

TEACHING PORTFOLIO

2020 Spring

Haotian Yang

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Teaching philosophy

As a contemporary artist and teacher, I deeply care about student's passion for contemporary jewelry. My philosophy of teaching, therefore, is inspiring their passion for contemporary art and fostering their habit of independent learning.

Throughout my experiences as a student of jewelry, I have learned a lot about contemporary jewelry. One of the most important keys to success I have learned over the years, is passion. In this case passion for the contemporary jewelry. Even though I encountered many challenges in the process of jewelry making, because of my love for contemporary art, I did not give up.

Furthermore, I spent my spare time learning extra skills that were not included in my teachers' syllabus. I hope that my students can also take the initiative to study contemporary art, in the classroom with me and independently beyond the classroom.

My teaching principles are openness and encouragement. As a teacher, I think every student is unique with his/her own specialty. I would like to give each student the support and confidence to pursue their dreams. I challenge my students to explore, learn and create fearlessly so that they may become better people, members of society, and artists. I would like to share my experience for art and motivate my students to discover a new interest or develop an existing one within the arts or technical fields, which focuses on creativity. I also encourage them to communicate with their classmates, talk about their idea in the classroom or Zoom meetings. I believe that design courses are related to students' life and ask them to reinvent familiar ideas and topics in an innovative way.

In my class, one of the main goals for my students to achieve is mastering the technical skills, which are the foundation of jewelry making. I teach my students the basic techniques and guide them as much as possible, so that they can lay a solid foundation for further study. Besides this, I will expect students to be also able to participate in mutual learning according to their own design. After the production of each work, I will require my students to exchange their work for peer review. Peer reviews is an important part of improving their critical thinking. In addition, students can absorb constructive suggestions and continue to make progress for next time. I will have clarified this expectation and stated that successful students would participate in the learning process. What's more, in my opinion, with the development of modern technology, learning cannot just stop at crafts. In this view, I will also teach my students some modern production techniques and methods through videos and power points. A possible assignment would include three piece final work and well-prepared research. These types of assignments are imperative so that they can be more competitive in the future job market and thus have more financial resources to support their artistic creation. All in all, I will ensure that my students are receiving the best possible education I can offer.

Inclusion Statement

Inclusivity and diversity have always been a dominant focus of my teaching. Rhode Island School of Design is an international school where people come from all parts of the world, and everyone has their own different cultural beliefs. I strongly value the multiculturalism and understand its importance in teaching and learning. For example, during group discussions, people from different countries and regions will give different evaluations. Their insight enriches our subject. Every time I hear something unfamiliar from my students, I will ask patiently in order to give the best advice. At the same time, I do not limit their learning methods. They can use mobile phones or laptops because this allows them to devote all their energy to classroom learning.

Diversity is respected in my class. Each student has his/her own expertise, and different professional backgrounds. Some students' works are more conceptual, and some are more technical. I am able to reasonably appreciate two completely different types of works, and educate them in a way that suits their development. Also, I think the diversity of students' works is very important, because a piece of work can reflect the author's life experience and mentality.

Every student has the right to choose their own future and their career. They can become artists, teachers, engineers, or even businessmen. I will respect each of their choices and give targeted guidance to each of them according to their choices. I will encourage them to promote their work and earn their fame. My goal is for all students to have equal access to educational services and career planning, and to build relationships with students from different backgrounds and develop multicultural skills.

Jewelry+ Metalsmithing Studio: Introduction to Jewelry

Instructor: Haotian Yang

E-mail address: hyang02@@risd.edu

Class seats: 12

Credits: 3

None pre-requisite requirements

Wednesday 1:00pm-6:00pm

Metcalf building 204

Estimate fee: 600

Course Description

Jewelry making skills dominate the study of jewelry design. After this course, students will be able to design and make their own jewelry independently. Specific structures and terms of jewelry will be taught. Those students who want to send their designs to a factory will learn the communication skillsets with jewelry processing factories. Introduction to the systems and operations of a jewelry manufacturer will occur so students will be able to complete their work reasonably and efficiently.

This course also aims to foster critical thinking and creativity. Every student will explain his/her own work and discuss other works in the group critiques. Students will gain a better understanding about how to become an artist and how to introduce their work.

Understanding the history and culture of metals and modern jewelry is important to advancing in one's practice. Students will systematically study metal manufacturing methods such as cutting, forming, folding, casting, welding and finishing. Students will be asked to consider how to use these handicrafts in a modern way, and show a series of final works expressing their interest or concept at the end of the course.

Course Goals:

This course enable students to

- To develop one's individual interests and aesthetics within jewelry design.
- To continue to foster healthy ,productive and potentially new working habits
- To obtain a better understanding of the basic techniques of jewelry making
- to form a systematic creative idea and understand the making of sketchbooks.
- Develop the ability of critical thinking and oral ability

Student Learning Outcomes

Students will come away from the class with these abilities:

- Knowledge and skills and dispositions for critical inquiry and reflective practice
- Professional standards of oral and communication.
- An awareness of contemporary jewelry artists work, and the way to develop their own concepts.
- An interest in craft making.

