

BA Art Metal 11

District Name: Kamloops/Thompson

District Number: SD #73

Developed by: Wolfgang Schrottner

Date Developed: March 2004

School Name: NorKam Secondary

Principal's Name: Hoberly Hove

Board/Authority Approval Date: 2004/05/17

Board/Authority Signature:

Course Name: Art Metal 11

Grade Level of Course: Grade 11

Number of Course Credits: 4

Number of Hours of Instruction: 110 hours

Prerequisite(s): none

Special Training, Facilities or Equipment Required: Welding Equipment (Oxy-Acetylene, Stick, Wire-feed), Forging Equipment, Equipment for lost wax casting. Teacher will need experience in various methods of manipulating metals.

Rationale

This course has been developed to help students understand, appreciate and learn the use of metal to pursue various forms of artistic and aesthetic expressions through hands on applied learning. Students will learn to use and to apply sound problem solving practices, to design and to produce artistic and aesthetically pleasing artifacts, to appreciate the knowledge received from past generations, to research new techniques and design ideas. They will use the machines and hand tools found in a metal shop to express their individual originality while working with metals.

Course Synopsis

Students will gain an understanding and an appreciation of the various forms of artistic and aesthetic expressions while using metals through hands on applied learning. Students will learn to apply problem solving practices to produce artistic artifacts in the metal shop. Work procedures and shop routines will be taught and demonstrated as needed to ensure a safe work environment. Shop skills will be taught with an emphasis on safe procedures.

The course material is presented in six units, the last four being divided into three sections each:

- Research and Experiment
- Personal Development
- Documenting and Communicating about the final product

Each unit is based on different materials, skills, and procedures.

Research and Experiment:

In this section students will experiment with the material or the processes. Experimentation will explore the formation of ideas based on the unit, which can then be transferred to the personal development stage.

Personal Development:

This part of the unit will encourage the personal development of ideas previously brainstormed.

Documenting and communicating the final product:

Students will be expected to put their projects into context. This can be achieved through a class discussion on the topic studied, an exhibition in the school, or other means of communicating about their artwork.

Organizational Structure:

Unit I	Safety	5
Unit II	Problem Solving, Design, and Material	5
Unit III	Sheet Metal (Copper, Silver)	20
Unit IV	Welding, Brazing	15
Unit V	Forging	30
Unit VI	Lost Wax Casting	35
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Total		110 hrs

Unit: Safety

Time: 5 hours, and throughout the course as needed.

Students will become familiar with basic safety concepts, first as they pertain to the general shop, as well as topic specific safety considerations. Machines, tools and chemicals used in this course will receive detailed attention.

Curriculum Organizer: Technology

It is expected that students will:

- ~ Maintain an orderly and safe environment when engaged in a variety of activities.
- ~ Select and safely use hand or machine tools to complete assigned activities.
- ~ In all shop activities demonstrate safe work procedures and routines.

Curriculum Organizer: Self in Society

It is expected that students will:

- ~ Demonstrate a positive attitude toward lifelong health and well being.
- ~ Demonstrate proper identification (WHMIS) and handling of hazardous materials.

Unit: Problem Solving, Design, and Materials

Time: 5 hours, and throughout the course as needed.

Students will become familiar with design parameters set by the limits of each metal encountered. They will follow an open ended design process which allows for improvement and change at almost every step.

This unit also gives an opportunity to address different learning styles and intelligences.

Curriculum Organizer: Elements and Principles

It is expected that students will:

- ~ Develop a vocabulary for the metal shop.
- ~ Identify, describe, analyze, interpret, and make judgments about the basic elements and principles while using metal in the arts.

Curriculum Organizer: Applied Problem Solving

It is expected that students will:

- ~ Analyze and use appropriate problem solving strategies and critical thinking when resolving the problems assigned.
- ~ Use appropriate criteria and standards based on the project to assess and evaluate products, systems, and ideas.

Curriculum Organizer: Personal, Social, Cultural, and Historical Context

It is expected that students will:

- ~ Identify, describe, and analyze cultural and historical styles as represented by artists using metals in art.
- ~ Critique a selected work of metal art, relating its content to the context in which it was created.
- ~ Describe how a specific work of art supports/ challenges specific beliefs, traditions, or responds to historical/ contemporary issues.

Unit: Sheet Metal (Copper, Silver)

Time: 20 hours

Students will become familiar with contemporary methods of hand forming silver, copper, and other related metals into useful and decorative objects. They will develop an appreciation for form and function. Concepts of time tested methods as well as more modern techniques will be explored. Students will produce artifacts that are functional and pleasing to the eye. At the end of the unit students will be expected to analyze and respond to sheet metal as an art form.

Curriculum Organizer: Elements and Principles

It is expected that students will:

- ~ Create a sheet metal object that demonstrates awareness of the basic elements and principles of working with metal.
- ~ Create a sheet metal object that demonstrates the use of strategies for developing an artistic image or idea.

Curriculum Organizer: Technology

It is expected that students will:

- ~ Use appropriate technologies to explore sheet metal.
- ~ Maintain an orderly and safe environment when working with sheet metal.
- ~ Understand the properties of materials that come in sheet form i.e.: what happens when forces such as compression or tension is applied.

