

Teaching Portfolio

Yue Jiang

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TEACHING PHILOSOPHY

Jewelry is a medium for self-expression and an expression of the maker's attitude, personality, style, and taste. Therefore, during the jewelry-making process, we need to continuously strengthen in-depth research and create a unique personal language to enhance the visual and aesthetic language. Jewelry making can arouse creative potential and develop imagination and creative thinking. My jewelry course aims to stimulate and awake students' subject consciousness, cultivate their subject ability and personality and maximize their creativity. I am going to conclude my concepts in teaching into 3 points.

1. Provide useful resources and inspiration for students

I will provide various artists' and designers' artworks in the intro to the jewelry course to show different jewelry-making techniques. Moreover, I will show students the artists in jewelry and other relative fields like ceramic, glass, illustration, painting, etc. Students can learn and get inspiration from artworks from all around the world, which will enhance their artistic aesthetic perspective and artist language.

2. Foster student interests in jewelry making

In material aspect: I think experimenting with different materials such as acrylic, plaster, glass, wood etc., is a process that can enhance student's interests in jewelry making. Also, during the process of exploration of material, new ideas will come out.

In the craft aspect: detailed demonstrations are essential. Students who have no foundation in jewelry making will get an excellent opportunity to learn the jewelry fabricating process, including soldering, hammering, polishing, model making, casting etc.—making interesting patterns and shapes during practice.

In the sketching aspect: a sketchbook is necessary. I will ask students to have their sketchbooks and drawdown everything they like when discovering their daily lives.

Reading and research: Assign relevant readings and research talking about the history and the development of jewelry.

3. Work collaborative both as professor and as peers

Communicating between students and teachers is essential, and I don't think there should be a hierarchy between students and professors. Both students and teachers need to continually challenge themselves, so it is beneficial for students and teachers to share ideas and improve. When professors are more approachable to the student, they can gain greater respect.

I will teach students with each skill step by step to have a comprehensive understanding of jewelry sketching and making. Assignments are all relevant and help students advance their technical making and drawing skills in jewelry and metalsmithing. Students who follow the class assignment will reach the course's goals and outcome, and I will participate in their development process with a positive attitude. My goal in teaching is to enhance students' concepts and intentions in jewelry through jewelry making.

INCLUSIVE STATEMENT

My class will embrace students with a different approach. It is my responsibility to respect students, treat students equally, and care for students. I hope to create a harmonious learning atmosphere and work together as a team to learn from each other and respect each different approach and interests.

Students of a different race, color, national or ethnic origin, religion, or sexual orientation will well fit in this course. I will respect the culture and background of different countries. As an international student and study in the state for almost six years, I am very comfortable communicating with students with different cultural backgrounds. I can understand international students' difficulties using a second language in studying, so I will talk slowly or repeat my speech if needed. Moreover, I will carefully check my course content and see any bias in different cultures.

Students with a disability will be treated equally in my class. I will provide an equal chance for them to share their thoughts on works and let them present them in their way. If they need any exceptional help in the class, I will be pleased and willing to help. After class, It is always easy to contact me if they need extra support for the class content. My role is to create a safe and supportive class environment.

In my first class, I will collect students' basic background information, including their name's pronoun, preferred name, identity, and interests. In this way, I will understand how to show respect to an individual student. I like my student to work in a friendly community, so I would like to have more group discussions to become familiar with each other. In this way, they can embrace and understand each other's identities and backgrounds and create a harmoniously working community. As an international student, I can understand that sometimes, it is difficult for the international student to speak out their option. Hence, I will listen and care about their opinions and have more chances to express their views.

COURSE PROPOSALS

JEWEL301

High Jewelry/Commercial Jewelry Digital Drawing

Instructor: Yue Jiang, yjiang12@risd.edu

Course requirement: Jewelry major elective.

Course time: September 8 - December 12, Friday 1:10PM - 6:10PM.

Required material: iPad and iPad pencil

Location: Metcalfe Building 205.

Credits: 3

Description

A jewelry designer always wants to express him/herself directly and efficiently. Sketching is an essential skill for a jewelry designer because it is an excellent way to draw it down and use them as future elements in your design when you have inspirations or thoughts. Also, nowadays, digital drawing becomes more popular and time-saving for a designer. Students will learn to draft, design, and illustrate shapes and forms using an iPad in this course. Also, the student will learn to render faceted gems, pearls, colored metals. After this jewelry design course, you will have a digital-developed portfolio of your work to show prospective employers and clients.

