
Jewelry Design

Fashion Jewelry Mini Collection

Presentation, Results, Lesson Plan

Marisol Martinez Kritikos
Rhode Island College
Spring 2023

Fashion Jewelry Lesson Presentation Slides



FINE JEWELRY

TIFFANY & CO.
introducing Tiffany
 T

<https://cadcammny.com/blogs/our-blog/10-contemporary-jewelry-designers-millennials-love>

FASHION

JEWELRY

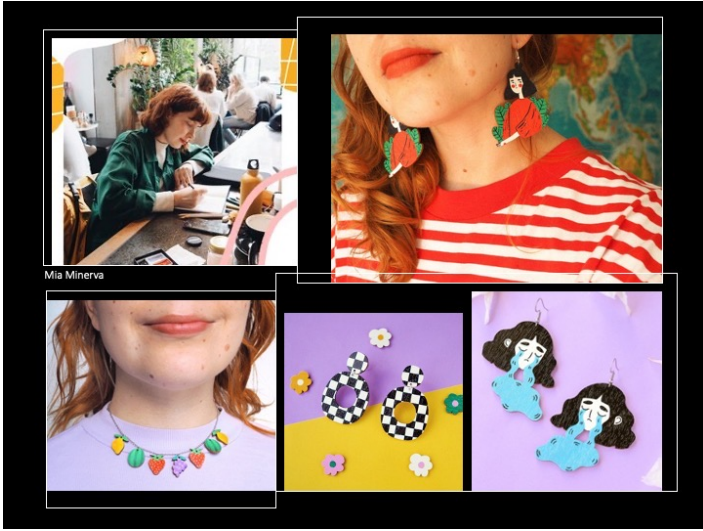
Dolce & Gabbana Fall 2022

Amé Arnitt by Gregory Harris for Vogue Paris April 2020

SVNR is a Brooklyn-based jewelry brand created by Christina Tung

<https://www.vesse.com/article/contemporary-jewelry-brands-to-invest-in-now>

British designer Hannah Davis



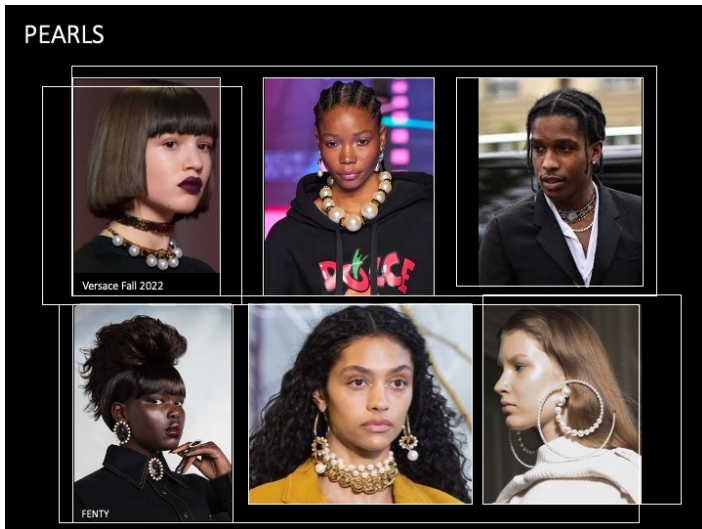
AESTHETIC
 AESTHETIC
 AESTHETIC
 AESTHETIC

AESTHETIC & TRENDS

- 1-What does aesthetic mean in fashion?
- 2-What is your aesthetic?
- 3-What is a trend?
- 4-How do fashion trends influence what people wear?
- 5-How do fashion trends influence what you wear?
- 6-How do images of fashion impact how you view yourself and others?

