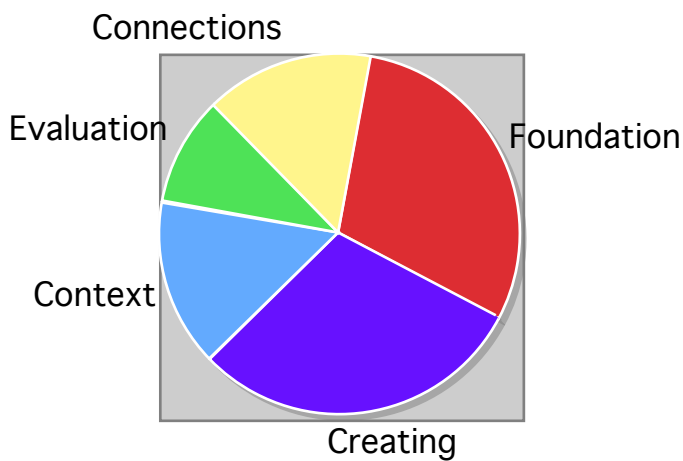


Jewelry 1AB High School



- Foundation
- Creating
- Context
- Evaluation
- Connections

Course Title	Jewelry 1 A/B
Course Abbreviation	JEWELRY 1A/B
Course Code Number	200211/200212
Special Notes	
Course Description	The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Jewelry 1AB, students explore the configurations and aesthetic notions of personal adornment as they developed and evolved from ancient to contemporary times. Emphasis is on the construction of jewelry with regard for the functional use of materials, application of the elements and principles of design, relationship to cultural traditions, and development of fine craftsmanship. Career opportunities in the arts and arts-related fields will be explored.
Instructional Topics	Adornment, Past and Present Development of Aesthetic Criteria and Personal Judgment Elements of Art Principles of Design

	<p>Cross-Cultural Influences Constructive Methods and Techniques Contemporary Jewelry Fashion and Contemporary Trends Jewelry as Sculpture Careers in Jewelry Exhibition and Display Techniques</p> <p>*Topics should be presented in an integrated manner where possible; time spent on each topic is to be based upon the needs of the student, the instructional program, and the scheduling needs of the school.</p>
<p>California Visual Arts Content Standards High School Proficient</p>	<p>Content knowledge and skills gained during this course will support student achievement of grade level Student Learning Standards in the Visual Arts.</p> <p><i>Upon graduation from the LAUSD, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. Artistic Perception 2. Create, perform, and participate in the visual arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. Creative Expression 3. Understand the historical contributions and cultural dimensions of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. Historical and Cultural Context 4. Respond to, analyze, and make judgments about works in the visual arts. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. Aesthetic Valuing 5. Connect and apply what is learned in the visual arts to other art forms and subject areas and to careers. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. Connections, Relationships, Applications
<p>Representative Objectives</p>	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • Create original jewelry of increasing complexity and with increased skill. • Explore a variety of materials, forming and constructive techniques, and processes for surface enrichment, making choices as to what to apply in his or her work. • Engage in art experiences, gaining personal insight and appreciation of his or her accomplishments and the accomplishments of others in creating jewelry. • Compare, contrast, and analyze styles of jewelry from a variety of times, places, and cultures. • Recognize, describe, analyze, discuss, and write about the visual characteristics of jewelry, objects in nature, events, and the environment.

	<ul style="list-style-type: none"> • Expand and use art vocabulary to describe and analyze jewelry. • Make informed judgments by applying the four steps of art criticism to his or her artwork and the work of others. • Respond to a variety of jewelry and talk about his or her interpretations of the artists' intentions. • Integrate what he or she learns in jewelry to learning in other subject areas, • Explore careers in the visual arts.
<p>Representative Performance Skills</p>	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> • Produce a piece of jewelry effectively using the elements and principles of design. • Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating a piece of jewelry. • Identify some trends of contemporary styles of jewelry in America and discuss the diverse cultural developments reflected in the artworks she or he has examined. • Discuss (compare and contrast) the purposes for jewelry from major time periods and cultures. • Describe the use of the elements of art and principles of design as they relate to specific styles, and periods of pieces of jewelry. • Discuss complex issues, such as distortion of shapes/form, space, simplified and actual texture, scale, balance, and expressive content as they appear in a piece of jewelry . • Discuss and make choices about materials for jewelry (paper, plastic, metal, wire) as they relate to function. • Make sound critical judgments about the quality and success of a piece of jewelry based on his or her experiences in and perceptions about visual art forms. • Use criteria for making judgments about a piece of jewelry and identify the difference between preference and judgment. • Demonstrate an understanding of the varied functions of an artist, art critic, art historian, art collector, and art philosopher (aesthetician). • Research art and arts-related careers.
<p>Samples of Classroom Activities for Creative Expression Strand</p>	<p>Create, perform, and participate in the visual arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Complete a series of at least three works of personal adornment in the same medium and style that convey a similar meaning. • Describe how those works reflect an emerging personal style and are convincing in their communication of an idea or emotion.
<p>Resources</p>	

Credentials required to teach this course

One of the following:

General Secondary

Special Secondary Art

Standard Secondary with major/minor Art

Single Subject Art