Learning outcome

- Develop sources of inspiration
- Illustrate shape, form, and texture of metal
- Render faceted gems, pearls, colored metals, etc.
- Learn traditional drafting techniques
- Develop motifs to create sketches of jewelry objects
- Create a portfolio of class projects and custom designs that is ready for presentation to potential clients and employers

JEWEL101

Intro to Jewelry

Instructor: Yue Jiang, yjiang12@risd.edu

Course requirement: non major elective.

Course time: September 8 - December 12, Wednesday 1:10PM - 6:10PM.

Lab fee: \$100

Location: Metcalfe Building 205

Credits: 3

Description

The intro to jewelry course is designed to teach and use the essential skills of metal construction and fabrication, such as polishing, texturing, sawing, fabrication and forging techniques, stone setting, and general torch skills thoughtfully and diligently. Students are expected to grow in idea generation, conceptual design concepts, technical skill sets, and material knowledge. The technique for drawing and idea generation will be practiced.

Learning outcome

- To build a macroscopic concept for students about jewelry.
- To know properties and structural potential of copper, brass and silver
- To know the fundamental metal-fabrication skills
- To know the basic concepts in contemporary jewelry

JEWEL201

3D Rendering in Jewelry Making

Instructor: Yue Jiang, yjiang12@risd.edu

Course requirement: non major elective.

Course time: September 8 - December 12, Wednesday 1:10PM - 6:10PM.

Lab fee: \$100

Location: Metcalfe Building 205.

Credits: 3

Description

3D printing becomes more and more popular and useful in jewelry design. It can help designer to get a more delicate and accurate results than a hand-fabricated jewelry piece. This course provides students with fundamental skills required to use Rhinoceros based 3D modeling CAD software. The student will learn how to use virtual design concepts, including texture, shape, form, balance, negative space, color, and more. Rhino 3D facilitates the exploration of materials and offers opportunities to push traditional fabricating techniques and enhance drawing skills.

Learning outcome

- Learn basic tools application in creating various shapes of jewelry
- Develop CAD models within the constraints of cost, time, size, style, and manufacturing methods
- Distinguish between various CAD software and various CAM methods, including 3D printing
- Model and render manufacturable pieces of jewelry using CAD

SYLLABUS

JEWEL301

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Course Description

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Goals

- Develop sources of inspiration
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- Render faceted gems, pearls, colored metals, etc.
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Outcomes

- Successfully utilise basic techniques for the design and drawings of the metal and stones (30%)
- Understand the characteristic of stones and metals and utilise them in drawings.(20%)
- A high resolved final project demonstrating an improved level and a growth in design process(20%)
- A further development in critical design vocabulary and active engagement class discussions(20%)
- Appreciate the importance of good working habits and studio safety.(10%)

Course Organization and Methods

- Teach each technique steps by steps and show detailed demonstration
- Provide relevant jewelry and art resources for students.
- Assigned homework and practice during class time and after class
- Individual meeting to know each student's discretion and interests
- Individual meeting after class if necessary
- Encourage discussion and communication in class

Grading/Evaluation

- Attendances are mandatory. Three absence can result in a deduction of one full grad point. Classe time lost out to the overlapping course must be made up.
- Students are required to attend and actively participate in shop clean up. In addition, student are to keep their work spaces clean and organised.
- Student are required to completed all assigned projects on schedule.
- Students are required to exhibit mature, friendly and constructive classroom behaviour.
- All signed project will received an individual grade based on quality of concepts, design, craftsmanship, and the degree of success in grasping the aesthetic/design and or technical consideration of assignment. 70 percent of your final grade will be based upon the average of your assignment project, and 30 percent equally divided between critique participation , attendance in class and your motivation/quality time. Poor attendee affects all four areas of evolution.

Individual Grade Scale and definition of Grades:

A: 4 points (3.5-4.0= A Excellent)

B: 3 points (2.6-3.4= B Good)

C: 2 points (1.5-2.5= C Satisfactory)

D: 1 points (0.6-1.4= D Minimum passing)

F: 0 points (0.0-0.5= F Failure)

I: Incomplete

Late Work

All work is due by Final Critique. Work not finished on time will drop a minimum of one full letter grade.