TRENDS
 TRENDS
 TRENDS

The Next BIG Thing

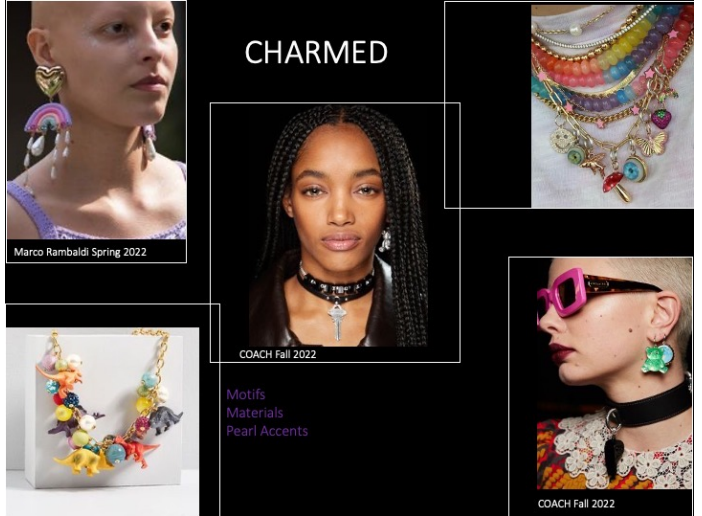


Colorful Chain Links



Lizzie Fortunato Spring 2023

CHARMED



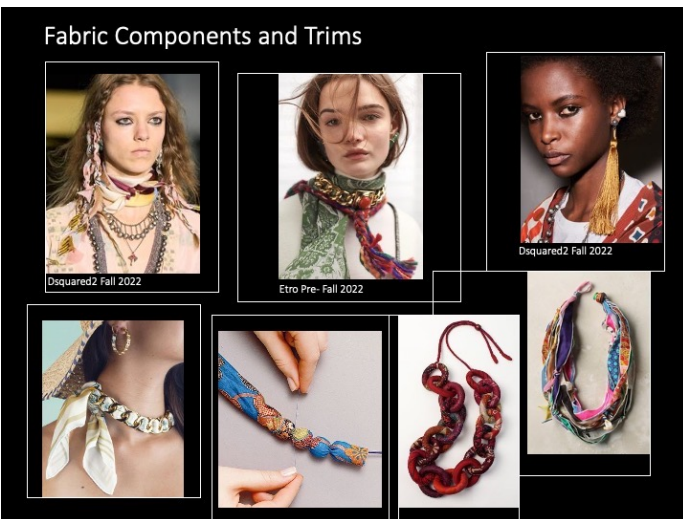
Marco Rambaldi Spring 2022

COACH Fall 2022

Motifs
Materials
Pearl Accents

COACH Fall 2022

Fabric Components and Trims

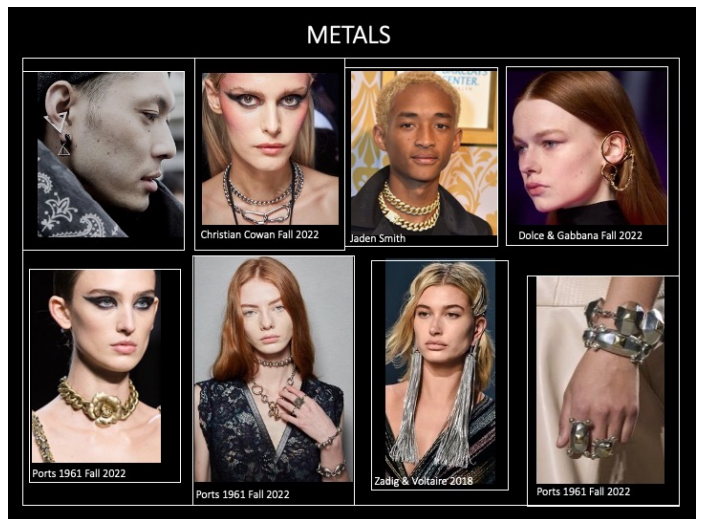


Dsquared2 Fall 2022

Etro Pre- Fall 2022

Dsquared2 Fall 2022

METALS



Christian Cowan Fall 2022

Jaden Smith

Dolce & Gabbana Fall 2022

Ports 1961 Fall 2022

Ports 1961 Fall 2022

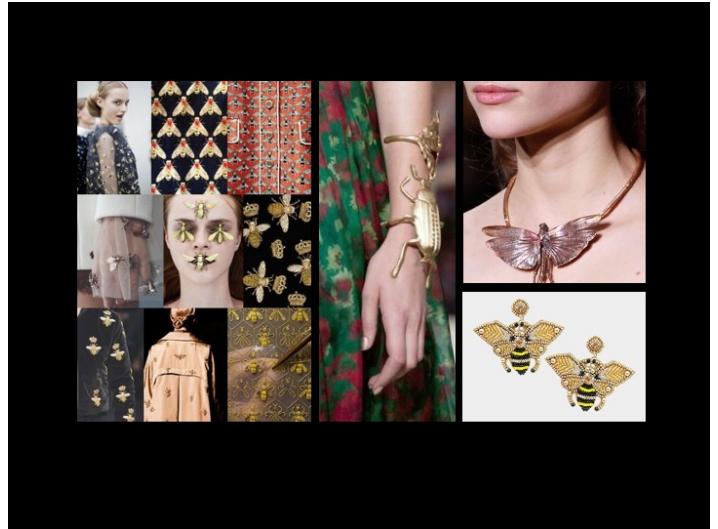
Zadig & Voltaire 2018

Ports 1961 Fall 2022


Inspiration



Jewels de NOIR



JEWELRY DESIGN PROJECT



Design Team

- Come up with a Company Name
- Choose who will be the Head of your Design Team
- Grab a Mystery Trend Box

Jewelry Lesson-Day 2