Method of Instruction:

Introduction of jewelry-making technology will occur at the beginning of classes in the first part of the course. Group discussions, presentation ,and assignments are part of the course

Use of slides and videos to show some jewelries made by other artists.

Individual meetings before students' final work

Grading Policy.

Professional communication and discussion	15%
Self Driven Peer Review	20%
Independent work	40%
Motivation ,Participation ,self Initiative	15%

A – One who meets all course requirements and performs at al level far above average. This grade may be earned only through great effort combined with outstanding performance in relation to the course criteria.

B – One who meets all course requirements and whose performance is above average in most criteria. This grade may be earned through considerable effort combined with conspicuous . Student’s participation and attendance adds to the class dynamic and if the student were not present, that dynamic would be diminished.

C – One who meets all course requirements and performs adequately. This is the standard of competence and may be earned only through effort.

D -One who does not meet all course requirements or demonstrates below average performance .

F- One who does not meet multiple course requirements or perform below average in the majority of criteria.

Critique

Students will be guided to discuss and critique each other’s work. They will be allocated to different discussion groups at the beginning of the class. It helps students familiarize themselves with their classmates, and the excellent work of other students can also encourage them to make further improvement.

Sketch or note books are really important for an artist or designer. They should include all notes from the jewelry demos, notes on making jewelry (successes or failures), and detailed technical drawings of project ideas. These can reflect the thinking style and creative process of students.

All students are expected to have their projects finished if they wish to be critiqued. All students could give comments in 10 mins on every piece of work.

Course Calendar:

Week 1:

Goal of this class:

First meet. Introduction syllabus and introduce each other..

Prepare tools for the classes in this semester.

Learn how to cut metal to an ideally shape, which could help you save a lot of time in the future work and make your works look more delicate.

Demo:

Introduction jewelry tools.

Assignment:

Use jewelry saw to cut a square (above 25mm), a triangle (above 25mm), a circle (above 25mm).

Saw a pattern you interested in on the cooper sheet

Week 2:

Goal of this class:

to learn to melt silver and recycle precious metals.

to know how to use rolling machine.

to solder metal together by most simple form.

to use sand paper and polish bur to polish metal to mirror effect.

Demo:

ÿ Roll silver bar to sheet.

ÿ Make a silver ring

ÿ Polish metal

Assignment: Make a silver ring and polish it.

Week 3:

Goal of this class:

to solder metal in a thin line and to fold metal in 90 degree,

Demo:

ÿ Make a silver/brass box

Assignment:

Drawing sketch which interest you as your final work

Week 4:

Aim of this class:

Learn how to solder a pin,

Master about solder technique

Demo:

solder a pin

Assignment:

Finish the work in the class l

Make 5 models of jewelry based on your research

Week 5:

Goal of this class:

To learn the basic silver connection.

To make some metal chains.

To create molds for metal chains.

Demo:

Make a chain

Assignment:

Make 5 new models about your works

Week 6:

MIDTERM REVIEW

Watch and discuss the previous technique samples together; Sharing ideas about final project in a group and make a critique.

Week 7:

Goals of this class:

To develop a concept for a set of real work.

Individual meeting

Assignment:

Continue work with your final work

Week 8: Artist presentation

Aim of this class:

Invite artist to have a visual presentation. Broaden students horizons by looking at the artist's works and understanding the artist's creative process. Thinking how jewelry appearance shows their concept.

Assignment:

A response with 250 words after artist presentation.

Week 9:

Individual meeting

Providing some basic artist

Week 10:

Individual meeting and piece review.

Aim of next two weeks:

Week 11:

Work day and Individual meeting

Adjust the production steps according to the individual situation of the students

Week 12:

Work day and Individual meeting

Week 13:**Final Critique****Requirements:**

5 Images of the finished work documented in creative ways that further the conceptual project.

A 250-Word Artist statement about your work.

It is expected that you come to critique with all projects from the course completed.

Students must submit sketchbooks for review.

Students need to introduce artists and their works

Final review will be a relaxed way. We can easily exchange our views. I will bring some snacks to the class. Of course, students can also share their own food.

Project: How to take a good picture? Jewelry

Instructor: Haotian Yang

Due to the epidemic, more and more activities have been cancelled and restricted. But we still have a lot of works being produced and the need to participate in exhibitions. So, to present our works during this unusual period, it is highly important to photograph them skillfully. In this class, I will teach students how to use the simplest equipment to take good-looking photos, together with some basic photo processing skills, which can improve the effect of students' photos. In this project, we will introduce basic jewelry photography technology and we will complete assignments for this project.

