Course CATALOGUE

2016-2018

twitter.com/LpPemille
pemille.entmip.fr
www

LYCEE PROFESSIONNEL
CLEMENT DE PEMILLE
Graulhet

DN MADE

Higher National diploma of arts and design

OBJECT-MATERIALS

CONTEMPORARY JEWELLERY:
CRAFTSMANSHIP | DIGITAL
INTERMINGLING

WELCOME



DIPLOMA EQUIVALENCES

CAP: Certificat d ' Aptitude Professionnelle

→UK: NVQ (National Vocational Qualification) Level 1 and 2
→Ireland: : **Intermediate diploma between Junior Certificate and Learning Certificate**

BMA: Brevet des Métiers d ' Art

→UK: BTEC National Level 3
→Ireland: LCVP Learning Certificate Vocational Programme or LCA learning certificate Applied

DN MADE Diplôme des Métiers d ' Art et du Design

→UK: Higher National Degree
→Ireland: Higher Certificate

CLEMENT DE PEMILLE SECONDARY SCHOOL FOR VOCATIONAL TRAINING

Clément de Pémille Secondary School for Vocational Training
17 bis avenue de l'Europe, 81300 Graulhet
Tél: +33 (0)5.63.42.80.20
Fax: +33 (0)5.63.42.80.15
E-mail : 0810995s@ac-toulouse.fr

Person in charge of international relations and institutional coordinator for ECTS (European Credit Transfer and Accumulation System):
Mr Grégory **BAILLEUL**
pemille.erasmus@gmail.com

♦ Academic calendar

Clément de Pémille Secondary School for Vocational Training follows the official calendar of the Ministry of National Education.

The school year starts the first week of September and the courses are given till the beginning of internships or final exams that usually take place at the end of the school year from mid-June to early July.

School holidays: 4 periods of two weeks of holidays after 6 or 7 weeks of courses.

Official link to consult the calendar:
http://www.education.gouv.fr/pid25058/le-calendrier-scolaire.html

♦ History: Clément de Pémille

Born on 11th November 1862 in Graulhet, Doctor Clément de Pémille had practised medicine for more than 7 years when he graduated as a doctor in 1888. After being a military doctor in Oran, he came back to his hometown where he often treated the paupers free of charge. That's the reason why he is known as «the paupers' doctor». He was also interested in playwriting and wrote comedies with a sprightly sense of humour. Some of his works can be read in the local newspaper «L'Echo du Dadou». During Wold War I he hosted seriously wounded soldiers in his property «Nabeillou» later on renamed «Red Cross». Moreover he taught a few soldiers how to make leathered wallets in sheep skin. That's how small family run workshops were created and gave birth to local crafts to become The Leather Industry of Graulhet. Doctor Clément de Pémille died on 11th November 1915 , at the age of 53. The secondary school has born his name since 1991.

♦ Headcounts

- Global headcount: 350
- Numbers per class : 18
- DN MADE : 15

♦ The principal's words

Education is not the filling of a pail but the lighting of a fire"

Michel **de Montaigne**

If you come to study at Clément de Pémille Secondary School for Vocational Training, you will benefit from training and supervising meeting students and apprentices' needs as closely as possible, in a human-scale structure with peaceful surroundings. Deliberately focused on the future we are committing to:

GIVING MEANING TO THE STUDENTS AND APPRENTICES' STUDIES

►We offer a choice of training courses leading to qualifications preparing them for this century's challenges.
►We enable them to develop all their potentials in republican, humanitarian, cultural and sporting dimensions.
►We guide and assist them till their orientation or occupational and civic integration.

BEING OPEN

► to all the dimensions of our area: families, towns, employment area, department and region.
► to our privileged partners: the companies with whom we train tomorrow's skilled workers.
► to Europe and internationally with internships and partnerships.

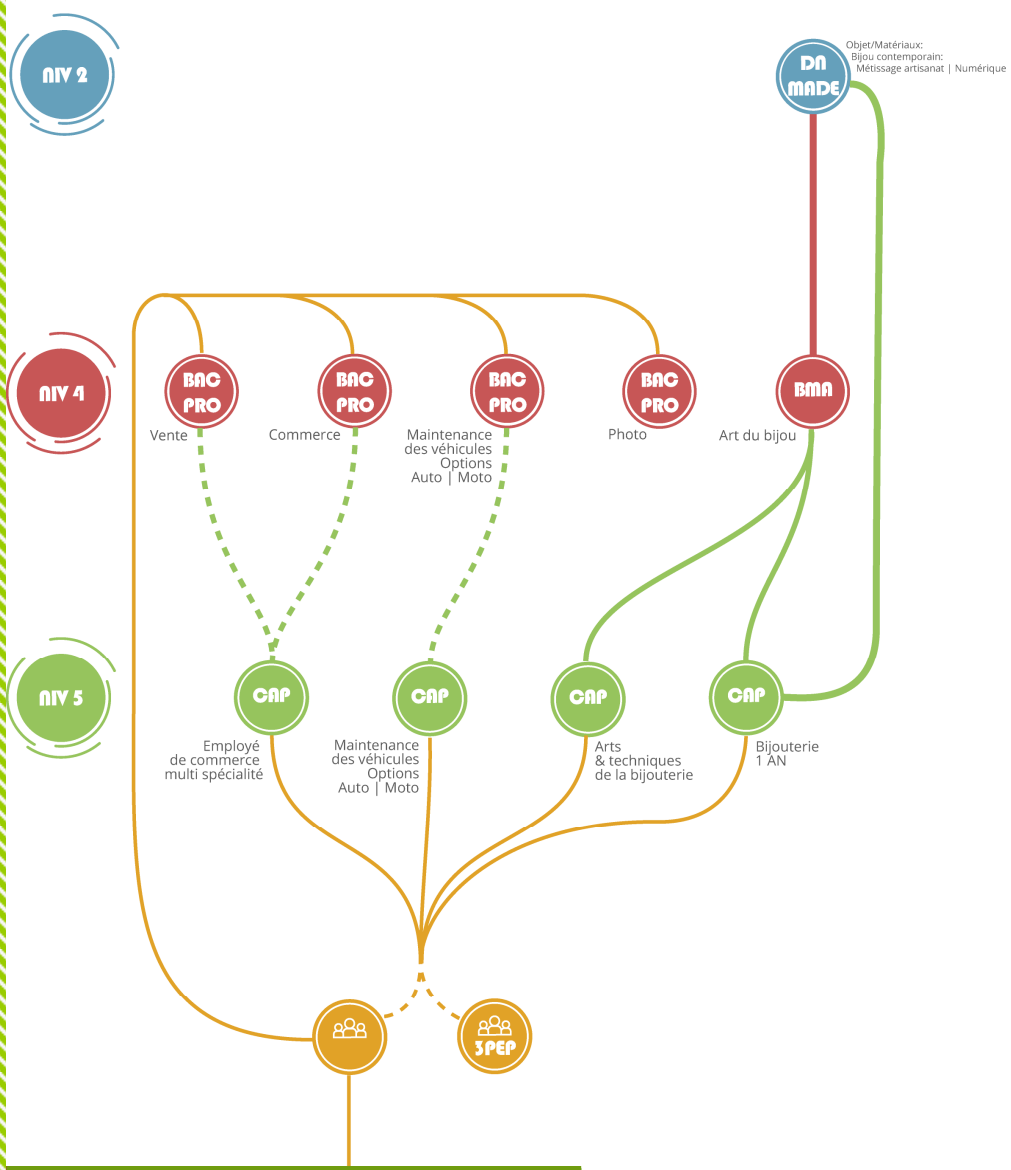
The school plan 2015-2018 gives priority to:

- the success of all students and apprentices in helping them to find and build their career path
- the elevation of the skill level through educational support
- the students' or apprentices' commitment in the school life.

The wealth and quality of the experience obviously depend on the choices and personal commitment of the student or apprentice in his/her project and in his/her school life: assiduousness, investment, appetite for hard work, autonomy ability, civic participation are the keys to success. Above all motivation leads to success by different means. As many experiences of students can testify, students are given opportunities to find their own path in our school. The school website, resulting from teamwork, aims at showing the school life in all its diversity, its wealth and its quality.

Brigitte **VALENTI**
Principal

EDUCATIONAL STRUCTURE



TRAINING OPEN TO ERASMUS STUDY INCOMINGS

HIGHER NATIONAL DIPLOMA OF ARTS AND DESIGN OBJECT-MATERIALS : CONTEMPORARY JEWELLERY : CRAFTSMANSHIP | DIGITAL INTERMINGLING

APPLICATION AND ADMISSION

- **CALENDAR**

FOR MOBILITY DURING :

■ 1st semester (from September to December)

... 15 May: deadline to send application files

... June: applicant selection and admission results

... Early September : welcome and enrolment at school, beginning of the courses

- **CALENDAR**

FOR MOBILITY DURING:

■ 2nd semester (from January to May/June)

... 1 November : deadline to send application files

... December : applicant selection and admission results

... During January : welcome and enrollment at school, beginning of the courses

- **ERASMUS APPLICATION FILE**

THE FILE MUST INCLUDE:

... the application form to download on: http://pemille.entmip.fr/ouverture-internationale/methodologie-de-l-etablissement/

... a cover letter

... a CV

... a copy of the identity card or passport

... a portfolio either on digital media or online (the link must be mentioned in the file)

... The application files must be sent by mail at : LP Clément de Pémille, 17 bis Avenue de l'Europe, 81300 Graulhet - France

- **INTERNATIONAL RELATIONS**

Mr Grégory BAILLEUL,
pemille.erasmus@gmail.com

Lycée Professionnel Clément de Pémille,
17 bis Avenue de l'Europe
81300 Graulhet
France

NB : The application files are not given back to the applicants.

- **SPECIAL CONDITIONS**

• A bilateral agreement must be signed by the two schools.

• The applicants must have followed at least one year of higher education in Arts or Design.

• It is necessary to be able to communicate in French as the teaching is almost exclusively done in French. Level B1.

• Admission follows the recommendations of the international relation office.

• A course of French language for foreigners can be proposed.

ASSESSMENTS / ECTS

According to the official journal n°115 of 20th May 2018 (appendix 5), the Higher National Degree in Contemporary Jewellery enables to gain 60 ECTS credits per school year (30 per semester) that is to say 180 ECTS on the whole degree.

The credits are divided into several fields during the 3 years :
- Generic teachings :Humanities and Culture of arts, design and techniques
- Cross disciplinary teachings Methodologies, techniques and languages
- Practical and professional teachings Creation Workshops
- Professionalisation
- Internships

Accreditation of ECTS credits :

During terms 1,2,3,4, written , oral or on-computer assessments take place for each course through continuous assessment. During terms 5 and 6, oral final exams take place for the memorandum and project defences.

The accreditation of each course unit is obtained either with the note of at least 10/20 or according the rules of compensation.

You will find the recap chart of the credits obtained during the training on our website.

When the results are known, those credits will be awarded to the student in the fields of training.

MENTORING

In the school organization chart, the coordinator remains a preferred intermediary for the logistics support whereas the referent is the representative regarding the academic field.

However each new student has also two mentors: a peer-mentor (a student-referent) following the same training and a teacher-mentor (teaching in the professional sector of Jewellery). Those individual supports within our structure will enable the newcomers to discover not only the academic competences, but also the local culture, which will make their social integration easier.

Finally, during the welcoming week of the mobility programme, a bilingual teacher (English, Spanish, or German) will take care of the student in order to assist him/her in the necessary procedures (administrative, practical…).

Regarding the social integration within the school:

The « Students'House » can connect the students in order to benefit from the varied activities proposed : recreational, cultural activities , sports...

Students will be proposed half-board at school from Monday to Friday in order to simplify the procedures. Every aspect of the student life are facilitated by the constant commitment of the chief education adviser.

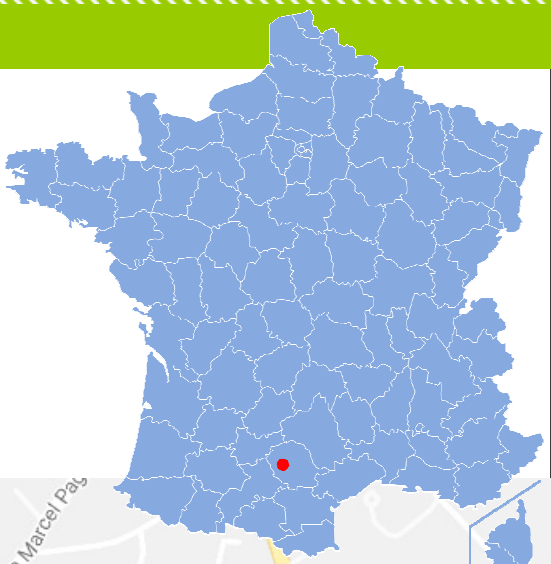
USEFUL INFORMATION

♦ Getting to the school

• Main site :
17 bis Avenue de l'Europe,
81300 Graulhet

• Open from Monday to Friday from 8am to 7pm.

• Administration open from Monday to Friday from 8:30am to 12:30pm and from 1:30pm to 5pm.



Buses
http://tarnbus.tarn.fr/

• Line 705
• Line 704



LIVING IN THE DEPARTMENT OF TARN

Cost of living :

Graulhet is a small town in the department of Tarn where the cost of living is reduced. The monthly budget to provide is about 600€ (accommodation, food, outings...) .

There are many leisure activities in Toulouse which is located 60km from Graulhet and served by buses. However leisure activities are also proposed by the town.

School canteen:

Clément de Pémille Secondary School offer the students a school canteen at a low price.

Accommodation :

Most of the students opt for accommodation in the city centre. There are many possibilities: studio flat, collocation, homestay accommodation...

The monthly rent for 20 square metres is about 180€. Make sure to insure your accommodation as it is compulsory in France. Make inquiries to the owner. .

Websites to find accommodation:
http://www.leboncoin.fr/locations
www.avendrealouer.fr/location

HEALTH

Health Insurance :

Citizens or residents from a country of the European Economic Area who have the European social security card or document E128 or a proof of private health insurance in their country are exempt from the student social security contribution.

Before leaving, ask your health organization a European social security card. This card will enable you to seek medical help in public hospitals for free without giving money in advance.

Emergencies :

15 or 112 are the emergency phone numbers. They directly contact the Emergency Service SAMU (Service d'Aide Médicale Urgente). It can be dialled 24 /24 from a fixed-line phone or a mobile phone. The call is free.

Services des urgences

Centre hospitalier Lavaur
1 place Vialas
81502 Lavaur
0563588075

Centre hospitalier ALBI
22 Boulevard Général Sibille
81000 ALBI
05.63.47.47.47

ASSISTANCE

Emergency phone numbers

SAMU (Emergency service) : 15
Firemen : 18
Police : 17
Emergency services : 112

Helplines (anonymous and free):

Drogue info service (information on drugs): +33 1 70 23 13 13

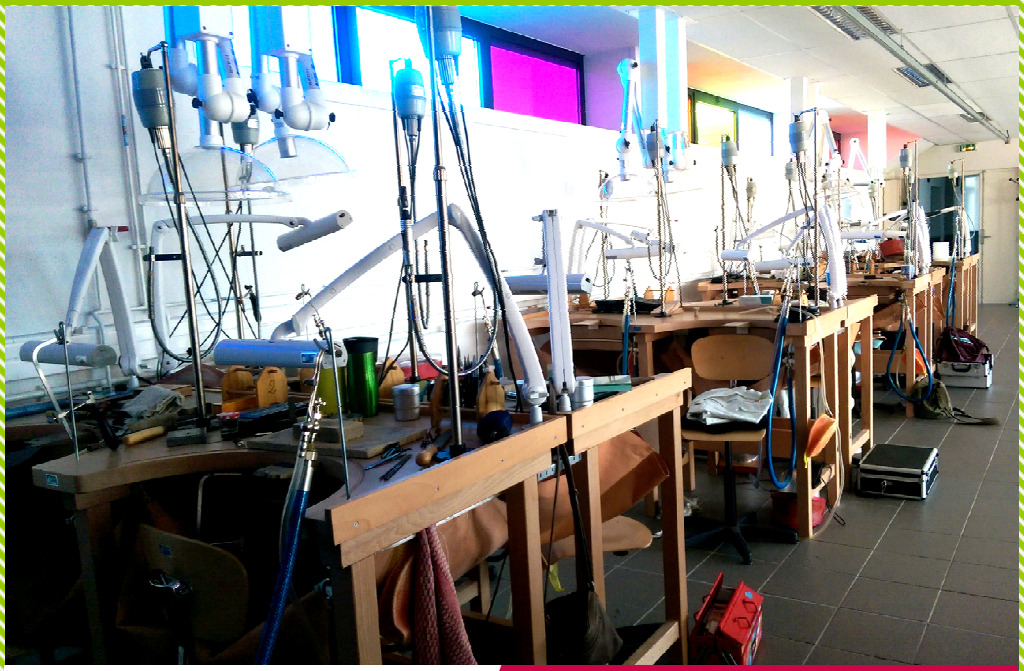
Ecoute alcool (information on alcohol consumption): +33 8 20 06 60 66

SOS Dépression (help against depression): +33 1 40 47 95 95

Fil santé Jeunes (health of young people): +33 8 88 23 52 36

Urgence drogue (emergency linked to drug consumption): +33 1 45 74 00 04

TRAINING



HIGHER NATIONAL DIPLOMA IN CONTEMPORARY JEWELLERY



➲ Class number: 15

➲ Number of semesters: 6

➲ ECTS : 30 per semester

➲ Language : French

➲ Means of tuition: courses, practical work, tutorials

➲ Schedule:

The timetable is based on a weekly organisation that repeats itself each week , from Monday to Friday.

➲ Means of assessment :

Continuous assessment all along the terms 1,2,3,4, oral final exams of memorandum and project defences (terms 5 and 6)

➲ Introduction:

The holder of this degree is a specialist who manages all the steps of the jewellery production (study, creation, design and making of an entire piece jewellery or just a part) alone or working with a team. He must master new technologies such as CAD (Computer-aided design) and CAM (Computer-aided manufacturing).

➲ Goals

Make the student master all the steps of jewellery manufacturing alone or working with a team, make him/her able to proceed to market study before taking part in its marketing (promotion, advice). He/she must also be able to take part in the restoration and preservation of a piece thanks to his/her competences in the field of Art and techniques.

➲ Internship:

A 6-week internship in a company workshop is compulsory at the end of the first year.

➲ Job openings :

In all the companies of the jewellery sector, from the traditional workmanship to mass production, in the workshops of fine jewellery, artistic creation or fashion design studio ...

➲ Required qualities :

Accurate and meticulous the jeweller must have an artistic flair, a sense for volumes that enables him/her not only to reproduce and repair ancient jewels but also to design his/her own creations.

HND CONTEMPORARY JEWELLERY / LANGUAGE POLICY

GENERALITIES

Language courses are provided for all the school specialities; the number of hours being planned by the national reference frame.

BTEC NATIONAL

Regarding the Baccalauréat Professionnel (BTEC National), the students from the tertiary sector (Commerce and Sales representation) are taught 2 compulsory foreign languages (English and Spanish), whereas the students from the industrial sector (Car or Motorbike Mechanics) must choose one foreign language. (English or Spanish).

NVQ

The students in NVQ Selling or Car/ Motorbike Mechanics choose one foreign language (English or Spanish).

YEAR 10

The students in year 10 are taught two foreign languages (English and Spanish).

JEWELLERY SECTION

Regarding the jewellery classes NVQ or BTEC in Jewellery Making, the students follow 2 hours a week of English as a foreign language. The choice of English as foreign language was obvious as this language becomes compulsory when they pursue their studies and is also very useful for their future career.

BTEC NATIONAL PHOTOGRAPHY (APPRENTICESHIP)

For the same reasons, apprentices in BTEC National Photography are only taught English.

HIGHER NATIONAL DEGREE

Regarding the training « Higher national Degree in Jewellery Design», English is the first foreign language and 2 hours a week of teaching are provided.

An optional second foreign language (2 hours a week) is proposed in the reference frame. The school has not provided this teaching yet, but is considering to add it.

METHODOLOGY

For all the classes, the work is done by the whole class, by groups, or individually in order to diversify and go into the learning in depth .

At Clément de Pémille secondary school, we connect the teaching of English or Spanish to the teaching of each speciality (jewellery, mechanics, commerce, sales representation or photography).

Teamwork with the colleagues of professional subjects and workshop is essential to make our students gain the linguistic skills linked to their speciality.

OBJECTIVE

Our goal is to make the students aware of the usefulness of the foreign language as a tool to communicate with their classmates but also within their professional fields.

We aim at making our students reach some fluency, through oral presentations, individually or by groups, with digital media, work experience reports, projects... We try to encourage the students' autonomy in their research, work organisation, written productions... The students are helped to find work placements abroad. (preparation of CV or cover letters).

Moreover, for the purpose of developing the students' communicative skills, we intend to work with a language assistant and provide courses of French as a Foreign Language for a better integration of the future foreign students we will welcome. We also plan to prepare our students to study incomings or internship outgoings with some tutoring in Foreign language or in speciality subjects linked to the culture of the country they will have the opportunity to discover during their study mobility.

HND/ COURSE UNITS & ECTS

According to the official journal n°115 of 20th May 2018 (appendix 5), the Higher National Degree in Contemporary Jewellery enables to gain 60 ECTS credits per school year (30 per semester) that is to say 180 ECTS on the whole degree. The credits are divided into several fields during the 3 years :

- **Generic teachings**
  37 ECTS :
  Humanities and Culture of arts, design and techniques
- **Cross disciplinary teachings**
  50 ECTS :
  Methodologies, techniques and languages
- **Practical and professional teachings**
  64 ECTS :
  Creation Workshops
- **Professionalisation**
  8 ECTS
- **Internships**
  21 ECTS

	HND Contemporary jewell | 1st year				
	TERM 1			TERM	
COURSES	UE	ECTS	HOURS	UE	ECTS
Generic teachings Humanities and Cultures	UE1	**8**	5	UE5	**8**
Cross-disciplinary teachings Methodologies, Techniques and Languages	UE2	**11**	13	UE6	**11**
Practical and professional teachings Creation workshops	UE3	**9**	11	UE7	**8**
Professionalisation	UE4	**1**	1	UE8	**1**
Internships	UE4	**1**		UE8	**2**
TOTAL		**30**	30 per week		**30**
TOTAL ECTS per year			**60**		
TOTAL ECTS Diploma					

lery	HND Contemporary jewellery | 2nd year						HND Contemporary jewellery | 3rd year					
2	TERM 3			TERM 4			TERM 5			TERM 6		
HOURS	UE	ECTS	HOURS	UE	ECTS	HOURS	UE	ECTS	HOURS	UE	ECTS	HOURS
5	UE9	**7**	4	UE13	**6**	4	UE17	**4**	2	UE21	**4**	1
13	UE10	**10**	10	UE14	**7**	10	UE18	**5**	7	UE22	**6**	6
11	UE11	**12**	12	UE15	**7**	12	UE19	**11**	14	UE23	**17**	16
1	UE12	**1**	1	UE16	**1**	1	UE20	**1**	1	UE24	**3**	1
2 weeks	UE12	**0**		UE16	**9**	12 to16 weeks	UE20	**9**		UE24	**0**	8 weeks
30 per week		**30**	27 per week		**30**	27 per week		**30**	24 per week		**30**	24 per week
			60						**60**			
												180

Detailed chart of the conditions of accreditation of ECTS credits HND Contemporary Jewellery -

During terms 1,2,3,4, written , oral or on-computer assessments take place for each course through continuous assessment. During terms 5 and 6, oral final exams take place for the memorandum and project defences. The accreditation of each course unit is obtained either with the note of at least 10/20 or according the rules of compensation. You will find the recap chart of the credits obtained during the training on our website.

ENGLISH

GOALS

The course's goal is to improve the linguistic skills and cultural knowledge of the students in order to use a language adapted to their artistic practice. Oral skills are particularly developed as well as the acquisition of jewellery-related vocabulary.

The objective is to reach level B2 (even C1 for some students) of the CEFR and become an independent user who:

- can understand the main ideas of complex texts, on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain or misunderstanding for either party.
- can produce clear detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

CONTENTS AND METHOD

> 2 consecutive hours per week

- Various written and oral communication activities.
- Reading texts belonging to the fields of literature and arts.
- Writing essays based on the topics studied in class.
- Researching on the Internet to discover the historical and artistic culture of English-speaking countries (jewellers, contemporary artists, artistic movements, historical periods, techniques specific to a culture…).
- Analysing jewels or works of art and researching the artistic approach and statement of the artist.
- Varied media :
  Written documents (articles, extracts of works…), audio recordings (interviews, music…), pictures (drawings, photographs, paintings…), videos (clips, films, documentaries, …) Internet (blog…).
- Interactive course with the students during the discovery and exploration of the studied topic, then tutorials to research or prepare the final assessment.

ASSESSMENTS

- Continuous assessment on the 5 competences of the CEFR : written and oral production, spoken interaction, written and oral comprehension.
- Active oral participation required.
- Analysis of written documents (texts, leaflets…) or audio media (videos, extracts of film…).
- Oral presentation of research work on a given topic or a jewel designed by the student (based on the documents or artists presented during the course), often followed by questions from the teacher or other students to go into the explanations in depth.
- The student must present a medium to illustrate his presentation. (« PowerPoint » or a sketch of the jewel). The scoring scale will take into account fluency, pronunciation, grammar and the use of appropriate vocabulary, as well as interaction.
- End of the 2nd year: production of a summary in English showing the major points of the personal portfolio of the student (artistic statement, inspiration and jewels created). It will be joined to the portfolio.

DESCRIPTION OF THE TOPICS STUDIED (depending on the teachers)

TERM 1 - TERM 2

« GEM AND JEWELLERY JOBS »

Discovery of the jobs of the Jewellery Industry. Oral presentation of a job (tasks, qualifications, training, internships, working conditions, skills and qualities required , …)

« GET READY FOR A JOB INTERVIEW »

Analysis and creation of job ads in the field of Jewellery . Writing a personalized CV and a cover letter. Acting an oral sketch to get ready for a job interview.

« MY INTERNSHIP»

Oral presentation of the work experience.

« JEWELLERY-STORE ROBBERIES »

Work on news items regarding robberies or attacks of jewellery shops. Debates on the best possible protections and on the best and worst behaviours during an attack.

« MYSELF IN A JEWEL »

Creation and oral presentation of a jewel embodying the identity, likes, and personality of the student.

« COMMISSIONED PIECES OF JEWELLERY »

Presentation of commissioned pieces of jewellery for the cinema industry. Creation of a questionnaire to inquire about the customer's needs. Role play in pairs (customers/ salesperson).

« REPAIR, RESTORE, REDESIGN »

Description of damaged jewels , diagnosis of the problem and proposals of solutions to repair. Transformation of old or damaged jewels to create a new piece. (oral presentation).

« WHAT IS JEWELRY? »

Functions and history of jewellery. Today's jewellery and future trends (evolution thanks to new technologies, resources and materials available, cultural influences…).

Researches on 8 artists whose jewels are "original" (oral presentation of the artist , the jewel, its function, its originality, one's personal definition of the jewel and the period in the history of jewellery one finds the most inspiring and why).

« WHAT IS ART? »

Reflexion on the different forms of art, exhibition places, the objectives and impressions aroused. The students must write their own definition of art.

How to analyse a work of art ? Creation of audio guides of two chosen works (cross-approach with French course).

« CIVILISATION AND OBJECT: BETWEEN TRADITION AND MODERNITY »

Discovery of a civilisation and its artistic culture to be able to see how contemporary artists have used or revisited this traditional heritage in their works (ex : the Maoris).

Designing a contemporary jewel inspired from the civilisations and artistic techniques discovered. Presentation and explanation of one's artistic statement.

DESCRIPTION OF THE TOPICS STUDIED
TERM 3 - TERM 4

2017 - 2018

- **TRACK 1 :** « REDOING IDENTICALLY»

  Study of repetitive patterns in nature, in literature, mise en abyme (Droste effect), concepts of copy, reproduction, imitation, fake and accumulation in art.

  ■ FINAL ASSESSMENT- *(oral production and spoken interaction).*
  Present a personal project of jewel or a work of art discovered in class and explain the artistic approach and the link with the topic : « Re-doing identically »

- **TRACK 2:** « REUSING, REDOING AND IMPROVING».

  How to repair, restore, recycle jewels in redesigning and remodelling them.

  ■ FINAL ASSESSMENT- *(oral production and spoken interaction).*
  Present a project of redesigning of jewels.

- **TRACK 3:** « GOING BACKWARDS»

  Finding inspiration in the past to revive it; cycles (trends, time loops, metamorphosis…); appropriation and demystification (work hijacking , rewriting, rereading, reinterpretation, remake…)

2016 - 2017
« ACHIEVABLE UTOPIAS ? »

- **TRACK 1 :** « IMMIGRATION IN AMERICA : THE RISE AND FALL OF THE AMERICAN DREAM, FROM A UTOPIAN VISION TO A DYSTOPIAN REALITY »

  Study of the different migratory periods in the USA (from European countries then Latin America), as well as the concept of « American Dream ». The students work on the rise and fall of this phenomenon and discover the utopian vision of the first migrants opposed to the dystopian reality of 21st century immigration.

  ■ FINAL ASSESSMENT - (*oral production and spoken interaction).*

  After working on the American Dream and on the Jewellery Exhibition « La Frontera », where contemporary jewellers have presented one of their creations on the topic of illegal immigration (at the Contemporary Arts Museum Houston in 2014), the students have to design and present a jewel embodying or denouncing this migratory crisis. They also have to explain their artistic statement and their inspiration.

- **TRACK 2 :** « A DREAM COME JEWEL »

  Work on night dreams , their interpretations, the elements that can influence them.

  ■ FINAL ASSESSMENT - *(oral production and spoken interaction).*

  The students represent one of their night dreams through a piece of jewellery. They relate the dream and describe the jewel in detail , as well as their artistic statement.

2015 - 2016
« ALL FALSE ! »

- **TRACK 1 :** « A MATTER OF KNOWLEDGE OR CULTURE »

  Through varied media (coded languages, extracts of films, documentaries, Internet articles, works…), the students explore to which extend the lack of knowledge or culture can lead to mistakes, misunderstanding, faux-pas, funny situations , sometimes even leading to culture shock and the incapacity to adapt oneself to an environment.

  ■ FINAL ASSESSMENT- *(written production).*

  "What is true now might not be true tomorrow" / "What is true here might not be true elsewhere".

(Comment one of these two statements giving examples taken from different fields (history, sciences, arts , fashion, language…).

- **TRACK 2 :** « A MATTER OF PERCEPTION AND INTERPRETATION »

  Can we trust our senses, what we see or hear? Or are we victims of deceptive appearances? Among other things we study how languages reveal the way some peoples perceive the world around them, body language, how an artwork shows the perception of an individual, but also visual illusions, the part of colour in our perception, the part of new technologies and new materials in imitation, the concepts of copy, fake and counterfeiting…

  ■ FINAL ASSESSMENT *(oral production and spoken interaction).*

  The students present a work and an artist mentioned in their references, the link with the topic and the lines of research they have chosen.

- **TRACK 3 :** « HOW BIZARRE! »

  Can nonsense make sense? Through varied examples taken from different fields (architecture, contemporary art, artistic and literary movements, inventions in science, psychoanalysis,…) we question the meaning of what might appear strange, weird, unusual, surprising, disturbing, confusing, extraordinary, illogical, ridiculous, absurd, incongruous, out of place … For instance, we study how objects or artworks are hijacked, how the artist reinvents nature…

  ■ FINAL ASSESSMENT *(oral production and spoken interaction) :*

  The students present one of their creation linked to the topic and their artistic statement.

- **TRACK 4 :** «ARE WE ALL FALSE? »

  Study of a few famous counterfeiters, reflexion on identity including the ones divulged on social networks.

2014 - 2015
« HYBRIDISATION »

- **TRACK 1 :** « WEARABLE ARTS: WHEN ARTS COMBINE TO BECOME BODILY ORNAMENTATION »

  Discovery of contemporary artists who mix jewellery with other forms of art (gastronomy, architecture, music, literature, Street Art…) and make this art WEARABLE.

  ■ FINAL ASSESSMENT *(oral production and spoken interaction) :*

  The students present a jewel they have designed which combine jewellery to another art of their choice. They describe the jewel, their artistic statement and inspiration.

- **TRACK 2 :** « NATIVE AMERICAN JEWELRY : WHEN TRADITIONS AND MODERNITY COMBINE»

  Discovery of native American tribes known for their mastery of jewellery art, as well as contemporary native American jewellers who mix in their creations ancestral traditions with modernity. Analysis of techniques, symbols and traditional jewels of Native Americans.

  ■ FINAL ASSESSMENT *(oral production and spoken interaction):*

  Taking inspiration from the work done in class and the different Native American jewellers discovered, the students have to design and present a contemporary jewel inspired from the Native American codes of jewellery.

CONTACT:S :

Mrs Marie-Christine **HIPOLITO**
Mrs Hélène **MONGE**

English Teachers

APPLIED SCIENCES

The purpose of the topics studied in class is to allow the students to understand the principles of physics applied to the professional sector. The courses will give them the opportunity to adapt to technological developments, to train their mind to scientific accuracy and to help them apprehend -as responsible citizens- the great questions (in particular environmental) that emerge thanks to the development of sciences in today's world.

DESCRIPTION OF THE TOPICS
(which may vary depending on the teachers)

TERM 1

➲ OPTICS :
- … Light and colours
- … Refraction and reflexion of light : (mirage, refractometer, optical fibre)
- … Lenses and microscope

TERM 2

➲ CHEMISTRY :
- … Safety principles in the lab and in the jewellery workshop
- … Structure of matter
- … Practical and theoretical study of chemical reaction
- … Reduction-oxidation reaction : gilding, silvering and nickel-plating

TERM 3

➲ OPTICS:
- … Wave and particle aspects of light
- … Laser
- … Diffraction

➲ ACOUSTICS :
- … Diffraction of sound (sound wave)
- … Protecting oneself from noise

TERM 4

➲ PHYSICS OF THE MATERIAL:
- … The use of different materials in the jewellery industry

CONTACT:

Mrs Laurence **PETRAU**

Applied sciences Teacher

TECHNOLOGY

GOALS

The main goal of this course is to allow the students to reach a certain level of proficiency in the digital design and modelling of jewels. They will gradually apprehend the different steps in the modelling of jewels. They will also have to be aware of the constraints that are linked with CAD design.

CONTENTS AND METHODOLOGY

YEAR 1 AND 2

- Analysis and interpretation of technical documents
- Discovery of the different features and constraints of CAD software
- Modelling, design and creation of diverse jewels
- Respect of the technical specifications and of the constraints inherent to the different materials and manufacturing processes
- Research of artistic solutions (according to the customer's expectations) and technical solutions.
- Conception and production of manufacturing documents as well as prototype files.

At the end of Term 2, the students will have to produce a personal designing project on their own.

Term 4 is devoted to the modelling of the jewels that are necessary for the student's professional project.

CONTACT:

Mr. Salim **BENBOUABDELLAH**

Technical design and CAD Teacher

ECONOMIY AND MANAGEMENT

GOALS

In this course, the students will master the economic, legal and management references that will be necessary for their future professional activity.

In the communication domain, the students will work on skills such as commerce, management, customer service and human relations. Moreover, accountancy techniques will be brought up.

