

**CURRICULUM**  
**Metalworking/Jewelry Making 9-12**  
 Thomas Jefferson High School

*Curriculum Strand: Measurement*

<b>PA Academic Standards</b> Student must be able to do	<b>Objective</b> Content or process student will be able to know and do	<b>Instructional Methods</b>	<b>Materials/ Resources</b> Textbooks, workbooks, software, hardware, etc	<b>*Assessment Procedures</b> *Additional adaptations, modification, accommodations, and enrichment/ acceleration will be provided per IEP	<b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	<b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/ acceleration will be provided per IEP
9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities 9.1.12B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts 9.1.12 C Integrate and apply advanced vocabulary to the arts forms 9.1.12E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques 9.1.12 G Analyze the effect of rehearsal and practice sessions 9.1.12 H	-Students should know and understand:  -Characteristics of metals and other related media  -How visual elements and principles perform special functions and meaning in objects constructed of metals and related materials  -Design and layout procedures *designing layouts *design transfer and template construction  -Basic methods for metal fabrication *cutting and piercing *filing *polishing *annealing *texturing *bending and	-Direct instruction  -Group Work  -Hands-on Work  -Demonstrations  -Cooperative Learning  -Class Discussions  -Note Taking  -Re-teaching  -Oral Questioning  -Visual Aids and/or samples	*Materials and Equipment -Copper -Silver -Brass -Leather -Hemp -Beads -Wire -Findings -Cords -Saws -Files -Mallets and Hammers -Drill Press -Drill Bits -Metal Cutter -Wire Wheel and Grinder -Emery Paper -Polishing Wheels -Mandrels and Anvils -Stamps -Torches -Eye Protection -Bench Vice -Bench Pin -Pickle Solution	-Rubric *Originality/Creativity *Construction and Craftsmanship *Effort and Perseverance *Attitude and Work Habits *Materials, Equipment and Maintenance  -Teacher Feedback  -Teacher observation and consultation  -Quizzes  -Problem Solving  -In-Class Work and Projects  -Peer Evaluation  -Critiques  -Q/A  -Self-Assessment and	-Extended time  -Tutoring  -Adapted Lessons and Individualized Projects  -Access to learning support  -Review and re-teach  -Peer interaction  -Group Instruction  -Extra-credit options  -Flexibility to into the studio during free time and after school  -Opportunity to re-do projects  -Alternative assessment	-Flexibility to come into the studio during free-time and after school  -Opportunities to re-do projects  -Opportunities to do additional, independent and/or more in-depth projects and research  -Peer instruction  -Individual Consultation  -Extra Credit Options  -College Portfolios  -Student exhibition  -Application to

<p>Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces 9.1.12J Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others. 9.1.12 K Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities 9.2.12 E Analyze how historical events and culture impact forms, techniques and purposes of works in the arts 9.2.12 I Identify, explain and analyze philosophical beliefs as they relate to works in the arts 9.3.12A Explain and apply the critical examination of processes of works in the arts and humanities 9.3.12B Determine and apply criteria to a person's work and works of others in the</p>	<p>forming *wire working *cold connections and mechanisms *soldering *enameling *hemp, beads, found objects and other related materials to compliment projects (optional)  -proper use and safety of metal working media, tools and processes  -some basic art history related to the projects they produce in class (variety of cultures, periods)  -traditional themes, concepts and subjects of inspiration related to metal objects  -traditional functions, forms and purposes of metal objects  -work in an</p>		<p>-Bees Wax -Files -Tracing Paper -Oak Tag -Graph Paper -Pencils -Sharpie Markers -Rulers -Solder -Saw Blades -Tarnish Prevention -Wire Cutters -Wire Working Tools -Enamel -Threads, lumps -Millifiores -Oils -Brushes -Sifters -Steel wool -Pumice Powder -Flux -Stencils -Kiln -Firing Tools -Gloves -Fire Brick -Charcoal -X-Acto Knives -Cutting Mats -Felt  *Resources -Instructional Books -Design Books -Teacher Handouts -Visual Aids -Computer -Samples -Pictures</p>	<p>Evaluation and Reflection  -Proper use of metals terminology</p>	<p>-Oral questioning  -Individual Consultation</p>	<p>Future Learning</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------	------------------------------------------------------------	------------------------

<p>arts                      9.3.12C                      Apply systems of classification for interpreting works in the arts and forming a critical response.                      9.3.12E                      Examine and evaluate various types of critical analysis of works in the arts and humanities                      9.12.3G                      Analyze works in the arts by referencing the judgments of advanced arts critics as well as one's own analysis and critique                      9.4.12D                      Analyze and interpret a philosophical position identified in works in the arts and humanities</p>	<p>organized sequence of operations from concept to completion</p>					
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------	--	--	--	--	--