

Teaching Philosophy

As a International student who has Asian background, My study experience is kind entangled. At the first time coming to US, in about 10 years ago. The first problem comes to me is Language. Even now, I still fell uncomfortable talking in front of a lot of people. I know there are a group of student just like me, hard to express themselves in front of others. In jewelry and Metalsmithing Major. I feel more comfortable and confident about my study. It is how important a student can find their interest and find a way to do it. Now, I start to prepare to be a teacher in jewelry field. When I start in learning jewelry. I found several things are super important and also can be the things i want my student can achieve.

What's your real interest.

Jewelry, as a part of art. Artist shall try different styles and finally will find out what they real like and want to keep researching. In this process. Doing a lot of research and material test is important. try more and more things, and you will get to know what's your interested in and want to work on.

Developing basic techniques.

Basic technique is required. Whatever style or culture you like. Developing the basic technique and skill is the first thing to do as a student. In my undergrad study experience, our school required us to learn almost all the techniques about jewelry. After that, we have the right to do the piece we wanted. I understand the practice part is boring, but it is the only way to get into the jewelry field for most of jeweler.

The ability of communicate with your classmates and teacher.

As I said in the beginning. I am not a good communicator. But talking is an important thing in design. Discussing with classmates and get the feedback is a good way to improve ideas and we can learn a lot from peers.

To myself. Being a teaching is not just a job. But also a good way to get inspiration from student. It is very interesting for me to see different ideas from students. Also by solving their problems. I can also understand better myself.

Inclusive statement

Ethnic diversity is a good feature as an university. By seeing people from all around the world, we can learn various culture from different people. As an international student, I do understand how much these different can effect a student.

When I was study in China. I felt whole of my life is about study. There wasn't any thing can be more important than have good grades. I felt super stressful at that environment. After I come to US. I start to understand that the most stressful part never comes from study. We have to worry about so many things beside study. I cannot say which way is better of us. But I always feel

lucky to be an international student and have right to know so much people all over the world. In my studio practice. I am strongly interested in Chinese Traditional filigree technique. I believe these national technique should be international and be seen by more people. After I come to RISD, My studio teacher tell me to be respectful to all these traditional but also have the courage to break the reals and make filigree as my own technique.

Being a teacher, I will try my best to understand everystudent's background and that their interests in. I believe every one is different. Using one way to teach all student won't help them at all. By knowing their background and interests, I can help them in more effective way.

Also encourage student talking about their own story and invocation can also helps. In class critique or discussion, student from different place will always have different view about one thing. Take this advantage will also help me and student together.

I always think student from different background will be a great advantage for the whole class even the whole school. And I also hope my background as a international student can help my student.

Intro to Jewelry

—From and detail

Jewelry is the art that can be wear on the body, in this course, we are getting to know the ideas of basic Jewelry making . Learning the basic technique of jewelry. This class is made for a student who has never touched jewelry making but is interested in it. This course including soldering, filing, chain making, hollow form, and other basic skills. The student will **also** have a chance to work on copper and silver. In this class. The student is also required to do some research and sketch. Final presentation will be required

Wax carving and pre lost-wax casting

—Science of the hand

Was carving is a technique that starts from wax form to build jewelry structures or capture the texture from any surface you like. Lost wax casting, as the name said, is a technique to cast metal jewelry from wax.

This class is prepared for students who what to learn casting. Wax carving class is based on was carving technique. Getting to know different kinds of wax. Learning techniques including wax carving, welding and mold making. In the second half of the semester. Students will have a chance to cast at least once. No writing is required.

Student requires.

Filigree and Granulation

—Beauty of details

Filigree and Granulation are both advanced classes for jewelry major students. expend the tradition of this technique, seeing the beauty of the details. This course is designed to let the students get in touch with the traditional technique. Making small and delicate textures on jewelry. Copper and silver material are required. This course is technique-based, the student also needs to do researches and sketch book. Presentation required for a final critique.

