**Date: 11/14, 11/18, 11/19 Kaitlyn Birdsall**

**Teacher: Laura Cronen**

**Course Name: Jewelry**

**Unit: wire wrapping, resin casting, and bead making**

**Lesson: Natural Jewelry**

**Total Estimated Time: 90 min, 3 days**

**Overview:**

Nature has always been a source of inspiration for artists, from the cave paintings of Paleolithic era to contemporary artists. It has also been inspirational to all forms of art. The unique part about jewelry that is inspired by nature is that it can be directly made out of that material it is inspired by. Today, students will explore different ways of incorporating nature as inspiration. They will become familiar with the artwork of Sarah Hood, who directly uses found natural material in her jewelry, David Freda, who is inspired by nature and attempts to capture natural moments in clay and enamel, and Maori tribal jewelry, who uses natural material to demonstrate geometric designs that abstract the natural object. **The will explore alternative jewelry making by creating a piece that is inspired by nature and incorporates at least two of the three demos of resin casting, bead making, and wire wrapping.** Students will understand how natural inspiration can take different forms in jewelry, and will be introduced to new material and techniques that can be used outside of jewelry class.

In the last project, the personal Mandela, students used basic jewelry techniques like riveting and sawing to create a small pendant that had personal significance in its abstract design. This abstraction is similar to the Maori interpretation of design, which makes this introduction smoothly transition. Many of the students’ personal mendela had aspects of nature in it, from leaf shapes to flowers. In fact, when I received pre-assessment information, I asked what students were inspired by and over 70% of them responded with nature.

***Standard*/**GLE:

* *Observe and Learn to* ***Comprehend:*** (H.1.3) Art and design have purpose and function
* *Envision and Critique to* ***Reflect: (***H.2.1) Reflective strategies are used to understand the creative process
* *Invent and Discover to* ***Create*** (H.3.2) Assess and produce art with various materials and methods
* *Relate and Connect to* **Transfer** (H.4.1) The work of art scholars impacts how art is viewed today

**Objectives:**

* **Students will be able** to create a wearable/functional piece of jewelry influenced by nature. (Blooms: Create, Standard: Observe and Learn to Comprehend, GLE: Art and design have purpose and function)
* **Students will be able to** share the ideas and concepts behind their artwork and critique each others work. (*Blooms: Analyzing, Standard Envision and Critique to Relfect, GLE: Interpretation is a means for understanding and evaluating works of art, Literacy integration)*
* **Students will be able to** plan and create a work of art based on the techniques wire wrapping, resin casting, and bead making. (*Blooms: Create, Standard: Invent and Discover to Create, GLE: Utilize current and available technology to refine an idea, and create original and imaginative works of art)*
* **Students will be able** to recognize works and pull inspiration from artists such as Sarah Hood and David Freda, and Maori tribal art. *(Blooms: Evaluate, Standard: Relate and Connect to Transfer, GLE: The work of art scholars impacts how art is viewed today)*

**Anticipatory Set:** Watch a quick video about a bird (nature) that has begun to copy unnatural sounds. <http://www.youtube.com/watch?v=VjE0Kdfos4Y> Have students respond to the question: Why is this impressive? Is the bird just copying, or is he creating something original? When artists copy from nature, which is “original,” the artwork or the natural subject? They will respond to this question on their **BULB account** which they created earlier this semester. If they do not have their computers with them, paper will be available, but they must have it published on their account by Monday. *By having them post on the account, this connects to previous lessons as they are trying to document their own learning. This response question directly links to an objective of the quarter “*Documenting your brainstorming, research, in-process work, final product and reflections will provide a visual resource in understanding your growth this quarter.” <https://www.bulbapp.com/b/unit/5230b952e4b03adcdcfe7d7d>