Extra Credit

No extra credit is given

Critique Statement

All work should be done by critique, and students will present all the homework and in-class practices. The midterm critique will focus on the development of technical skills. Each student will have 5 minutes to talks about their work, and there will be a 5 minutes Q/A for peers and professor. The final critique will be primarily focused on process, creativity, concept development, and final drawings. Each student will prepare a 10 minutes presentation with PowerPoint to show all the works' processes and final drawings. During the critique, each student is required to participate in the discussion. A group critique aims to provide the students with critical feedback to support students with further improvement.

Schedule

WEEK 1

- Introduction of the course syllabus.
- Hand-painted software installation and basic operation explanation
- Processing and basic requirements of drawing line drafts
- Different perspective in jewelry drawing
- Practice: in class line sketching practice

WEEK 2

- Analysis of plain gemstones: monochromatic processing method
- Analysis of plain gemstones: texture and texture treatment methods
- Cymophane, Opal, Star Sapphire, turquoise, jade, Malachite
- Practice: in class plain gemstone drawing
- Homework: 20 drawings of each stone taught in class.

WEEK 3

- Analysis of faceted gems: round, semi-round, drop shape cut drawing
- Ruby, Sapphire, topaz
- Practice: in class faceted gemstone drawing
- Homework: 20 drawings of each stone taught in class.

WEEK 4

- Analysis of faceted gemstones: square, heart shape cut drawing
- Emerald, topaz
- Practice: in class faceted gemstone drawing
- Homework: 20 drawings of each stone taught in class.

WEEK 5

- Analysis of Pearl Painting: Monochrome and Special Shape Pearl Painting
- Round, semi-round, Baroque, Circle Baroque
- Gold, white, black pearls
- Practice: in class pearls drawing
- Homework: 20 drawings of each stone taught in class.
- Started to think a collection of jewelry piece you want to design(bracelet, necklace, earring)

WEEK 6

- Analysis of different metal painting methods: drawing methods of different color forms of metal
- Gold, white gold/silver, rose gold
- Plain sheet, curved sheet
- simple ring shape in different color metal drawing
- Practice: in class simple shape rings drawing
- Home work: drawing of 30 assigned rings, line sketch of a pure metal pendants

Week 7:

MIDTERM REVIEW

- Watch and discuss the previous technique samples together
- Introduction to the final project

WEEK 8

- How to express more complex metal structures
- create three-dimensional pure metal pendants
- In class drawing of the pure metal pendants
- In class drawing of the student designed pure metal pendants
- Home work: 5 line sketch of the a combination of metal and gems pendant

WEEK 9

- Simple combination of metal and gems to create a piece of jewelry that combines a variety of gems
- In class working of the 5 hand-rendering line sketch of the homework from previous week
- Individual meeting on the collection of jewelry for final
- Homework: line sketch of 2 pieces of high jewelry

WEEK 10

- More complicated combination drawing of metal and gem
- High jewelry, Fashion jewelry
- Practice: In class rendering the 2 pieces of high jewelry from previous week
- Homework: 5 Line sketch of three- views ring practice

WEEK 11

- Create three views of a gemstone ring, and interpret the drawing methods and steps of the three views in detail
- Practice: In class hand-rendering the 5 line sketch from previous week homework
- Homework: Drafts for the final project

WEEK 12

- Personal project development/ individual meeting

WEEK 13

- Personal project development/ individual meeting

WEEK 14

FINAL REVIEW

- Final presentation of the final project
- All project should be done

Proposal project / Draw a Collection of High Jewelry

Throughout the semester, we have learned the technique of drawing various types of stones and metals. By utilizing what you have learned this semester, you will be given a project to show what you've known and worked on in the past few weeks. The final project aims to develop an idea in relation to a collection of jewelry that reflects and reviews your in-depth investigation of digital drawing throughout this semester.

You will need a comprehensive sketchbook to show all your research, development, and outcome of this jewelry collection. This collection of jewelry should include the three views (top, front, side view) of the necklace, bracelet, and earring. This final project is a culmination of what you have learned in the semester so far.

A presentation will be held to show all your development of the design, including your research, process and final drawing. The presentation will be 8min for each student and 2 min for Q/A.

Project goals

1. To gain a deeper development of one's own design style
2. To integrate the student's previous sketching knowledge with their new digital drawing style
3. To develop skills to talk about your work to your potential client.
4. To meaningfully use this collection of jewelry in your future job application portfolio.

Learning Outcomes:

1. The ability to accomplish a design challenge.
2. Greater understanding of the relationship between digital drawing and design concept.
3. The ability to draw insights from a series of research.
4. The practice of critical reflection during design process.