SILOUETTES



LAYERED Styles



Tom Ford Fall 2022



PENDANT



Laquan Smith Fall 2022

CHOKER



Alexander Mc Queen Fall 2022



Chanel Pre-Fall 2022

CHOKER & PENDANT

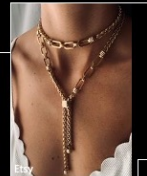


COACH Fall 2022



Saint Laurent Resort 2022

CHOKER & Y-NECK



Y-NECK



Zimmerman Resort 2022

Statement Necklace



Cluster Necklace



Chandelier Earrings



Hoop Earrings



Anthropologie

Stud/Post Earrings



Linear Earrings



Zadig & Voltaire 2018

Statement Earrings



Cluster Earrings



Ulla Johnson Fall 2022

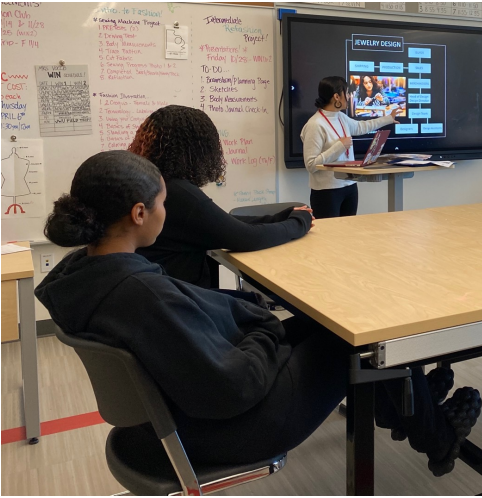
JEWELRY DESIGN PROJECT



Design Team

- Each designer will design and create a mini collection based on the trend box picked.

Fashion Jewelry Lesson in progress photos.



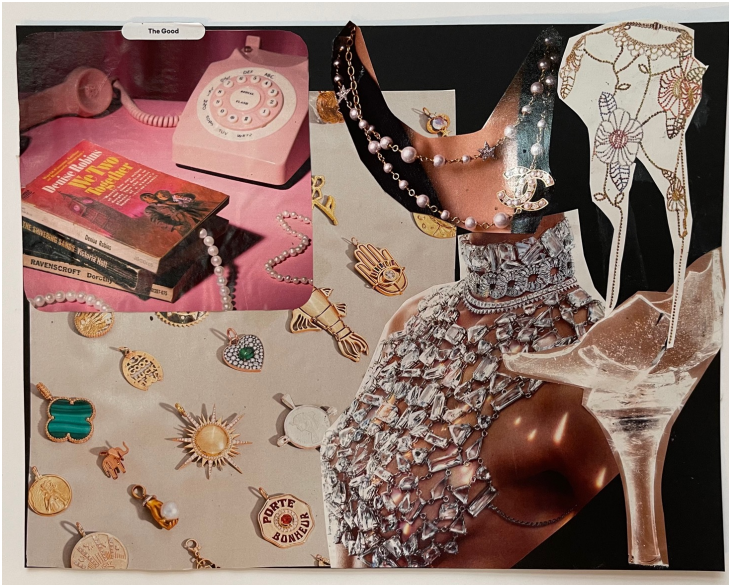
Work of students who exceeded expectations.



