# Jewelry Design

## OVERVIEW

Jewelry has existed since humans first wore clothing and was often a sign of wealth or status. Refinement of the craft, and advancement of the tools and technology related to extraction and processing of metals and precious stones, allows even those who are not considered wealthy, to adorn themselves.

All around the world, diverse cultures wear a variety of jewelry made with resources endemic to the location. Current tools and techniques conveniently allow artisans to design in the comforts of their own home.

**Participants research, design and create a jewelry collection that will be sold online with other promotional merchandise to commemorate the 2018 Super Bowl.**

Students must apply the principles and practices of jewelry design in developing their products, and will document their research and design solutions through a portfolio and video.

## ELIGIBILITY

Participants are limited to two (2) teams of one to six (1-6) members per chapter.

## TIME LIMITS

A.  Entries must be started and completed during the current school year.

B.  The video must be a minimum of one (1) minute and must not exceed three (3) minutes.

C.  Entries are due by 5:00pm on February 27, 2017.

## ATTIRE

Professional dress as described in Competitive Events Attire is the minimum requirement for the video presentation portion of the challenge.

## PROCEDURE

    A.  In preparation for this event, participants will thoroughly research and brainstorm ideas for a jewelry collection within the designated topic.
    B.  The competitors must plan out their ideas in the form of technical sketches.
    C.  Using the technical sketches, competitors will create a jewelry collection

including three pieces of jewelry of any type reflecting the topic, and explain their inspiration and thought process behind the jewelry pieces.

D. In a documentation portfolio, competitors will include all brainstorming, technical sketches and resources used. Additionally, the final documentation to be submitted to the judges must include photos of the final jewelry collection.  Up to five (5) photos of each piece of final jewelry may be submitted.

E. Competitors will then create a short, how-to video showing the process of how one would recreate the jewelry pieces.

## REGULATIONS

A.  The entry will consist of a documentation portfolio, the jewelry collection and a video (posted online-e.g. YouTube).

B.  The URL for the video should be emailed to [tsachall@tcnj.edu](mailto:tsachall@tcnj.edu).  All required documentation must be submitted as a PDF attachment to the email.

C.  Documentation materials (comprising a portfolio) are required and must be submitted as a PDF attachment.  The portfolio must include the following single- sided, 8 1/2" x 11" pages, in this order:

1. Title page with the event title, team members' names, TSA chapter advisor name and school name; one (1) page.
2. Table of contents; pages as needed.
3. Evidence of research conducted by the design team and documentation of brainstorming; pages as needed.
4. Sketches of three (3) alternative solutions/designs; pages as needed.
5. Final solution/design sketch; one (1) page.
6. Description of inspiration for the final pieces; one (1) page.
7. Photos of the final jewelry collection.  Up to five (5) photos of each piece of final jewelry may be submitted; pages as needed.
8. List of all references and resources in MLA format used to create the jewelry, including all materials and tools; one (1) or more pages
9. Plan of Work log that indicates the development of the project, as noted by date, task, time involved, team member responsible and comments; pages as needed.

D.  The how-to video, showing the process of how one would recreate the jewelry pieces, must be a minimum of one (1) minute and must not exceed three (3) minutes.

## EVALUATION

Evaluation is based on the documentation portfolio, jewelry collection and video (220 points).

**STEM INTEGRATION**

This event aligns with the STEM educational standards noted below. Please refer to the STEM Integration section of this guide for more information.

Science, Technology, Engineering, Mathematics

**PRIMARY LEADERSHIP SKILLS**

Leadership skills promoted in the event:

- COMMUNICATION — Students convey aspects of a lesson effectively. Suggested leadership lessons: *Listening Skills* and *Put It Together*

- CREATIVE THINKING — Students use creativity to present a compelling lesson. Suggested leadership lessons: C*reative Techniques* and *Invention Mishap*

- DECISION MAKING — Students will make informed college selections, based on thorough research. Suggested leadership lessons: *History In The Making* and *Informed Decisions*

**TSA AND CAREERS**

This competition connects to one or more of the career areas featured in the TSA AND CAREERS section of this guide. Use *The 16 Career Clusters* chart and the *TSA Competitions and The 16 Career Clusters* grid as resources for information about careers.

