

Sandia High School
Albuquerque, New Mexico
Margie Weinstein-Sturm, Art Teacher, Sandia High School
Robert Hennig, Principal
“Creative Learning Through jewelry and Metal Work” awarded \$2,900

1. Project Description

The Jewelry and Metal Work course outlined in this proposal would be a beginning level course in Visual Art within the Fine Arts department. The curriculum is based on the State Standards and Benchmarks for Visual Arts, 9-12, and the APS Scope and Sequence for Visual Art. It will emphasize aesthetics and design principles, craftsmanship and technical skill development, critical analysis and problem-solving, as well as related careers and workplace readiness. Although current curriculum offerings in visual arts at Sandia do include ceramics and sculpture, Jewelry and Metal Work will provide an additional course in a three-dimensional medium that will broaden and enhance the overall scope of courses available to the growing number of students enrolled in Visual Arts.

In addition to diversifying the course offerings in Visual Art, the Jewelry and Metal Work course will be a part of our school's Career Pathways initiative. Having an arts component in the Career Pathways program will be in tandem with State efforts to promote the arts as a means of economic development and to cultivate an economically conducive climate for practicing artists. As a means of exploring workplace readiness skills, the course will provide students with the opportunity to work with local gallery owners who have expressed a desire to exhibit student work in their galleries. It will also include local jewelers and metal sculptors as guest speakers who will share their artistic expertise as well as their business-related experiences in being an artist.

Of the eleven comprehensive high schools in APS, Albuquerque High School has the only full-fledged Jewelry/Metal Work program in the district. Because they share the same facility, jewelry making has also been offered at Evening School. Consequently, other students interested in pursuing this course of study either have to enroll at Albuquerque High or enroll in Evening School, neither of which is very viable option for students in our geographically widespread community or for those not able to attend Evening School.

The primary stumbling blocks for other high schools in trying to offer their own site-based program include the cost of equipment, lack of an appropriate facility, and the availability of a qualified teacher. Sandia students have expressed an interest in this type of course for several years, having seen the high caliber of work produced in the AHS program on display at the Metro Youth Art Exhibit (the annual APS art exhibit for secondary art students). With a PNM Classroom Innovation Grant, the cost of some of the initial equipment could be met. One of our art rooms can be adapted for the safety and ventilation needs of the course, and my experience and educational background combine to address the issue of having a qualified (and very enthusiastic) teacher available to teach the course.

Direct benefits to students are both instructional and personal. The course requires students to demonstrate a balance between aesthetic and design skills and mastery of technique and technical execution. The cross-curricular connections in this class are also an important instructional benefit, specifically with respect to science, math, and both regional and world history. The course will be presented in a problem-solving context, which will help students to experience and learn the multiple processes involved in taking an idea from conception to final product. This includes setting and meeting goals, exploring multiple solutions, critical thinking and analysis, as well as a constant emphasis on creativity in the overall design and aesthetic appeal of their work.

We anticipate this class having an appeal to a variety of students. In addition to traditional art students who would like to explore a three-dimensional art alternative to ceramics and clay sculpture, the course would appeal to students interested in its metal work component since our school does not have a metals course offered elsewhere. These could be students who have never previously considered taking an art class. And as is the case with so many electives, especially those in the arts that address personal interest and talents, this is the type of course that just might be the one to keep a student who is thinking of dropping out coming to school on a daily basis.

2. Project Objectives

- Offer a course to expand and enhance the scope of our visual arts curriculum that offers a variety of instructional and personal benefits as well as workplace readiness learning experiences.
- Offer a course that addresses school goals regarding student retention and Career Pathways initiatives.
- Meet a specific need expressed by students for a jewelry/metal work course not currently available to them.

3. Project Evaluation

Indicators of success for this proposal would include:

- Initial enrollment numbers that match indicated interest;
- Ability to purchase and install the appropriate equipment to meet the instructional requirements of the course and safety requirements of the school;
- Approved curriculum aligned with district and state standards;
- Assessment rubrics for student work based on the Advanced Placement criteria designed by Tim Hunt;
- Increased mastery of skills and techniques as demonstrated by an increase in the quality of finished pieces;
- Positive feedback from gallery owners, guest presenters, and students regarding the overall value of this component of the class;
- Successively increasing enrollment each year to the point of being able to offer the course, fully equipped, for at least 5 classes per day (approximately 125 students annually).

It should be noted that the initial, one-time investment in equipment will help the class to be implemented for the first time. From then on, our initial success should result in continued success which, in turn, will allow us to use that success to leverage additional funds for program expansion.

4. Community Awareness

We will be able to publicize our partnership with the PNM Foundation in offering this class in the following ways:

- Articles in both the SHS student and parent newsletters about the availability of the course and the PNM Foundation as the funding source for the initial equipment
- An article about the course, recognizing the PNM Foundation, in the APS Fine Arts program newsletter, *FAN Fare*, which has a circulation of 850, including 250 community individuals and organizations
- Recognition of the PNM Foundation at our exhibit(s) in local galleries next spring

If there are other expectations or suggestions for community awareness not mentioned here, we would be glad to work with the PNM Foundation staff to initiate them or help in their implementation.

5. Budget

PNM Foundation:

2 workbenches @ \$850	\$17500
1 dust collector (safety requirement)	\$700
1 torch kit	<u>\$450</u>
	\$2900

Student Fees, School Supply Budget, Donations (annual expenses)

Sheet metal and wire	\$ 500
Stones	\$ 100
Flux/Solder	\$ 30
Muslin Polishing Wheels & Compound	\$ 45
Sawblades	<u>\$ 35</u>
	\$ 710