Work of students who met expectations.



Work of student who met expectations.



Work of student who was not able to complete the full project due to chronic absences.



Jewelry Design Lesson
By: Marisol Martinez Kritikos

Art Lesson Title: Fashion Jewelry Mini Collection

Overarching Lesson Goals:

1. By viewing various fashion jewelry imagery and participating in group discussions and hearing peers' perspectives, students will understand that *individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.*

(NVAS Responding: Anchor Standard 7.1, Enduring Understanding).

2. Through the process of doing research for an inspiration board and formulating ideas, students will understand that *artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.*

(NVAS Creating: Anchor Standard 1.2, Enduring Understanding).

3. By using jewelry making tools to create design pieces, students will understand that *artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.*

(NVAS Responding: Anchor Standard 2.2, Enduring Understanding).

4. By documenting the process of designs from initial ideas, to the final stage, students will understand that *through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.*

(NVAS Responding: Anchor Standard 10.1, Enduring Understanding).

Lesson Overview:

Students will learn about the fashion jewelry design process and will also create a mini collection based on a fashion trend. Day 1, the lesson will begin with a Google slide presentation that will focus on fashion jewelry. Students will be introduced to a group of diverse jewelry designers, each having a different design aesthetic. During midpoint of slide show, students will break into group and discuss their thoughts and ideas about fashion images and the influence these types of visuals have. Next, I will show the remaining slide show which transitions to trends and introduce the design project. Students will be grouped into a design team and asked to come up with a company name. Each student will get a "Mystery Trend Box" that includes the theme they will base their mini collection designs on. Once they have their trend, they will start gathering inspiration for the look they want to create and put together a digital or physical collage inspiration board. Day 2, I will check in with students and see trend board progress. Next, I will present a short Google slide show which includes images of several silhouette examples for the different categories of jewelry. After slides I will introduce students to the basic tools used in the jewelry making process. I will demonstrate how to handle tools carefully and show basic hand manipulating techniques such as linking and closure finishes. Students will then be given their own tools and supplies needed to practice specific techniques shown. Note students will have access to short pre-recorded videos of the demo on Google, which they can access at any time. After students practice linking of beads, they will go through component boxes to pick out

components they want to use for designs. Day 3, I will check in with students to see their progress. Students will work on design ideas and then discuss what techniques they want to use to put their pieces together. Day 4 and 5, students will continue to work on assembling and finalizing designs.

Student Choices:

- Digital or collage inspiration board.
- Beads and jewelry components for collection.
- One intricate piece, or a 2-3-piece collection.

Grade Level: This lesson is designed for 10th-12th grade students who are in a fashion design program which includes both intermediate and advanced students in the class. Students independently chose to be in this program as they are interested in fashion. Students in high school are highly influenced by visual culture and social media. These students are very aware of fashion trends and make personal choices on what they wear. Students at this level will be able to understand concepts for this lesson and be able to complete design tasks as there are multiple student choices added for the range of artistic abilities each are capable of.

Time Frame: Five 90-minute class periods

Day 1: Slide Show Presentation (5min.)

Break for Group Share Sheet (5 min.)

Remaining Slide Show Presentation (5 min.)

Group Brainstorm Co. Name (5 min.)

Gather Images/Create Trend Boards (45min)

Cleanup (3 min.)

Day 2: Finish Trend Boards (10-15 min.)

Silhouette Slide Show Presentation (5 min.)

Demo Jewelry Tools (10 min.)

Practice Linking Techniques (20 min.)

Pick Components (15 min.)

Cleanup (3 min.)

Day 3: Lay out design ideas and start putting pieces together. (70 min.)