Final deliverables

1. A completed digital drawing of a collection of jewelry.
2. A detailed sketchbook showing all the processes and thinkings
3. A organised presentation.

Assessment

1. Final Drawing (50%)
2. Sketchbook (30%)
3. Presentation (20%)

Basic Competency

1. Completed the assignment on time
2. Poor-to- medium finished drawing skill
3. Sketchbook shows fair amount of research and development of work

Advanced Competency

1. Completed all of the assignments and projects with well developed ideas and potentials.
2. Drawing effectively communicates student's ideas, is inventive and even surprising
3. Student was willing and eager to challenge her own thoughts shown in the sketchbook
4. Well finished and detailed drawing of the finished drawings
5. A well organised presentation

Criteria	Advanced 3-4 points	Proficient 2-3 points	Beginner 0-1 point
Technical Skills	<ul style="list-style-type: none"> • Drawing is well finished in a delicate and comprehensive way. • Superior understanding on each skills in digital drawing • All of the processes are achieved to their perfection. • Show large efforts on learning the digital drawing skills. 	<ul style="list-style-type: none"> • Drawing is finished a careful way. • Good understanding on each skills in digital drawing. • All the process are achieved in a standard requirement. • Show effort in completion of each assignment but need more time in practicing skills. 	<ul style="list-style-type: none"> • Unable to comprehend basic technical skills. • Poor development of usage of tools, machines, and materials. • Drawings are unfinished and in a bad manner • Very little or no time was put into learning the drawing skill.
Class Participation/ Critiques	<ul style="list-style-type: none"> • Highly engage in the communication in class • Always gives helpful advice and comments on peers. 	<ul style="list-style-type: none"> • Frequently engage in the communication in class • Sometimes gives helpful advice and comments on peers. 	<ul style="list-style-type: none"> • Rarely engage in the communication in class
Assignments	<ul style="list-style-type: none"> • Assignments are completed on time. (Weekly homework and in-class practice) • All criteria is fulfilled and the student has gone above and beyond the requirement. 	<ul style="list-style-type: none"> • Assignments are completed on time. • The student meet the standard requirement of the assignments. 	<ul style="list-style-type: none"> • Assignments didn't completed on time. • The student did not fulfil the standard requirement of the assignments.
Attendance	<ul style="list-style-type: none"> • No absence and late to class (3 lateness equal to 1absence) 	<ul style="list-style-type: none"> • At most 1 unexcused absence • At most 2 unexcused lateness (3 lateness equal to 1 absence) 	<ul style="list-style-type: none"> • 1 or more unexcused absence • 3 or more unexcused lateness (3 lateness equal to 1 absence)
Presentation	<ul style="list-style-type: none"> • The presentation is clear and highly organised. • Students are able to deliver the concepts and process during the presentation. • Great amount of related content are included in the presentation. • Good flow and pace in the presentation 	<ul style="list-style-type: none"> • The presentation is clear. • Students are able to deliver the concepts and process but lack of some evidence and research. • Good flow and pace in the presentation 	<ul style="list-style-type: none"> • The presentation is lack of logic and not organised. • Students are unable to clearly deliver the project concepts and process.

Mid-term Feedback Form

Instructor: Yue Jiang

Aim of this semester:

- Develop sources of inspiration
- Illustrate shape, form, and texture of metal
- Render faceted gems, pearls, colored metals, etc.
- Learn traditional drafting techniques
- Develop motifs to create sketches of jewelry objects
- Create a portfolio of class projects and custom designs

The midterm feedback will help the instructor to improve the course. Please take the time to answer these questions thoughtfully.

The content of the class is well organized with clear, compelling and varied content.

Strongly Agree 1 2 3 4 5 Strongly disagree

The assignments of the class are helpful for understanding the class content.

Strongly Agree 1 2 3 4 5 Strongly disagree

The demo is clear and helpful.

Strongly Agree 1 2 3 4 5 Strongly disagree

The critiques and in class discussion are helpful for generate new ideas

Strongly Agree 1 2 3 4 5 Strongly disagree

The instructor is approachable, helpful, and willing to clarify idea.

Strongly Agree 1 2 3 4 5 Strongly disagree

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

Strongly Agree 1 2 3 4 5 Strongly disagree

At this moment, I would expect my grade to be:

Is there anything you want to learn but not cover in the class content?

What is the most useful things you have learn in this class?

How would you modify/change the class for the better?

Additional comments: