in the creation of mixed media and found object jewelry<br>• Apply techniques that were learned throughout the course of study to create mixed media jewelry<br>• Create found object jewelry using a vast array of materials, including but not limited to natural items, recycled materials, and discarded objects<br>• Demonstrate safe and appropriate handling of materials to achieve fine craftsmanship<br>• Use appropriate learned vocabulary when speaking and writing<br>• Revise work based on self-reflection, peer feedback, and instructor recommendations<br>• Understand the sustainability of various materials used in the creation of art | |

- Understand the impact that the creation of art can have on the environment

**Learning Activities & Differentiation:**

**Learning Activities**

- Students will search for reference images using their chromebooks
- Students will bring in natural items, recycled materials, and discarded objects to use in their projects
- Students will sketch designs for their found object and mixed media jewelry
- Students will experiment with various recycled materials to create jewelry and/or keychains
- Students will choose appropriate materials and use learned techniques to achieve desired effects
- Students will participate in class discussions
- Students will self-assess their completed project using an instructor-created rubric
- Students will revise projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

**Differentiation**

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Post instructional videos in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard
- Use partner/cooperative learning groups for beginning English Language Learners
- Provide English Language Learners with translated project guidelines and instructions
- Students will create simple or complex designs based on their ability levels

**Climate Change**

- Discuss the sustainability of various materials used in the creation of art and the impact that the creation of art can have on the environment
- Discuss how upcycling reduces waste, conserves energy, brings awareness to environmental concerns, and encourages problem solving and resourcefulness

- Students will learn about the contributions of artists from diverse backgrounds

## Black Jewelry Designers

**Art Smith (1917–1982)**
A Black modernist jeweler from New York, his sculptural, avant-garde designs gained popularity in the mid-20th century.
His work is in the collections of major museums like the Smithsonian and the Brooklyn Museum.
**Harwell Godfrey (Lauren Harwell Godfrey)**
A Black female designer known for bold geometric pieces inspired by ancient traditions, spiritualism, and multicultural motifs.
Her fine jewelry is worn by celebrities and often incorporates symbolism and intention.
**Maggi Simpkins**
Celebrated for creating bespoke engagement rings and luxury pieces with a personal storytelling element.
Her work emphasizes individuality, representation, and emotional connection.

## Latinx Jewelry Artists

**Ariana Boussard-Reifel** (Montana-born with Peruvian heritage)
Her sculptural jewelry is inspired by indigenous cultures, feminism, and form.

Worn by celebrities like Beyoncé and featured in major fashion publications.
**Patricia Morales**
A Mexican-American artist and hair/jewelry designer, known for innovative headpieces and fashion-forward jewelry.

Instruction will be differentiated and appropriate modifications/accommodations will be provided to students with diverse needs

## Assessment Evidence

**Formative Assessments:** Instructor Observations, Questioning Techniques, Participation in Construction of Found Object and Mixed Media Jewelry, Sketches, Self-Assessments

**Summative Assessments:** Recycled Paper Bead Earrings or Bracelet, Wire Wrapped Pendant, Found Object Keychain or Pendant

**Common Benchmark Assessments:** Craftsmanship Assessment

**Alternative Assessments:**

Upcycled Paper Beads

1. Cut various strips out of colorful magazine pages. The strips should be .5” inches wide and can be rectangular or trimmed along each length to create a slim rectangle.
2. Start rolling a magazine strip firmly (but not tightly) around the straw. Once it goes around one full time, put a few lines of glue down the inside length of the strip.
3. Begin rolling the magazine strip around the straw. Don’t worry if glue squeezes out, this is actually beneficial for the finished product. Once the strip is completely wrapped, rub excess glue around it to firmly secure the end.
4. Carefully slide it off of the straw by pushing the end of the bead that is farthest up the straw. If there is glue residue on the straw, wipe it off or just cut off that piece and move up to the next section, otherwise, the magazine strip will stick to it and not come off cleanly.
5. Place beads on a nonporous surface to drive. Once the glue has dried, the beads can be used to create a piece of jewelry.

Artist Research - Students will research 3 different contemporary artists that use recycled materials in their work. Then, students will create a Google Slideshow with images of each artist's work. Students will write a description and response to each work.

## Core Instructional & Supplemental Materials

Found objects (sea glass, shells, leather belts, magazines, buttons, hardware, plumbing materials, broken jewelry, bottle caps, plastic gift cards, game pieces), Findings (jump rings, crimps, lobster claws, earring wires, crimp covers, spring rings, toggles, cones), Assorted Beads, Assorted Cords, Pliers, Key Rings, Wire, Wire Cutters, Chromebooks, Instructor - Created Slideshows

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/one to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - Templates and printed images for tracing - Option to use pre-cut glass - Assistance with cutting/grinding glass

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

-Simplified/verbal instructions - Visual learning with teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Cooperative learning groups - Instructional videos

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Next level project options - Larger size project options - Option to incorporate techniques learned in other art courses - Encouragement to use unit materials in new or unconventional ways