Cleanup (3 min.)

Day 4: Put pieces together. (70 min.)

Cleanup (3 min.)

Day 5: Finalize designs. (70 min.)

Cleanup (3 min.)

21st Century Skills:

This jewelry design lesson is teaching students actual jewelry industry processes. Students will learn what it's like to work as a team while sharing and collaborating ideas with one another. They will gain technology literacy as they do research for their projects. Students will also gain critical thinking skills by taking the research they do and combining ideas to develop designs. They will learn creativity as they manipulate basic materials to bring ideas to fruition. The design process involved in this lesson will also teach time management skills. As students take on the role of a jewelry designer, they will learn the different tasks involved in the process of creating jewelry and how to work within a certain time frame. Students will document their progress on Google platform and be able to look back at choices made and how they can explore other options in their future designs.

Groups of Students: Students' artistic abilities in 10th-12th grade will depend on their prior art education experience. For this reason, there will be a range of skills among peers.

- **The *Advanced* Group** – Students who have more advanced artistic abilities may want to add more details to their design and/or design additional pieces. They can use a range of mixed media to finalize design.
- **The *I've Got It* Group** – Students in this group can design and complete tasks as planned in lesson.
- **The *Almost* Group** – Students in this group may need to be guided along with more specific instructions and have extra demonstrations. These students might need to work in a more simplified way and have additional time to complete this project.

Art Lesson Objectives:

As a result of instruction, students will:

Nat'l Core Arts Standard #:

Objective 1: (connects to **Re: Responding**)

(*NVAS # 7.1*)

Perceive and analyze artistic work.

Students will engage in viewing and analyzing designs by diverse designers with individual design aesthetics, and will group share and take notes.

Objective 2: (connects to **Cr: Creating**)

(*NVAS # 1.2*)

Generate and conceptualize artistic ideas and work.

Students will create an inspiration board and use jewelry components to design a fashion jewelry mini collection based on a trend/theme.

Objective 3: (connects to **Cr: Creating**)

(*NVAS # 2.2*)

Organize and develop artistic ideas and work.

Students will use jewelry making tools to put together their jewelry collection pieces.

Objective 4: (connects to **Cn: Connecting**)

(*NVAS # 10.1*)

Synthesize and relate knowledge and personal experiences to make art.

Students will keep a log of their work in progress on Google platform.

Evaluation: A project checklist will be used to document students' progress, and summative assessment will be based on rubric.

The participated in class discussion completed a fashion design concepts work sheet?

1. The students' inspiration board and jewelry designs are clearly connected to the design trend/theme assigned.
2. The student followed instruction on handling tools carefully during use.
3. The student documented their design progress by taking photos and uploading the images unto their Google log.

Essential Questions:

1. *How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?*
(Responding: Anchor Standard 7.1) What is a fashion trend? How do fashion trends influence what you wear? How do images of fashion impact how you view yourself and others?

2. *How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?*
(Creating: Anchor Standard 1.2) How does understanding the design process of jewelry making help you during the creative process?

3. *How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?*
(Creating: Anchor Standard 2.2) Why is it important to follow correct procedures when handling materials, tools, and equipment?

4. *How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?*
(Connecting: Anchor Standard 10.1) What part of the process did you enjoy most when creating your pieces? What did you find to be the most challenging in the design process?

Your Personal Stake: My background in fashion includes working in the jewelry industry for over 10 years. I want to share my love of fashion and knowledge of the industry with students. What we wear is part of who we are. Like art, fashion is another way to make a statement of self-expression. Fashion is a huge part of visual culture and a big influence on other industries as well. This lesson will help students to get a better sense of how designers use their creativity in the workplace. There are also many career choices for this field that students may be interested in.

Art Vocabulary and Definitions:

Fashion Jewelry- Unlike fine jewelry, fashion jewelry is mainly made using synthetic materials or base metals. Much like fashion apparel, jewelry designs are produced according to seasons and trends.

Aesthetic- the pleasant, positive or artful appearance of a person or a thing. “Aesthetics” is about sensory experiences: how we see, hear, feel, smell, and taste. It’s also about how we make personal and social meanings out of those experiences. Aesthetic in terms of fashion, is simply your style.