**Resources:**

* Paper Bead tutorial: <http://www.papervinenz.com/2012/07/paper-bead-tutorial-summer-fun.html>
* Resin Casting tutorial: <http://www.miseducated.net/2009/12/lacy-resin-pendant-tutorial/#.T2Y58hGDj6k>
* Wire wrapping tutorial: <http://pixie-trick.deviantart.com/art/The-Jeweller-s-Guide-to-Baisic-Wire-Wrapping-333470082>
* Sarah Hood: <http://www.sarahhoodjewelry.com/small/Info/About.aspx>
* David Freda: <http://www.davidcfreda.com/who-we-are>
* **Maori:** <http://maorisource.com/Maori-Carving-Designs.html>
* **My website for THIS LESSON:** [www.csujewelry.weebly.com](http://www.csujewelry.weebly.com)
* **Powerpoint:**
* **Artist Statement paper response:**

**Materials:**

Day 1:

* Powerpoint, youtube video uploaded
* Resin demos
* Newspaper laid out
* Resin mold
* Resin and hardener in warm water
* Stir stick
* Measuring cups, 2 per student
* Natural objects
* Paper, grass
* Bamboo sticks
* Modgepodge
* Sample beads
* Non latex gloves

Day 2:

* All the above
* Wire, different gauges
* Needle nose pliers, round-nose pliers, 1 per student
* Object for wrapping (wood, stone, etc)

Day 3:

* All of the above
* Camera for pictures
* Artist statement papers
* Response papers

***Instructions:***

Day 1:

1. (10 min) Show video clip and get written response via BULB
2. (10 min) Quick Power Point introducing artist and using nature as inspiration
	1. Sarah Hood: takes natural object and creates jewelry that displaces natural object but enhances purpose : “My pieces are a constant exploration of the natural world, both its forms and its materials. I'm drawn to archetypes, those images floating beneath our collective consciousness--a perfect circle, an elongated leaf, a bare tree. I love striking profiles, elegant design, and unexpected combinations of materials.” <http://www.sarahhoodjewelry.com/small/Info/About.aspx>
	2. David Freda: is INSPIRED by nature, but creates something that looks natural but is made out of material that has been humanly altered (enamel, clay, metal).: “Some compositions feature realistic “renderings” of animal forms while others are abstractions suggesting a particular theme and create from it an unexpected or surprising result. To obtain this, I often juxtapose the animal image or abstraction using ancient processes with twentieth century materials such as fine metals, vitreous enamels, aluminum, acrylic, niobium, and so on, while maintaining the sense of a natural habitat via color, texture, and movement. I feel I share a kinship with artists of the past whose intimate knowledge of the natural world also provided them with their concepts.” <http://www.davidcfreda.com/who-we-are>
	3. Maori Tribal Jewelry uses natural materials and natural, ancient techniques to create jewelry that does not have to do with the materials at all. These pendants are inspired by other natural objects like leaves, waves, and other things, but they are made of bone, wood, and jade. <http://maorisource.com/Maori-Carving-Designs.html>
	4. Project assignment: Students will create a piece that is inspired by nature and can either use the natural form like Sarah Hood, use non-natural objects to depict natural form like David Freda, or abstract natural objects while still using natural material like the Maori.
3. ( 10 min) Discussion
	1. Each of these artists use nature as inspiration, but do you consider all of them art? What makes something art/creative? If someone is just copying the natural world (david Freda) or if someone is just taking an object from the natural world and putting it in a new view( Sarah Hood), is it art?
4. **(15 min) Demo: Resin: -** [**http://www.youtube.com/watch?v=Y0Wp9CmSKFY**](http://www.youtube.com/watch?v=Y0Wp9CmSKFY)
	1. Step 1: clean space, no mess!
	2. -Step 2: seal your object by dipping it in a water/modge podge solution then dry outside
	3. Step 3: prepare your area
	4. Step 4: put resin/hardener bottles in warm water
	5. Step 5: mix EQUAL amounts of hardner and resin in measuring cup, stir for 2 minutes with stir tool
	6. Step 6: pour mixture into other measuring cup, stir with new stir stick for 1 minute.
	7. Step 7: pour small amount of mixture in cast; arrange found objects in mixture
	8. Step 8: dome mixture over object
	9. -Step 9: let dry for 12 hours before attempting to get it out
5. (35 min)Activity: begin Resin casting!
6. (10 min) Clean up

