

**Looking at Art—How do we read jewelry as art?**

<b>Goal or objective of the lesson plan:</b>
<p>The students will hone their observational skills of three-dimensional art.</p> <p>Students will apply critical processes to selected works of art.</p> <p>The students will investigate and communicate multiple interpretations of the works of art (i.e., They will learn to see beyond what is shown.)</p>
<b>If it is part of a larger unit, please describe briefly:</b>
<p>This lesson teaches students to think critically about styles and genre in metalworking or another form of artistic representation.</p>
<b>Projected length of time needed to complete it:</b>
<p>Projected length of time is approximately 120 minutes. Two classes are needed for this lesson: either one English teacher and one art teacher or one English class and one metal arts class.</p>
<b>Materials needed:</b>
<p>Jewelry pieces constructed in a metal arts class</p> <p>Small metal objects</p> <p>Slide show of jewelry/adornments</p>
<b>If your school or district requires the listing of standards in your lesson plans, please include:</b>
<p>Pennsylvania Department of Education standards include:          Arts and Humanities—              Standard 9.3 – Critical Response              Standard 9.4 – Aesthetic Response</p>
<b>Please outline the lesson:</b>
<p>Whole group discussion: Art teacher discusses adornment and its connection to metalworking. Metal working students lead a demonstration of how malleable metal can be and how it can be formed into wearable art.</p> <p>Small group work:</p> <ul style="list-style-type: none"> <li>○ Group One: English room will display the latest pieces of art done by metal arts students.             <ul style="list-style-type: none"> <li>▪ English teacher will lead a discussion about how to do a critique of these pieces and about “museum cards.”</li> <li>▪ Students will work in groups of three and will give an observation of the form, the shape, the use, the color, etc,... of this piece.</li> <li>▪ Then in groups the students will write what they think the museum card describing the item might say, being as creative as possible.</li> <li>▪ These will be returned to the student artists who will respond to the museum cards.</li> </ul> </li> </ul>

- Group Two: Another classroom or physical space will have a screen and light ware projector. Art teacher will lead a discussion around slides demonstrating three-dimensional art.
  - Art teacher will describe a variety of techniques that were used by students to create different forms.
  - This slide presentation should give students an awareness of design and technique, key elements in the creation of jewelry.

**Assessment:**

Whole Group Synthesis: Each group will be given one of the pieces of jewelry, and the two “museum cards created.” Their job will be to evaluate which museum card is more effective and to synthesize to most effective elements of each museum card into a single museum card.

Whole Group Report Out: each group shares their object and “museum card.”