Advanced students only

Intro to Jewelry syllabi

Course Description

Intro to Jewelry

—Form and detail

Jewelry is the art that can be wear on the body, in this course, we are getting to know the ideas of basic Jewelry making . Learning the basic technique of jewelry. This class is made for student who has never touched jewelry making but interested in it. This course including soldiering, filing, chain making, hollow form and other basic skills. Students will **also** have a chance to working on copper and silver. In this class. Students also required to do some research and sketch. The final presentation will be required

Course Goals:

- Learning basic techniques about jewelry
- Knowing properties and structure of copper, brass and silver.
- Gain a basic idea of contemporary jewelry and artists.
- Know how to use tools and machines in the jewelry studio.

Course outcomes

- | | |
|---------------------------------|-----|
| - Course assignment. | 20% |
| - Midterm project | 20% |
| - Participation. | 20% |
| - Sketch and researches. | 10% |
| - Final project & presentation. | 30% |

Weekly plan

Week1:

On class:

The first meeting, introduction to course and syllabi.

Getting to know all the tools students need in the whole semester.

Studio tour. Introduce the studio policy.

Demo:

Using saw to cutting metal and file to smooth the edges of metal.

Assignment:

- getting all tools and materials ready for the semester.
- 3 piece of metal saw and filed(in the shape student choose)

Week 2:

On class:

Collect all the sawing and filling assignments.

Demo:

Demo on soldiering. Showing students how to use soldier station.

Demo on pickle

Assignments:

2 rings(wire and sheet)

Soldiered and filed.

Week 3

On Class:

Group talking about the ring assignment. Answer questions about soldiering.

Demo:

Hollow form.

Polishing. (Hand polish and flexible shift)

Assignments:

One hollow form piece.

Get ideas and sketches about midterm ideas.

Week 4

On class:

Hollow form assignment critique, introduce some contemporary jewelry artists.

1 on 1 meeting talking about midterm ideas.

Demo:

Patina and high polish.

Assignments:

Make a paper model of the midterm project.

Emerging outcomes

In the first four weeks of study, students should have the basic technique developed and have the basic idea of what contemporary jewelry is.

Week 5

On class:

Answer questions about the project and technique.

Demo:

Pinback and brooch making.

Assignment:

Choose two kinds of pin back and make 2 quick brooches.

Week 6

Working on midterm project.

Week 7

MIDTERM CRITIQUE

Share all samples and midterm project, 10-15min per student. Prepare a quick presentation to talk about your concept.

Week 8

Demo:

Chain making and clasps.

Assignment:

Every student finds a kind of chain and clasp they like and shares it in the next class.

Make a chain using at least 6 jump rings.

S hook.

Developing outcomes

After week 8, students should know some contemporary jewelry artists and build up the idea of what kind of jewelry they want to make for the rest of the semester.

Week 9

On class:

Share unique chains and clasps in class.

Share questions or technical questions that need help

Assignments:

“Gift” making a gift for the one you love

Week 10

On Class

Group discussing the “GIFT” project.

Talking about final requirements.

Assignment:

10 min final sketches

Week 11

Share the final sketch in class,

One on one meeting.

Assignment: working on final

Week 12

Work time on class

Week 13

Final critique

20 min final presentation and critique per student.

All projects and samples are done.

Advanced outcomes

Final projects finished. Getting feedback from introducer and peers. By the class presentation. Students should have the idea of contemporary jewelry and have the skill in making jewelry. Also, students should have an idea of how to develop their own jewelry in the future.

Class project

“Dear Ring”

The ring has been a specific part of jewelry making. People wear rings and give each other rings as a special gift. Different rings have different meanings and rings with different meanings also using different materials. In this project, students are asked to use appropriate techniques and materials to make a special ring, which can be given to themselves or others. You can talk about your emotions, life, social topics you cared about, and even borrow elements from your favorite artworks. The only requirement is to be functional and wearable. You need to use at least one of the techniques we have learned in class, like soldering, sawing, cold connection, etc.

Course goals:

- Practice the Metalsmithing skills we have learned in class.
- Build up the basic critical thinking skills.
- Practice class presentation skills.

Outcomes

- Creating a student's first real jewelry
- Get more familiar with other artists' work.

- Connecting the jewelry into the student's real life.

Assignment:

- Creating a functional and wearable ring.
- 5 min presentation to talk about the idea of the ring.