Curriculum Organizer: Personal, Social, Cultural, and Historical Context

It is expected that students will:

- ~ Identify, describe, and analyze cultural and historical styles present in selected sheet metal artifacts.
- ~ Critique a selected work of sheet metal art relating its content to the context in which it was created.
- ~ Describe how a specific work made of sheet metal supports/ challenges specific beliefs/ traditions, or responds to historical/ contemporary issues.

Unit: Welding, Brazing

Time: 15 hours

Students will become familiar with metal techniques that require surfaces to be fused together by welding or joined together by brazing. To conclude the unit, students will research trades that use welding and brazing as an every day skill.

Curriculum Organizer: Technology

It is expected that students will:

- ~Maintain an orderly and safe environment while welding
- ~Use appropriate techniques and technology when joining metals using an external heat source.

Curriculum Organizer: Self in Society

It is expected that students will:

- ~Demonstrate the willingness to work alone or in a group setting to produce an artifact which will require welding.
- ~Be able to understand how a skill learned in school can help them in the future.

Curriculum Organizer: Personal, Social, Cultural, and Historical Context

It is expected that students will:

- ~ Create a welded structure that communicates their ideas.
- ~ Identify, describe, and analyze cultural and historical styles as represented by selected metal artifacts.
- ~ Critique a selected work of art relating its content to the context in which it was created.
- ~ Describe how a specific work of art supports/ challenges specific beliefs/ traditions, or responds to historical/ contemporary issues.

Curriculum Organizer: Communication

It is expected that students will:

- ~Use effective communication skills when gathering and sharing information independently and in groups.
- ~Select appropriate information gathering and communication tools when solving problems related to welding and /or brazing.
- ~Use appropriate multimedia and information technology in presentations.

Unit: Forging

Time: 30 hours

Students will become familiar in the art of manipulating and forming mild steel that is brought to a plastic state in a gas fired furnace. They will consider historical and contemporary styles to design their own project. They will also have a chance to take part in a class discussion addressing various aspects or messages expressed in selected forged metal artifacts.

Curriculum Organizer: Technology

It is expected that students will:

- ~ Identify and evaluate the impact of forging on how problems were/are solved and work was/is done in a historical context.
- ~ Maintain an orderly and safe environment when working with hot metals.

Curriculum Organizer: Applied Problem Solving

It is expected that students will:

- ~ Identify and apply appropriate knowledge, skills, and attitudes when making choices while designing and working hot steel.
- ~ Use appropriate criteria and standards to assess and evaluate selected forged artifacts.

Curriculum Organizer: Expressing our Humanity

It is expected that students will:

- ~ Create a forged object expressing his/her ideas.
- ~ Create a practical forged object to be used in a school setting.
- ~ Examine the tension between public acceptance and personal expression in contemporary forgings.
- ~ Identify, describe, analyze, interpret, and make judgments about how ideas thoughts, feelings, or messages are communicated by a variety of artisans using forging.

Unit: Lost Wax Casting

Time: 35 hours

Students will become familiar with the ancient process of using a dispensable wax pattern to produce one of a kind artifact.
Students will also study cultural and historic variations on the topic.

Curriculum Organizer: Technology

It is expected that students will:

- ~ Use appropriate technologies when designing and producing cast rings, bracelets, etc.
- ~ Maintain an orderly and safe environment when working with molten metals.

Curriculum Organizer: Personal, Social, Cultural, and Historical Context

It is expected that students will:

- ~ Create a cast piece of jewelry that reflects an understanding of their culture.
- ~ Identify, describe, and analyze cultural and historical styles as present in cast metal artifacts.
- ~ Critique a selected work of art relating its content to the context in which it was created.
- ~ Describe how a specific work of art supports/ challenges specific beliefs/ traditions, or responds to historical/ contemporary issues.
- ~ Identify, describe, and analyze cultural or historical styles as present in selected cast jewelry.

Instructional Components:

- Direct Instruction
- Indirect Instruction
- Problem Solving
- Brainstorming
- Video tapes
- Glossary of terms
- Analysis of historic and contemporary metal artifacts
- Unit specific analysis of artifacts
- Group projects
- Analysis of own and classmates' projects

Assessment Components

Forty per cent (40%) of the final grade will be based on the instructor's evaluation in consultation with the student. This evaluation will be conducted throughout the course. It will focus mainly on developing personal ideas and getting to know new materials and skills.

Sixty per cent (60%) of the grade will be based on the evaluation of the projects submitted by students, personal research projects, and the preparation required in exhibiting their work in the school.

Formative Assessment (40%)

Research and Experiment Review	10%
Personal Development Review	10%
End of Unit Quiz	10%
Safety Tests	10%

Summative Assessment (60%)

Unit Projects	30%
Research Assignment	15%
Documenting and Communicating Projects	<u>15%</u>
	100%

Performance Assessment

- Project proposals
- Sketches
- Projects
- Portfolio
- Exhibition
- Research
- Quizzes
- Tests

Personal Communication

- Group discussion
- Student/Teacher dialog
- Self Evaluation

Other

- Weekly Assessment
- Teacher anecdotal records
- Teacher log

Learning Resources

- Videos
- Art Metal Project Binder
- Books
 - General Metals*, John L. Feirer
 - Machinery's Handbook*, Industrial Press
 - Basic Metalwork Procedures*, D.D. Casperson
 - The Complete Metalsmith*, Tim McCreight