Demographic are statistics that describe populations and their characteristics. Characteristics such as age, race, and sex.

Supplies and Equipment needed:

- For Inspiration Boards-Magazines, Glue sticks, 8.5x11 Boards, Folders
- For Jewelry Making- Jewelry Pliers, Cutters, Beads and Jewelry Components
- For Jewelry Display-Bead Boards/ Neck Forms/Pins

Exemplary Artworks Focused Upon and Visuals



Christina Tung founder of SVN R



SVN R designs-Photographed by Ethan James Green, Vogue, May 2020



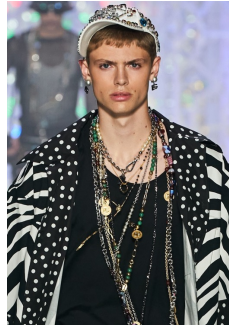
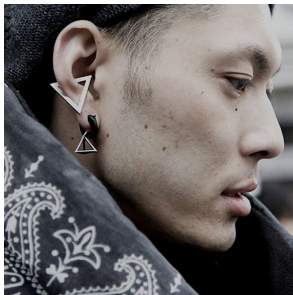
<https://www.miaminerva.fi/about>



<https://sewitsium.com/collections/bracelets>



SHOP THE FREEDOM COLLECTION



FENTY



<https://www.wolfandmoon.com/pages/our-story>

Diversity of Art Content: Exemplary artworks include the work of both male and female artists. There is also a diversity of fashion models represented.

DAY 1:**Preparation Before Teaching:**

Set up Google Presentation.

Set up art supplies, mystery trend boxes, and inspiration media on designated area where students can access.

Display visual examples of inspiration boards and finished layout/designs.

Introductory Activity and any Pre-Assessment:

As a class, we will look at the Google presentation which includes the following:

1. Viewing designs of diverse jewelry designers, each with a different design aesthetic.

The following questions will be asked to guide group discussion:

- *What do you notice about the designs of these jewelry designers?*
- *What does aesthetic mean in fashion?*
- *What is your aesthetic?*

2. Seasons and Trends in Fashion Jewelry.

- *What is a fashion trend?*
- *How do fashion trends influence what people wear?*
- *How do images of fashion impact how you view yourself and others?*
- *How do these types of images influence what consumers purchase?*

3. Inspiration /Examples of Inspiration Boards

Where can we draw inspiration from for our designs?

- Color can be the major source for creating a mood or specific look.
- Shapes and forms such as geometric shapes.
- We can be inspired by other cultures.
- Some brands cater to a specific demographic. Example of *Back-to-School* inspiration board.

Art Lesson Activity and Formative Assessment:

1. Students will be put in a group and asked to come up with a name for their imaginary company.
2. Each student will be given a mystery trend box and a folder. They will write their name, company name and class section on sticker label and place it on their folder.
3. Students will look for inspiration through online research and fashion magazines and start their inspiration board.

4. Formative assessment will consist of walking around the room checking in with students as they work on their projects and seeing their progress with initial ideas and inspiration boards.

Closure and Summative Assessment:

Students will be reminded to document progress on their online photo journal.

Clean-up Procedures:

Students will gather all their personal project materials to put in their folder. They will then put away supplies and clean up their work area.

DAY 2:**Preparation Before Teaching:**

Set up Google Presentation.

Set up demo tools and supplies.

Printouts of necklace lengths and basic jewelry components/terminology.

Set up art supplies and inspiration media on designated area where students can access.

Display visual examples of inspiration boards and finished layout/designs.

Introductory Activity and any Pre-Assessment:

I will do a quick review and check in with students. Then introduce different tools used in jewelry making. I will also include a brief discussion on handling tools carefully, and then show basic hand manipulating techniques such as linking and closure finishes. Students will then be given tools and supplies needed to practice specific techniques shown.

