

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

COURSE OF STUDY/CONTENT STANDARDS INFORMATION PAGE

Course Title: JEWELRY (Course #614)	
Rationale:	
Course Description: An advanced three dimensional design class. Natural and geometric forms are emphasized using the lost wax technique of jewelry making, creating rings, pendants, earrings and small sculptures.	
Length of Course:	Semester
Grade Level:	10 - 12
Credit: 5 units per semester <input checked="" type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-f" requirements <input type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational	
Prerequisites:	Grade of "C" or better in Three Dimensional Design or Art or consent of instructor
Department(s):	Visual and Performing Arts
District Sites:	Ponderosa High School
Board of Trustees Adoption Date:	April 10, 2001
Textbook Title:	Miscellaneous Supplementary Materials
Date Adopted by the Board of Trustees:	5-23-00

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

**Alignment of the EDUHSD Courses of Study
with State/National Content Standards**

Department: Visual and Performing Arts

Grade Level: 10 - 12

Course: **Visual Arts** - Jewelry

“Big Idea” (Theme)

Students define knowledge of jewelry in a variety of jewelry media and jewelry processes made by students and other artists.

State/National Standards

ARTISTIC PERCEPTION -

Standard 1: The student will demonstrate an understanding of works in the visual arts by analyzing and interpreting what the artist presents in visual form.

Give examples of student work that demonstrates mastery of this standard

1. Students produce a work of jewelry using the elements and principles of jewelry design understanding the limits of the medium.

Identify best practices used to teach standard

All visual arts classes incorporate the teaching practices of: lecture, demonstration, modeling, examples, guided practice, monitoring, redirection, assessment, critique, encouragement.

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“Big Idea” (Theme)

Students demonstrate an appropriate level of control and craftsmanship in the jewelry medium.

State/National Standards

CREATIVE EXPRESSION -

Standard 2: The student will demonstrate an understanding of the forms, elements, and principles of visual arts.

Give examples of student work that demonstrates mastery of this standard

1. Students demonstrate mastery of the basic jewelry construction techniques: cutting and joining of wax, build-up, and cut-ins.

Identify best practices used to teach standard

(Disclaimer)

Students construct a “simple band” using appropriate techniques for a smooth, even-sized band.

Students will be able to demonstrate in a safe manner the complete lost wax casting process from the formation of the wax, through the casting, cutting of the sprues, grinding, filing, sanding, to the final stages of buffing and polishing of the ring, pendant, etc.

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“Big Idea” (Theme)

Students explore the role of jewelry in human history and culture.

State/National Standards

HISTORICAL AND CULTURAL CONTEXT -

Standard 3A: The student will demonstrate an understanding of major visual arts traditions, styles and media in a variety of times and places.

Give examples of student work that demonstrates mastery of this standard

1. Students construct an enamel pendant or earrings in the Islamic or Russian tradition.

Identify best practices used to teach standard

(Disclaimer)

Students review examples of traditional Islamic and Russian enamel jewelry and student interpretations of the above named traditional jewelry. Students must include traditional enamel techniques.

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“Big Idea” (Theme)

Student will demonstrate a knowledge of jewelry and jewelry processes that influence an artist and a culture’s utilization of jewelry (lost wax) media.

State/National Standards

HISTORICAL AND CULTURAL CONTEXT -

Standard 3B: The student will demonstrate an understanding that the visual arts and artists reflect, play a role in, and influence culture.

Give examples of student work that demonstrates mastery of this standard

1. Students choose a culture’s use of wax and/or metals (gold, silver, bronze) to research. Examples might include the Native Americans of the southwest, the Middle East.

Identify best practices used to teach standard

(Disclaimer)

Students access information about a culture using library resources, such as videotapes, books, and catalogs. Students construct a small 3-D sculpture in the manner of the culture being aware of the utilitarian and aesthetic properties of their selection.

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Department: Visual and Performing Arts

Grade Level: 10 - 12

Course: **Visual Arts** - Jewelry

“Big Idea” (Theme)

Students analyze, interpret, and derive meaning from works of jewelry. They make critical judgments about and determine the quality of jewelry works in their own work and the work of professional artists.

State/National Standards

AESTHETIC VALUING -

Standard 4A: The student will demonstrate an understanding that specific criteria can be developed and used to assess the qualities and merits of works of art.

Give examples of student work that demonstrates mastery of this standard

1. Students are able to discuss their own work and reflect upon the process of jewelry creation.

Identify best practices used to teach standard

(Disclaimer)

Each student selects a group of their own jewelry pieces to discuss in a classroom setting, emphasizing both the positive and negative aspects of the creative process.

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Course: **Visual Arts** - Jewelry

“Big Idea” (Theme)

Students analyze, interpret, and derive meaning from works of jewelry (lost wax). They make critical judgments about and determine the quality of jewelry and jewelry experiences based on learned elements.

State/National Standards

AESTHETIC VALUING -

Standard 4B: The student will demonstrate an understanding of form and meaning in the visual arts.

Give examples of student work that demonstrates mastery of this standard

1. Students select one work from a professional jeweler and describe and reflect on how the work shows growth in that artist’s career and the ways in which the art work is successful.

Identify best practices used to teach standard

(Disclaimer)

The instructor models the critique process for students and acts as facilitator for students.

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“Big Idea” (Theme)

Students apply what they learn in visual arts to learning across disciplines. They develop competencies in problem solving, communication skills, and management of time and resources all of which contribute to lifelong learning and career skills.

State/National Standards

CONNECTIONS, RELATIONS, APPLICATIONS -

Standard 5: The student will demonstrate an understanding of connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers.

Give examples of student work that demonstrates mastery of this standard

1. The student integrates what he or she learns in art to learning in other subject areas.
2. The student learns skills in art that translate to careers.
3. The student explores careers in the visual arts.
4. The student learns diverse ways in which visual arts can communicate the same idea.

Identify best practices used to teach standard

Students access information about careers in art and art-related jobs available and describe the qualities and skills the employer would desire.

Students job shadow an artist working in his or her studio or business, and then report on the work process and product.

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