Day 2:

1. (5 min) Anticipatory set: give 5 minutes for students to find ANOTHER inspirational jewelry piece that uses nature as inspiration. Post picture on BULB. They can use the same artists but a DIFFERENT piece than I showed, or they can do a different artist.
2. (10 min)Demo for paper bead making-
	1. Grab some grass, have it soaked a little bit to make it manipulate able.
	2. Lay grass out flat, put glue on one side using a brush or your finger
	3. Begin wrapping grass tightly around bamboo stick, putting the glue side up
	4. Wrap tightly on top of each other until finished
	5. Coat bead on top and hold for a minute
	6. Let dry for at least 30 minutes before taking it off
	7. ALTERNATIVELY can be made with paper
3. (10 min)Demo on wire wrapping
	1. **-**style 1: caged bead, use round tip pliers to make counter clockwise spirals, then pop spirals open, center object inside, use pliers to confine cage
	2. **-style 2:**wire spiral wrapping: wrap two separate wires together and create netting to set stone in
	3. **-**Style 3: Bail technique: make a loop, then close it off by wrapping wire around loop
4. (50 min) Working on piece
5. (10 min) clean up

Day 3:

1. (5 min) Anticipatory Set: upload pictures of in progress piece, talk about what you are seeing
2. (20 min) Finishing piece
	1. If they finish piece early, have them create a pleasing way to display work.
3. (10 min)Responding to “artist statement”. On a half sheet of paper, student will write down their inspiration for this piece. They will discuss what the object is made of, what artist inspired them, and what techniques they used, as well as personal intent. They will discuss how they have made this work their own original. They will fold the paper in half and display it in front of their piece.
4. (40min) Gallery walk
	1. All artwork is on display, artist statement is hidden on one side of the paper. Students will observe and write down what they think each artists intent was, which artist they drew their inspiration from, etc. Students will write down the response on the other half of the paper. They will start at the piece to the right of their own, and then rotate to the next piece after 2 minutes. Students may choose to do this as partners, but they cannot review their own pieces.
5. (15 min) Done!
	1. Students will return to their original pieces and look at the responses. We will then discuss how well their artistic intent was displayed in their work, if they were able to get their voice out. We will discuss the beginning question again: What makes OUR art original if we are using nature as inspiration?
	2. Clean up anything

SPONGE ACTIVITY:

If students are feeling that they are “finished”, help them consider alternatives:

* How will they wear their piece? Should they make a hemp rope necklace to put their piece on, a twisted wire, etc?
* Is there any additional pieces they could create to make a set?
* Can they embellish on their current pieces? Add more wire wrapping, more paper beads, etc?
* Can they make their piece more durable or wearable? Will sanding make a softer edge to wear?
* How will they display their piece for the final gallery walk? How can they incorporate display in order to give viewers a way to understand artistic intent and add to creativity?

If all students are finishing up, and I have time for something SMALL, how about a discussion?

* Pull up an image by AARON, a computer. Have them first discuss the aesthetic qualities of the piece, then reveal that it was done by a computer. Does this devalue the piece? Why or why not?
* Have them polish their BULB account…how can they make it look even better?
* Show inspirational jewelry images of wire wrapping found on PINTEREST. Discuss how they could do it!

**Closure:** The gallery walk allows students to not only reflect on their own artwork, but others as well. They will become informed judges and be able to identify artistic intent. They will have developed a sense of what makes something creative/art through discussion, so they will be able to determine if the piece is not just a “copy” but is original.