Art Lesson Activity and Formative Assessment:

1. Students will practice specific techniques shown during demo.
2. Students will decide which components to use for their look based on theme and inspiration board.
3. Students will start designing pieces by laying out design ideas.
4. Formative assessment will consist of walking around the room and monitoring the students as they work on practicing using tools and techniques learned. I will assist students if they need any guidance and do periodic check in during design process.

Closure and Summative Assessment:

Students will be reminded to document progress on their online photo journal.

Clean-up Procedures:

Students will gather all their personal project materials to put away in designated area. They will then put away supplies and clean up their work area.

DAY 3:**Preparation Before Teaching:**

Set up tools and supplies.

Set up art supplies and inspiration media on designated area where all students can access.

Display visual examples of mood boards and finished layout/designs.

Introductory Activity and any Pre-Assessment:

I will do a quick review and check in with students. Students will be working on putting together their designs.

Art Lesson Activity and Formative Assessment:

1. Students will use jewelry making techniques shown to put together their jewelry designs.
2. Formative assessment will consist of walking around the room monitoring the students as they work on putting together their jewelry pieces. I will assist students if they need any guidance and do periodic check in during design process.

Closure and Summative Assessment:

Students will be reminded to document progress on their online photo journal.

Clean-up Procedures:

Students will gather all their personal project materials to put away in designated area. They will then put away supplies and clean up their area.

DAY 4:**Preparation Before Teaching:**

Set up tools and supplies.

Introductory Activity and any Pre-Assessment:

I will do a quick review and check in. Students will be working on refining and completing their designs.

Art Lesson Activity and Formative Assessment:

1. Students will use jewelry making techniques shown to put together their jewelry designs.
2. Formative assessment will consist of walking around the room and monitoring the students as they work on putting together their jewelry pieces. I will assist students if they need any guidance and do periodic check in during design process.

Closure and Summative Assessment:

Students will be reminded to document progress on their online photo journal.

Clean-up Procedures:

Students will gather all their personal project materials and put away in designated area. They will then put away supplies and clean up their work area.

DAY 5:**Preparation Before Teaching:**

Set up tools and supplies.

Art Lesson Activity and Formative Assessment:

1. Students will work on finalizing their designs.
2. Formative assessment will consist of walking around the room and monitoring the students as they work on putting together their jewelry pieces. I will assist students if they need any guidance and do periodic check in during design process.

Accommodations for Students with Special Needs:

I am fluent in Spanish and can translate instructions for Spanish speaking students. Also, if there are English/ Spanish speaker students in the class, I can seat them next to an English Language Learners (ELL) student.

Individual student needs will be monitored throughout the lesson through observations of student performance (as ongoing formative assessments) to determine where teacher assistance or instructional modifications of the lesson are needed and will be provided. By also incorporating student-choice and focusing on the students' strengths and multiple intelligences, various learning styles will be used to accommodate all students. This can be accomplished by using various instructional and assessment strategies, such as giving choice options, allowing students to have more time, giving either highly detailed or simplified instructions, and having tasks broken up into manageable parts.

Unit Connection:

This five-day lesson would appropriately fit into a larger 10th–12th grade fashion design unit.

Classroom Management: Students will be working collaboratively and independently in a group seating setup. Supplies will be organized by category in a designated area where all students can easily access and easily put away. Students will be given a folder to keep any inspiration printouts, fabric/trim swatches or magazine tears. Each student will have their jewelry tools, necklace easel, display board, bead tray and container to keep jewelry findings and components for their designs.

Technology:

A Google presentation will be shown to students to introduce the lesson and develop their understanding of the content and expectations. This slide show will be available for students in their Google Classroom. Students' designs will be shared on Google Classroom as completed. Students will also use technology to gather inspiration and/or create digital illustrations and keep an online photo journal of their design progress.

Family Connections:

After students have completed their designs, they will display their pieces during the school art show and at the end of the year fashion show.