COURSE OBJECTIVES:

This course will enable students to:

- **-Familiarize themselves with exhibition photo skills**
- **- Foster their ability of photo editing**
- **- Display their work in a new style**

Project outcomes

- Photography in an effective way 10%
- Understand basic photo processing methods 35%
- Understand how to get better exposure opportunities for commercial works 55%

Methods

1. Observe outstanding works by other artists
2. Learn basic processing techniques with photography , such as the use of the camera and the lens
3. Provide a shooting platform for students to shoot.
4. Help students modify photos by remotely controlling the computer screen

Assignments

1. Taking photos of your own work and editing them
2. Finding out more creative shooting techniques
3. Taking photos from different angles, and make a social survey, with an afterwards peer review concerning which photo is more attractive

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Midterm Feedback Evaluation Form

Instructor: Haotian Yang

The goal of this midterm evaluation is to help the instructor to improve this course in the second half of this semester, and to provide a higher quality help to students. This evaluation can also help you to find your current situation in this course.

Goals of this course:

- Familiarize themselves with exhibition photo skills
- Foster their ability of photo editing
- Display their work in a new style
- Have a better understanding of jewelry's exhibition formats
- Work with peers and exchange ideas with them

Please circle a number that best reflects your opinions.

1. The schedule and content of this course is reasonable.

Strongly agree 5 4 3 2 1 Strongly disagree

2. The assignments from this course are challenging but helpful.

Strongly agree 5 4 3 2 1 Strongly disagree

3. The goal of this course is clear.

Strongly agree 5 4 3 2 1 Strongly disagree

4. The instructor is responsible to student's questions and development.

Strongly agree 5 4 3 2 1 Strongly disagree

5. The instructor's teaching of the course content is clear, compelling and engaging.

Strongly agree 5 4 3 2 1 Strongly disagree

6. What I learn from this course contributes to my future practice.

Strongly agree 5 4 3 2 1 Strongly disagree

Please make a brief comment on your opinions and suggestions.

What do you feel you have learned in this class?

How effectively do you feel class time has been used?

What did you expect from this class ? A great question to ask at mid-term...in case the student has totally different expectations than the class can deliver.

Other Comments :

Name(optional):

Course Rubric.

Criteria	6 points	4 points	2 points	0 point
Understanding	Student fully understands the parameters of the project and designs a project to meet and exceed all requirements	Student understands the project and designs a project which meets expectations and requirements.	Student partially understands the project and attempts to engage with it, but not at a high level.	Student makes little or no attempt to understand the project's meaning
Participation/ Behavior	Excellent commitment to project, good time management, enthusiastic participation and excellent use of class time	Time was well-used, and student was committed to the project.	Student did the work only in order to fulfill the assignment.	Student managed their time poorly
Concept	Concept is engaging and interesting to both student and peers.	Student is fully engaged in their concept.	Students did not fulfill the assignment or does not effectively communicate.	Student puts very little or no effort into designing an engaging piece.
Ambition and Initiative	Student challenged themselves both technically and conceptually.	Student challenged themselves technically or conceptually.	Student met assignment parameters, but didn't push themselves a great deal.	Student made minimal or no effort. Work

A 28-30 A- 25-27 B+ 22-24 B 19-21 B- 16-18 C+ 13-15 C 10-12 C- 7-9 D+ 5-6 D 3-4 D- 1-2 F 0

Critique Statement

Students are required to attend every class including working day. During the first technique learning period, students will show all their practice of new technique and discuss them at the beginning of every week's class. Student's will be asked to fill out a self-critique on their own growth as well as fill out or write a peer critique listing positive reactions as well as suggestions for the piece. These critiques will give them the opportunity to reflect on their own growth as well as their peer's and compare it if they choose to do so. Through this method students will have the opportunity to see growth of their peers and reflect personally on their own. I believe these opportunities allow students to ask questions, get advice on certain techniques, and see the struggles among their peers. It creates a trusting and positive community to share and show our weaknesses and strengths. The midterm review will be a periodic summary about your efforts from the first half of this semester. Everyone needs to talk about their work and plan for the next steps. In this critique students are required to present all the works which reflects personal growth ,work and concept in this class. Every student has 6 minutes to introduce the work and 20 minutes to answer questions. Group critique will encourage students to communicate with peers and to improve their works better. It also allows for a safe and respectful environment to ask questions and make suggestions for future pieces.

Critical thinking is really important for artists to make comments. In this class, we can adopt a new way to think about art, and have a new understanding of art works through videos. A piece of work can express its content in multiple aspects, and different people's understanding of the same piece of work can be completely different, because everyone has different cultural backgrounds and educational experiences, the angle of analysis of the problem is also different. Although in most

cases we don't know how the author expresses their true inner thoughts, we can analyze the color, shape, and material of the work, and look for a lot of information to verify our own thoughts.