**Accommodations and Modifications:**

* Senior students without laptops will be able to use one of the 4 computers available in the room. If these are all taken up, they may use some of their class time to go to the media center to write their responses on their BULB account. However, they will be given a time limit to allow for work time in the classroom.
* **Advanced Students:**
	+ **REQUIRED** to find another artist and image that inspires them before they begin work on the project. This can help guide them to view the project differently.
	+ **REQUIRED** to make a set that has the same artistic intent. Bracelet, ring, earrings, necklace, etc. ( at least 2) must be seen together and must be identifiable.
	+ **REQUIRED** to consciously consider display. Will they need to create a platform of natural objects? Will they set up their display outside? Will they need an actual mannequin head to display it on?
* Students with special needs:
	+ Students working with para will be given specific jobs to suit her capabilities. Para will need to measure out the resin, but student can mix the resin for the two minute requirement. Student can pour resin with guidance. Paper should be used not grass for beadmaking, and she should be responsible for cutting the bead and holding it until it dries, while the para may need to tightly wrap it, depending on motor skills. Student can use thin wire for wire wrapping that may not require use of pliers necessarily. Objectives should not change, she should still be able to produce a piece that is inspired by nature and incorporates natural objects.
	+ Students that struggle with TIME should have timers available so that the full mixing process can occur for the resin casting.

**Assessment:**

1. Pre-assessment: Have students respond to the question
	1. What do you know about artists Sarah Hood, David Freda, or Maori jewelry?
		1. All students answered that they did not know anything about these artists/had never heard of them.
	2. What jewelry techniques do you know besides the ones taught in this class thus far?
		1. 1 student knows how to blow glass beads
		2. 1 student has seen wire wrapping techniques before
		3. 1 student knows stamping
		4. 1 student knows how to make a chain and rivet
		5. 1 student knows how to make bracelets with string
		6. All others said they did not know any other techniques
	3. Where do you draw your inspiration from?
		1. Over half the class responded with nature, animals, and the world around them.
		2. 2 responded with life experiences
		3. 2 responded to art and visual things, one specifying modern art and jewelry.
	4. From this information, I learned that I need to give a lot of background and resources for artist and techniques, and I learned that this project aligns with student interests.
2. Post-Assessment:
	1. Artist Statement: (formal/summative) This will tell me how well a student understood the project, if they have become familiar with certain contemporary artists, if they have developed their sense of inspiration, and if they invested thought into their piece.
	2. Viewer response: (informal/summative) will tell me how students have developed their sense of aesthetic viewing.
	3. Piece: The final product shall be graded based on a rubric and include their artist statement and bulb account.

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|  | Above | Proficient | Approaching | Basic |
| Use of natural object | Multiple Natural objects are incorporated/inspired by in a way that says something about the individual and demonstrates a different approach | Natural object incorporated in a way that demonstrates a different approach | Natural object incorporated as demonstrated | One or less objects incorporated as demonstrated |
| Demonstrate knowledge of techniques | Multiple techniques are demonstrated masterfully in final project in a cohesive way | Multiple techniques are demonstrated, only one used masterfully in final product | Multiple techniques demonstrated, apprentice level one technique demonstrated | Techniques not demonstrated at apprentice level or above |
| Knowledge of artists Sarah Hood, David Freda, and or Maori jewelry. | Artwork/statement demonstrates knowledge of all artists work and artist statement makes connections to these works. | Student recognize all artists work and statement has some connection to artists. | Student can recognize some artist’s work and statement mentions artist but connection is unclear | Student cannot recognize artist work and does not mention artists in statement. |
| Studio Habit: Craft | Space cleanly and organized, use techniques purposefully and without waste | Space left the way they found it, some waste produced | Space is left somewhat messy and some waste produced | no cleanliness or organization demonstrated: left in a way that no one else can use materials |
| Documentation | BULB account demonstrates knowledge of subject, sequentially shows growth of student work, and contains eloquent written responses. | BULB account has all required responses and documentation | BULB account has most responses and documentation | BULB account is missing over 3 responses or documentation steps.  |