Link to PowerPoint Presentation:

https://drive.google.com/drive/folders/1grGjqzBEJs3X3akw3HKPP_ACfry29fU?usp=sharing

Link to Demo Videos:

https://drive.google.com/drive/folders/1eZFmrfFdi_VIvKnxuaDkfCc9LFfRhxq3?usp=sharing

<i>Project: Jewelry Design</i>		Mini Collection Rubric				
CRITERIA	4 Exceeds	3 Meets	2 Partial	1 Below	0 Missing	Score
1. The student's comments and engagement during class discussion indicate they have a clear understanding of fashion jewelry concepts discussed, and the process of designing a jewelry collection.						
2. The student's inspiration board and mini collection are clearly connected to the design trend/theme assigned.						
3. The student followed instruction on handling tools carefully during use.						
4. The student documented their design progress by taking photos and uploading the images unto their Google photo journal.						
	Total:					/16

Mystery Trend Boxes



Note: Students will have other components available to work with, other than the mystery box pieces

Jewelry Supplies



Necklace Easel



Velvet Display Board

Bead/Layout Tray

Earring Card

Flat Nose Pliers



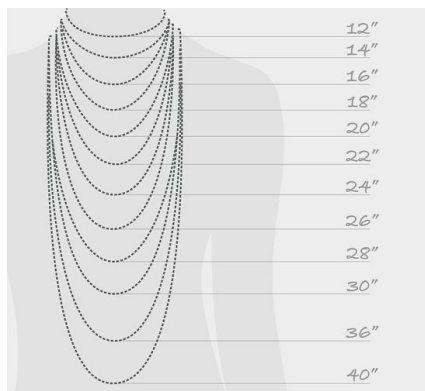
Round Nose Pliers



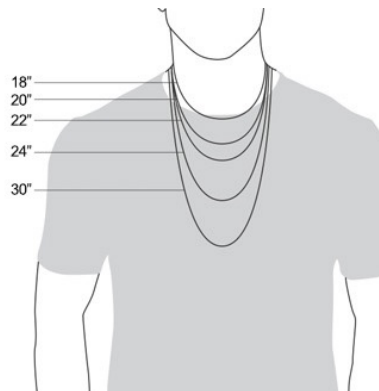
Side Cutters

Printouts for Students

Women's Necklace Lengths



Men's Necklace Lengths



Note: Lengths can be altered according to style.

Jewelry Findings



Jump Ring



Lobster Claw Clasp



Fish Hook Earring Findings



Toggle Clasp

Foldover Crimp Ends



Head Pins



Eye Pins



Ball Pins

AESTHETIC & TRENDS

1-What does aesthetic mean in fashion?

2-What is your aesthetic?

3-What is a trend?

4-How do fashion trends influence what people wear?

5-How do fashion trends influence what you wear?

6-How do images of fashion impact how you view yourself and others?



There are many career opportunities in the jewelry industry.

Head of Design/Design Director

- Does trend research and sourcing for materials.
- Leads team of designers.
- Meets with buyers and/or present at market week.
- Shop and source new jewelry styles for inspiration.
- Works with other departments such as costing and sales team.

Designer

- Research trends and create trend boards.
- Shop and source components, new jewelry styles for inspiration.
- Design jewelry by rendering and making hand manipulated pieces.
- Does specs of designs for overseas production.

Design Assistant

- Assist designers with putting together jewelry designs.
- May do specs for designers' designs for overseas production.

Merchandiser

- Works close with sales and design.
- Puts together presentations for market week and meetings with buyers.
- Knowledgeable about product selling at store level – what's working and not.
- Is always looking for new and exciting packaging ideas.

Sales

- The salesperson communicates with retail customers to sell product and continually look for new potential customers as well.

Additional Resources for Fashion Jewelry Design Content:

Google Arts and Culture Fashion

<https://artsandculture.google.com/search?q=fashion>

Vogue Article Jewelry Brands

<https://www.vogue.com/article/contemporary-jewelry-brands-to-invest-in-now>

Archive of Photos and Videos of Fashion Runway and Street Style

<https://www.vogue.com/fashion-shows>

Fashion Runway Shows

<https://firstview.com/collection.php - .YbqKtn3MI6g>

Metropolitan Museum of Art Digital Collections/Fashion Historical Pieces

<https://libmma.contentdm.oclc.org/digital/collection/p16028coll1/search/advanced>

Fashion News

<https://wear-next.com/>