Midterm Feedback

Introducer: Qin Xu

Aim for the class:

- Learning the basic technique of jewelry making.
- Practice critical thinking and build up the concept of jewelry making.
- Learning more artists in the contemporary jewelry field.

Circle a number and make a brief comment on how things could be improved

Strongly Agree 1 2 3 4 5 Strongly disagree

The course

1. The workload in this class is challenging but manageable.

1 2 3 4 5

2. The skills I am learning are applicable beyond this class.

1 2 3 4 5

3. The methods of conveying the course material are clear, compelling, and varied. Strongly

1 2 3 4 5

4. Critiques are serving the function of sharing ideas and pushing development further.

1 2 3 4 5

The instructor

1. instructor come to class prepared

1 2 3 4 5

2. Encourage student discussion and critical thinking

1 2 3 4 5

3. Be helpful to students' questions and concerns.

1 2 3 4 5

4. Demonstrates skills of the subject matter clearly and efficiently

1 2 3 4 5

Are the demos during class are clear enough? Can you follow it easily?

Is the class practice and skills helpful in your future works?

Do you have any suggestions for the instructor?

Do you have any suggestion for the class demonstration

Critique statement

A good critique should be effective. Student all showing their ideas and thoughts about the final project. In 10 minutes presentation, giving out their concepts about the piece, and also prepare some questions about the piece or the work they want to develop in the future. The feedback and questions for the presenter should help the presenter to clear their thoughts. The critiques and feedbacks should not be limited, all thoughts about the project are valuable.

The group critique will be 30 minutes per student. With 10 minutes presentation and 20 minutes of Q&A. All students need to prepare the presentation and at least 2 questions about their works or developments in the future. Students should participate in the critique, giving feedback for the peers.

- Exceeds Expectations: 100-85% of points (Grade Range: A to A+)
- Meets Expectations: 85-60% of points (Grade Range: A- to B)
- Attempts to Meet Expectations: 60-50% of points (Grade Range: B- to C-) • Doesn't Meet Expectations: 25 - 0% of points (Grade Range: D+ to F)

Technique Practice Assignment (40%)

Criteria	Excellent A	Above average B-C	Needs more work D
Technical	<p>Exceeds expectation with techniques use and retention.</p> <ul style="list-style-type: none"> • Capable of inventive and surprising uses, and adaptations • Continually applies new methods with skill and innovation • Clear understanding of individual project goals and sequence for execution • Invested process and details 	<ul style="list-style-type: none"> - Show basic understanding of techniques, applies in generalized way without adaptation - Shows struggle with new methods and techniques - Differently in execution or application in work 	<ul style="list-style-type: none"> - work does not show understanding or proficiency in use of technique. - Works incomplete.
Presentation	<ul style="list-style-type: none"> - Consistently engages in class/discussion/ critiques and shows respect/ responsibility to others work - Considers concepts discussed and works to respond to dialog, able to articulate and share knowledge with others. - Always listens attentively to presenter and to other group members - Work is complete and well resolved as result 	<ul style="list-style-type: none"> - Generally engages in discussion of personal work and able to articulate own work. - Infrequent participant in peer review, and shows some willingness to share knowledge and offer ideas. - Shows some engagement in listening - Work often suffers from push to meet deadline 	<ul style="list-style-type: none"> - Rarely engages in class/discussion/ critiques and shows respect/ responsibility to others work - Application or concern for feedback lacks attention. - Rarely listens to presenter and to other group members
Attendance	<ul style="list-style-type: none"> - No absence to class 	<ul style="list-style-type: none"> - At most one unexcused absences - No more than two late 	<ul style="list-style-type: none"> - More than one unexcused absences - More than three late

<p>Work Quality</p>	<ul style="list-style-type: none"> - Final work looks delicate, with perfect processed appearance. - Reflects thoughtful personal ideas and perspectives from work appearance. - The concept can totally be revealed by what it looks like. - Composition, color, line, structure, text and style all contribute to the imag. - Work commands immediate visual interest 	<ul style="list-style-type: none"> - Finalworklooks processed intentionally, but not perfect. - Reflects basic personal ideas and perspective towards work appearance 	<ul style="list-style-type: none"> - shows poor appearance without process or do not finish work. - Reflect no personal ideas or cannot see connection between works and ideas.
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