**CAREERS RELATED TO THIS EVENT**

All fields of engineering and design (and related areas)

Participant/Team ID# _____

| JEWELRY DESIGN | | | | | |
|---|---|---|---|---|---|
| **OFFICIAL RATING FORM** | | | | | |
| **Documentation (80 points)** | | | | | |
| CRITERIA | Minimal performance 1-4 points | Adequate performance 5-8 points | Exemplary performance 9-10 points | | |
| Evaluators: Using minimal (1-4 points), adequate (5-8 points) or exemplary (9-10 points) performance levels as a guideline, record the scores earned for the event criteria in the column spaces to the far right. The X1, X2 or X3 notation in the criteria column is a multiplier factor for determining the points earned. (Example: an "adequate" score of 7 for an X1 criterion = 7 points; an "adequate" score of 7 for an X2 criterion = 14 points; and "adequate" score of 7 for an X3 criterion = 21 points.) | | | | | |
| **Portfolio components** (X2) | Portfolio is unorganized and/or is missing three or more components. | Portfolio is missing one or two components, and/or it is loosely organized, and/or it lacks sufficient content. | All components are included in the portfolio; content and organization are excellent. | | |
| **Description of research/ inspiration** (X2) | Documentation is unclear or vague, and/or major grammatical/spelling errors are evident. | Documentation is unclear or vague, and/or contains some grammatical/spelling errors. | Documentation is clear, concise and convincing, and without grammatical or spelling errors. | | |
| **Sketches/Drawings** (X2) | A few of the required drawings are present, but they are lacking in quality. | Most, but not all, of the required drawings are included and are in the proper format. | All required drawings are included and are exemplary in format. | | |
| **Resources/references** (X1) | There is little or no effort to provide resources and references. | Resources and references included are generally presented appropriately. | There is clear evidence of the appropriate use of applicable resources and references. | | |
| **Plan of Work log** (X1) | The Plan of Work log lacks major elements of the plan documentation. | The Plan of Work log is somewhat complete, and generally reflects the time and work necessary for the project. | The Plan of Work log completely and accurately reflects the time and energy necessary for the project. | | |
| **SUBTOTAL (80 points)** | | | | | |
| **Products (80 points)** | | | | | |
| **Effectiveness of design** (X2) | The design is ineffective in meeting the specifications of the challenge. | The design is somewhat effective in meeting the specifications of the challenge. | The design is exemplary and clearly effective in meeting the specifications of the challenge. | | |
| **Aesthetic appeal** (X2) | There is little evidence of consideration of aesthetics and appeal in the design. | There is some evidence that aesthetics and appeal have been considered in the design. | There is clear evidence that aesthetics and appeal are fully and effectively integrated in the design. | | |
| **Creativity** (X2) | The design lacks originality and exhibits few, if any, creative and/or innovative applications. | Some unique, innovative, and creative concepts are incorporated in the overall design. | Unique and creative approaches have been incorporated into the design. | | |
| **Quality of production** (X2) | The design is well produced with little to no flaws. | The design has a few flaws that affect the quality. | The design is poorly made or represented. | | |
| **SUBTOTAL (80 points)** | | | | | |

| Video Presentation (60 points) | | | | | |
|---|---|---|---|---|---|
| CRITERIA | Minimal performance<br>1-4 points | Adequate performance<br>5-8 points | Exemplary performance<br>7-10 points | | |
| Organization<br>(X1) | Participants seem unorganized and unprepared for the presentation. | Participants are generally prepared for the interview and somewhat organized in their overall presentation. | Participants' presentation is logical, well organized, and easy to follow. | | |
| Knowledge<br>(X2) | Participants seem to have little understanding of the concepts of their design challenge. | Participants have a general understanding of the concepts of the design challenge. | Participants show clear evidence of a thorough understanding of the design challenge. | | |
| Articulation<br>(X1) | The presentation is full of illogical thoughts that lack understanding and clarity. | The presentation is somewhat logical and easy to understand and follow. | The presentation provides a clear, concise, and easy-to-follow description of the project. | | |
| Delivery<br>(X1) | Participants are verbose and/or illogical in their presentation. | Participants are logical and fairly well spoken. | Participants are logical, well-spoken, and distinct throughout the presentation. | | |
| Team participation<br>(X1) | Only one person on the team communicates. | Most members of the team participate and generally seem to understand the event. | All team members participate with mutual understanding of the event. | | |
| SUBTOTAL (60 points) | | | | | |
| Rules violations (a deduction of 20% of the total possible points) must be initialed by the evaluator, coordinator, and manage of the event. Record the deduction in the space to the far right.<br><br>Indicate the rule violated: _____ | | | | | |
| TOTAL (220 points) | | | | | |

Comments:

**I certify these results to be true and accurate to the best of my knowledge.**

**Evaluator:**

**Print name:** _____    **Signature:** _____