

Jewellery Design Mixed Media Sculpture

Name: _____

You have been hired by a design company to create a piece of jewellery based on a series 3 original jewellery designs based on a particular art movement/time period.

STEP ONE: Choose one movement/time period to choose from:

- Renaissance
- The Baroque & Rococo
- The Neoclassical
- Romanticism
- Canadian
- First Nations
- Japan
- China
- India
- African
- Oceanic
- Central and South American art
- Modern Art:
Cubism, Art Nouveau, Fauvism, Expressionism, Futurism, Mexican, Surrealism, Pop Art, Neo-Expressionism,
- Post Modern art

STEP TWO: RESEARCH the different kinds of jewellery designs associated with your chosen movement/time period. Answer the attached question sheet: **Jewellery Design Mixed Media Sculpture: Research Questions.**

STEP THREE: DRAW: In your sketchbook draw 3 different conceptual sketches of different jewellery designs.

– **Your finished drawing will show 3 different designs** based on a particular art movement/time period. Print off source material to work from.

- Consider the elements and principles of design (Shape, Unity, Colour)

• **Psychology Behind Colours: The Big Eight Brand Colours**

Colours Schemes

1) Monochromatic Colour Scheme

(1 colour different shades & tints)

2) Analogous Colour Scheme

(Beside each other on Colour wheel-use different shades & tints)

3) Complementary Color Scheme

(made of 2 colors that are opposite each other on the Colour wheel-use different shades & tints)

4) Split Complementary Color Scheme

(Made of a color and the two colors adjacent to its complementary)

Have your sketches approved by the teacher before starting your large drawing. **WRITE** your **Artistic Statement Template** to document your artistic process.

STEP FOUR: REFLECT: Answer the following questions using the elements and principles of design:

1. What part of your finished project did you find most successful and why?
2. What part of your finished project did you find least successful and why?
3. If you had to do this project, what part would you change or improve on and why?



Post Modern Jewellery: Mixed Media Polymer Clay Rustic Boho Gypsy Sun and Moon Free Spirit Necklace and Chain With Beads

RED: Red is the color of fire and blood, so it is associated with energy, war, danger, strength, power, determination as well as passion, desire, and love.



ORANGE: Orange combines the energy of red and the happiness of yellow. It is associated with joy, sunshine, and tropics.



BLACK: Black is associated with power, elegance, formality, death, evil, and mystery.



THE BIG EIGHT
BRAND COLORS
PSYCHOLOGY BEHIND COLORS



YELLOW: Yellow is the color of sunshine. It's associated with joy, happiness, intellect, and energy.

WHITE: White is associated with light, goodness, innocence, and purity. It symbolizes safety, purity, and cleanliness. In heraldry, white depicts faith and purity.



GREEN: Green is the color of nature. It symbolizes growth, harmony, freshness, and fertility.



PURPLE: Purple combines the stability of blue and the energy of red. Purple is associated with royalty. It symbolizes power, nobility, luxury, and ambition.

BLUE: Blue is the color of the sky and sea. It is often associated with depth and stability. It symbolizes trust, loyalty, wisdom, confidence, intelligence, faith, truth, and heaven.



Red

Red is the color of fire and blood, so it is associated with energy, war, danger, strength, power, determination as well as passion, desire, and love.

Red is a very emotionally intense color. It enhances human metabolism, increases respiration rate, and raises blood pressure. It has very high visibility, which is why stop signs, stoplights, and fire equipment are usually painted red. In heraldry, red is used to indicate courage. It is a color found in many national flags.

Red brings text and images to the foreground. Use it as an accent color to stimulate people to make quick decisions; it is a perfect color for 'Buy Now' or 'Click Here' buttons on Internet banners and websites. In advertising, red is often used to evoke erotic feelings (red lips, red nails, red-light districts, 'Lady in Red', etc). Red is widely used to indicate danger (high voltage signs, traffic lights). This color is also commonly associated with energy, so you can use it when promoting energy drinks, games, cars, items related to sports and high physical activity.

Light red represents joy, sexuality, passion, sensitivity, and love. **Pink** signifies romance, love, and friendship. It denotes feminine qualities and passiveness.

Dark red is associated with vigor, willpower, rage, anger, leadership, courage, longing, malice, and wrath.

Brown suggests stability and denotes masculine qualities.

Reddish-brown is associated with harvest and fall.

Yellow

Yellow is the color of sunshine. It's associated with joy, happiness, intellect, and energy.

Yellow produces a warming effect, arouses cheerfulness, stimulates mental activity, and generates muscle energy. Yellow is often associated with food. Bright, pure yellow is an attention getter, which is the reason taxicabs are painted this color. When overused, yellow may have a disturbing effect; it is known that babies cry more in yellow rooms. Yellow is seen before other colors when placed against black; this combination is often used to issue a warning. In heraldry, yellow indicates honor and loyalty. Later the meaning of yellow was connected with cowardice.

Use yellow to evoke pleasant, cheerful feelings. You can choose yellow to promote children's products and items related to leisure. Yellow is very effective for attracting attention, so use it to highlight the most important elements of your design. Men usually perceive yellow as a very lighthearted, 'childish' color, so it is not recommended to use yellow when selling prestigious, expensive products to men – nobody will buy a yellow business suit or a yellow Mercedes. Yellow is an unstable and spontaneous color, so avoid using yellow if you want to suggest stability and safety. Light yellow tends to disappear into white, so it usually needs a dark color to highlight it. Shades of yellow are visually unappealing because they lose cheerfulness and become dingy.

Dull (dingy) yellow represents caution, decay, sickness, and jealousy.

Light yellow is associated with intellect, freshness, and joy.

Orange

Orange combines the energy of red and the happiness of yellow. It is associated with joy, sunshine, and the tropics. Orange represents enthusiasm, fascination, happiness, creativity, determination, attraction, success, encouragement, and stimulation.

To the human eye, orange is a very hot color, so it gives the sensation of heat. Nevertheless, orange is not as aggressive as red. Orange increases oxygen supply to the brain, produces an invigorating effect, and stimulates mental activity. It is highly accepted among young people. As a citrus color, orange is associated with healthy food and stimulates appetite. Orange is the color of fall and harvest. In heraldry, orange is symbolic of strength and endurance.

Orange has very high visibility, so you can use it to catch attention and highlight the most important elements of your design. Orange is very effective for promoting food products and toys.

Dark orange can mean deceit and distrust.

Red-orange corresponds to desire, sexual passion, pleasure, domination, aggression, and thirst for action.

Gold evokes the feeling of prestige. The meaning of gold is illumination, wisdom, and wealth. Gold often symbolizes high quality.

Green

Green is the color of nature. It symbolizes growth, harmony, freshness, and fertility. Green has strong emotional correspondence with safety. Dark green is also commonly associated with money.

Green has great healing power. It is the most restful color for the human eye; it can improve vision. Green suggests stability and endurance. Sometimes green denotes lack of experience; for example, a 'greenhorn' is a novice. In heraldry, green indicates growth and hope. Green, as opposed to red, means safety; it is the color of free passage in road traffic.

Use green to indicate safety when advertising drugs and medical products. Green is directly related to nature, so you can use it to promote 'green' products. Dull, darker green is commonly associated with money, the financial world, banking, and Wall Street.

Dark green is associated with ambition, greed, and jealousy.

Yellow-green can indicate sickness, cowardice, discord, and jealousy.

Aqua is associated with emotional healing and protection.

Olive green is the traditional color of peace.

Blue

Blue is the color of the sky and sea. It is often associated with depth and stability. It symbolizes trust, loyalty, wisdom, confidence, intelligence, faith, truth, and heaven.

Blue is considered beneficial to the mind and body. It slows human metabolism and produces a calming effect. Blue is strongly associated with tranquility and calmness. In heraldry, blue is used to symbolize piety and sincerity.

You can use blue to promote products and services related to cleanliness (water purification filters, cleaning liquids, vodka), air and sky (airlines, airports, air conditioners), water and sea (sea voyages, mineral water). As opposed to emotionally warm colors like red, orange, and yellow; blue is linked to consciousness and intellect. Use blue to suggest precision when promoting high-tech products.

Blue is a masculine color; according to studies, it is highly accepted among males. Dark blue is associated with depth, expertise, and stability; it is a preferred color for corporate America.

Avoid using blue when promoting food and cooking, because blue suppresses appetite. When used together with warm colors like yellow or red, blue can create high-impact, vibrant designs; for example, blue-yellow-red is a perfect color scheme for a superhero.

Light blue is associated with health, healing, tranquility, understanding, and softness.

Dark blue represents knowledge, power, integrity, and seriousness.

White

White is associated with light, goodness, innocence, purity, and virginity. It is considered to be the color of perfection.

White means safety, purity, and cleanliness. As opposed to black, white usually has a positive connotation. White can represent a successful beginning. In heraldry, white depicts faith and purity.

In advertising, white is associated with coolness and cleanliness because it's the color of snow. You can use white to suggest simplicity in high-tech products. White is an appropriate color for charitable organizations; angels are usually imagined wearing white clothes. White is associated with hospitals, doctors, and sterility, so you can use white to suggest safety when promoting medical products. White is often associated with low weight, low-fat food, and dairy products.

Purple

Purple combines the stability of blue and the energy of red. Purple is associated with royalty. It symbolizes power, nobility, luxury, and ambition. It conveys wealth and extravagance. Purple is associated with wisdom, dignity, independence, creativity, mystery, and magic.

According to surveys, almost 75 percent of pre-adolescent children prefer purple to all other colors. Purple is a very rare color in nature; some people consider it to be artificial.

Light purple is a good choice for a feminine design. You can use bright purple when promoting children's products.

Light purple evokes romantic and nostalgic feelings. **Dark purple** evokes gloom and sad feelings. It can cause frustration.

Black

Black is associated with power, elegance, formality, death, evil, and mystery.

Black is a mysterious color associated with fear and the unknown (black holes). It usually has a negative connotation (blacklist, black humor, 'black death'). Black denotes strength and authority; it is considered to be a very formal, elegant, and prestigious color (black tie, black Mercedes). In heraldry, black is the symbol of grief.

Black gives the feeling of perspective and depth, but a black background diminishes readability. A black suit or dress can make you look thinner. When designing for a gallery of art or photography, you can use a black or gray background to make the other colors stand out. Black contrasts well with bright colors. Combined with red or orange – other very powerful colors – black gives a very aggressive color scheme.

Name: _____

K/U: Jewellery Design Mixed Media Sculpture: Research Questions

1. What movement/time period have you chosen to research?
2. What kind of jewellery design are you focusing on researching?
3. Who designed your first researched jewellery design piece and why?
4. What is the form, materials and function of your first researched jewellery design piece?

Form & Materials:

Function: Secular, Religious, Other
5. What material(s) techniques, and processes were used to create it?
6. What is the historical, social, political, economic in which the researched jewellery design was created?
7. How does the form and function of your first researched jewellery design reflect your chosen movement/time period?
8. What kind of mood/feeling do you get from your first researched jewellery design and why?

9. Who designed your second researched jewellery design piece and why?

10. What is the form, materials and function of your second researched jewellery design piece?

Form & Materials:

Function: Secular, Religious, Other

11. What material(s) techniques, and processes were used to create it?

12. What is the historical, social, political, economic in which the researched jewellery design was created?

13. How does the form and function of your second researched jewellery design reflect your chosen movement/time period?

14. What kind of mood/feeling do you get from your second researched jewellery design and why?

Artistic Statement Template

Name: _____

Jewellery Design Title: _____

A) Influence(s) and research from past and present jewellery design works:

B) Drawing, Sculpture, Mixed Media techniques used in my work and how they support my intended jewellery design message:

Jewellery Design Mixed Media Sculpture Rubric

Name: _____

	Level 0	Level 1	Level 2	Level 3	Level 4	
<p>Knowledge/ Understanding Demonstrates understanding of the elements & principles of design in the jewellery (e.g. line, shape, form, unity)</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0</p>	<p>Student demonstrates limited understanding of the elements & principles of design in the jewellery. 0.25</p>	<p>Student demonstrates some understanding of the elements & principles of design in the jewellery. 0.50</p>	<p>Student demonstrates considerable understanding of the elements & principles of design in the jewellery. 0.75</p>	<p>Student demonstrates a high degree of understanding of the elements & principles of design in the jewellery. 1</p>	/1
<p>Thinking/ Inquiry Specific Time Period/Movement: Jewellery Designs</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0</p>	<p>Student depicts jewellery designs in the work that reflects the chosen period/movement with limited effectiveness. 0.25</p>	<p>Student depicts jewellery designs in the work that reflects the chosen period/movement effectiveness. 0.50</p>	<p>Student depicts jewellery designs in the work that reflects the chosen period/movement with considerable effectiveness. 0.75</p>	<p>Student depicts jewellery designs in the work that reflects the chosen period/movement with a high degree of effectiveness. 1</p>	/1
<p>Communication Clarity: Discusses research & influences in the research questions & artistic statement</p> <p>Explains use of drawing, sculpture & mixed media techniques in the artistic statement</p> <p>Reflective Questions: Strength, Weakness & Next Step</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0</p> <p>Incomplete. 0</p> <p>Incomplete. 0</p>	<p>Student discusses influences in the research questions & artistic statement with limited clarity. 0.25</p> <p>Student explains use of drawing, sculpture & mixed media techniques in the artistic statement with limited clarity. 0.25</p> <p>Poor, yes/no answers/limited incomplete. 0.25</p>	<p>Student discusses influences in the research questions & artistic statement with some clarity. 0.50</p> <p>Student explains use of drawing, sculpture & mixed media techniques in the artistic statement with some clarity. 0.50</p> <p>Somewhat coherent and somewhat complete. 0.50</p>	<p>Student discusses influences in the research questions & artistic statement with considerable clarity. 0.75</p> <p>Student explains use of drawing, sculpture & mixed media techniques in the artistic statement with considerable clarity. 0.75</p> <p>Clear and substantial answers. 0.75</p>	<p>Student discusses influences in the research questions & artistic statement with a high degree of clarity. 1</p> <p>Student explains use of drawing, sculpture & mixed media techniques in the artistic statement with a high degree of clarity. 1</p> <p>Superior and insightful answers. 1</p>	/1 /1 /1
<p>Application Creative Process: Ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts. Preliminary Sketches (3)</p> <p>Creative Process: Demonstration of Skill Development & following procedures including Clean Up</p> <p>Uses elements & principles of design and drawing, sculpture & mixed media techniques to produce an effective artwork (e.g. shape, form, space)</p> <p>Variety</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0</p> <p>Incomplete. 0</p> <p>Incomplete. 0</p>	<p>Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5</p> <p>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5</p> <p>Student demonstrates limited use of the elements & principles of design & drawing, sculpture & mixed media techniques to produce an art work of limited effectiveness. 1</p> <p>Work demonstrates limited variety of materials. 1</p>	<p>Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial & shows some alternative ideas. (1-2) 1</p> <p>Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6</p> <p>Student demonstrates some use of the elements & principles of design & drawing, sculpture & mixed media techniques to produce an art work of some effectiveness. 2-3</p> <p>Work demonstrates some variety of materials. 2</p>	<p>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows some divergent thinking is evident. (2-3) 1-1.75</p> <p>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8</p> <p>Student demonstrates considerable use of the elements & principles of design & drawing, sculpture & mixed media techniques to produce an art work of considerable effectiveness. 3-4</p> <p>Work demonstrates considerable variety of materials. 3 - 4</p>	<p>Preliminary sketches are thorough & complete. Concepts are fully developed. Planning is exceptional & shows considerable flexibility in thinking. (3+) 2</p> <p>Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8- 10</p> <p>Student demonstrates a high degree of using the elements & principles of design & drawing, sculpture & mixed media techniques to produce a highly effective art work. 5</p> <p>Work demonstrates superior variety of materials. 5</p>	/2 /10 /5 /5

- A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;
- A1.1 use various strategies, individually and/or collaboratively, to generate, explore, and elaborate on ideas and to develop and revise detailed plans for the creation of art works that address a variety of creative challenges (e.g., use brainstorming, concept webs, and/or groups discussions to formulate original ideas for thematic works and/or works of personal expression; use research and discussions with a partner to explore and elaborate on ideas; use diagrams, notes, and/or outlines to help them formulate detailed plans for the art work; revise their plans on the basis of reflection)
- A1.2 apply the appropriate stages of the creative process to produce and revise two- and three-dimensional art works using a variety of traditional and contemporary media (e.g., explore, experiment with, and refine their use of a variety of media; choose a medium/media appropriate for their planned art work; reflect on the effectiveness of preliminary versions of their work; revise their art work on the basis of reflection and useful feedback)
- A1.3 document their use of each stage of the creative process, as well as varied and extensive research, in a portfolio that includes art works created for a variety of purposes (e.g., ensure that their portfolio includes evidence of idea generation and elaboration, research, investigation, planning, exploration, experimentation, and revision; include a variety of works created for different purposes), and review and reflect on the contents of their portfolio to determine how effectively they have used the creative process
- A2. The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
- A2.1 explore how elements and principle of design can be used to convey emotion and enhance personal expression, and use a combination of these elements and principles to create two- and three-dimensional art works that express personal feelings and communicate specific emotions to an audience (e.g., explore how variations in line, value, form, proportion, and emphasis can be used to convey various emotions; adapt their findings to enhance expression in their art work)
- A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.
- A3.2 explore a range of traditional and current materials, technologies, techniques, and tools used by visual artists (e.g., Claude Monet's use of optical colour mixing; Andy Warhol's use of silkscreens; George Segal's use of plaster bandage; Jean-Paul Riopelle's use of a palette knife for impasto application of paint; Daphne Odjig's use of interconnecting black lines), and adapt and apply them to create original art works
- B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
- B1.1 analyse their initial response to art works (e.g., describe their initial reaction to an art work and determine which specific aspects of the work and their personal experience led to their reaction)
- B1.2 deconstruct the visual content and the use of elements and principles of design in their own art work and the work of others (e.g., identify individual elements and principles and aspects of the visual content in an art work, interpret their function, and analyse how the artist has manipulated them to create impact, emphasis, mood, movement, and meaning; compare The Abduction of the Daughters of Leucippus by Peter Paul Rubens to the cover of a contemporary comic book about an action hero, with reference to the artists' use of colour, line, shape, value, balance, and emphasis)
- B1.3 explain, with reference to particular works, both historical and contemporary (e.g., J. M. W. Turner's Rain, Steam, and Speed: The Great Western Railway; Maya Lin's Vietnam Veterans Memorial), how knowledge of an art work's cultural and historical context, achieved through research, has clarified and enriched their understanding of the work's intent and meaning
- B1.4 describe and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works, using a variety of criteria
- B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect both social and personal values;
- B2.1 analyse the function and social impact of different kinds of art works in both past and present societies (e.g., the use of art works for ritualistic and religious purposes; for social and/or political commentary; as propaganda; as symbols of economic or social power; to commemorate people and/or historical events; to instruct)
- B2.2 explain, on the basis of research, ways in which various art works are a response to and a reflection of the societies in which they were created
- B2.3 reflect on and explain how creating and analysing art works has affected their personal identity and values and/or changed their perceptions of society and social issues (e.g., with reference to their emotional awareness and their ability to express themselves; their awareness of stereotypes; their understanding of the meaning of objects and symbols associated with a variety of cultural groups; their awareness of and relationship to their physical environment; their position on social issues such as censorship, discrimination, inequality)
- C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- C1.1 demonstrate an understanding of the elements and principles of design, and use terminology related to these elements and principles correctly and appropriately when creating or analysing art works (e.g., when describing how they have used elements and principles in a sculpture to convey a sense of movement)
- C1.3 using appropriate terminology, explain the creative process and describe in detail the critical analysis process, with particular reference to the role of deconstruction in the latter process
- C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
- C2.1 demonstrate an understanding of a wide variety of techniques that artists use to achieve a range of specific effects (e.g., techniques used to create the illusion of depth and perspective and to create texture on different surfaces; the use of additive and subtractive sculpture, layering, positive and negative space, and relief to create effects)
- C2.2 demonstrate an understanding of a variety of conventions used in visual arts (e.g., allegory, expressive exaggeration, juxtaposition, synectics; conventions associated with heroic, narrative, naturalistic, propaganda, realistic, and satirical art), and explain how they are used in different types of art works
- C3. Responsible Practices: demonstrate an understanding of responsible practices in visual Arts.