CONTENTS AND METHODOLOGY

> 2 hours a week

- Diverse oral and written activities of communication
- Internet researches in order to know the different steps in business creation, the collaborating organizations, the industrial protection
- Viewing of explanatory videos.
- Intervention of external contributors
- Elaboration of invoices, quotations and manufacturing costs
- Creation of files on famous brands
- Case and marketing studies

DESCRIPTION OF THE TOPICS

TERM 1 - TERM 2

➲ THE STAKEHOLDERS AND FUNCTIONS OF ECONOMIC ACTIVITY
... Economic system
... Great functions of economic activity
... Regulation of the economic activity
... Internationalisation

➲ THE COMPANY AS ECONOMIC AGENT
... Purpose of the company
... Organization principles and management rules
... Business creation and hand-over

➲ THE COMMERCIAL APPROACH
... Marketing approach
... Business market
... Marketing mix

➲ THE SYSTEM OF ACCOUNTING INFORMATION
... Flows and stocks
... Investing, financing and operating
... Activity result
... Amortisation
... Tax system

➲ THE FINANCING MEANS AND NEEDS
... Investing
... Working capital requirements
... Sources of funding
... Commercial calculation

➲ THE ACTIVITY LEGAL GROUNDS
... Legal personality
... Duties and obligation
... Contracts
... Legal responsibility

➲ THE BUSINESS LEGAL STATUS
... Individual company
... Corporation
... Self-employment

TERM 3 - TERM 4

CASE N°1

➲ Law :

Basic notions of Law

➲ Management :

Property and Statement of account

➲ Communication :

Flow of information

CASE N°2

➲Law :

Business creation formalities

➲ Management :

Analysis of the business costs and expenses

➲ Communication :

Types of communication

CASE N°3

➲ Law :

Legal protection of ones business and/ or ones creations

➲ Management :

Investing and financing means

➲Communication :

Internal communication

CASE N°4

➲ Law :

The individual rights in relation to the contract of employment

➲ Management :

Accounting tools and cost measures

➲ Communication :

Professional communication

CASE N°5

➲ Economics :

The economic stakeholders and their functions

➲ Management :

Budgetary control

➲ Communication :

Written communication

CASE N°6

➲ Economics :

Economic functions

➲ Management :

The choice and financing of the investment

➲ Communication :

Quotation study

CASE N°7

➲ Law :

Labour and individual disputes

➲ Management :

Invoicing

➲ Communication :

Professional communication

CONTACT:

Mr. Axel **CUSIN**

Economics and Management Teacher

PLASTIC EXPRESSION

PRESENTATION

The purpose of this course is to acquire and intensify the analysis methods, the representation techniques and the investigation and expression means. This topic mainly develops:

- The appropriation of plastic vocabulary, the visual memory, the command of representation and expression tools (volume and two -dimension expressions)
- A creative mind, curiosity, artistic sensitivity and a critical eye

GOALS-YEAR 1

The students discover the different means of expression, in 2 or 3 dimensions. Working on graphic and plastic representation allows the students to interpret and translate their perception of reality thanks to the practises of drawing, modelling, moulding or the realisation of paper models (or made with recycled materials).

The object and its representation are considered through questionings about light, volume, colour, texture or matter.

The students have an experimental approach in order to innovate and test different techniques, tools or materials.

The topics of the representation of the human body , of metal and mineral or of plastic rhetoric will be brought up through different means of expression (photography, CAD…).

CONTENTS AND METHOD

> 2 hours a week

- Graphic experimentations and appropriation of the different drawing tools
- Chromatic exploration and balance and harmonies of colours
- Techniques of representation and of expression of the human body / metals / different materials
- Research drawings, sketches or notebooks
- Explorations of volume : moulding, modelling, sculpture
- Documentary researches and analysis
- Group projects

GOALS-YEAR 2

Personal project:

- Plastic investigations
- Thematic researches
- Coherent approach
- Construction of a graphic and plastic background that will be useful throughout the students' careers

CONTENTS AND METHOD

>2 hours a week

Intensification of the principles studied in Year 1.

CONTACT:

Plastic Expression Teacher

APPLIED ARTS

PRESENTATION

This course will allow the students to apply the methods of a conception approach in relation to their future professional activity. They will have to:

- Analyse or create a bill of specifications
- Select or use references
- Use the conceptual tools and practises that are adapted to a research approach
- Make choices in order to find solutions that correspond to aesthetic, technical, economic and semantic requirements

This course is done in connection with the other artistic topics and the creation works done in the workshop. We will ask the student to develop their critical eye, curiosity, sense of innovation and their autonomy thanks to individual activities or group works.

GOALS-YEAR 1

The students will acquire the working and organisation methods that will be required for their personal project in Year 2. They will use the necessary tools to communicate, analyze, experiment in 2D or 3D in order to create jewels in the end. The jewels that will be created during this course will be manufactured in the creation workshop.

CONTENTS AND METHOD

> 4 hours a week

- Research drawings (study of the different graphic techniques)
- Exploration of the different representation tools in order to communicate the project
- Principles of composition and page layout
- Personal researches (drawings, sketches and notebooks)
- Chromatic principle and experimentations of colours
- Transition from 2D to 3D thanks to models (paper, moulding and modelling)
- Gathering of stylistic information
- Documentary observation and analysis
- Didactic representation in order to communicate an idea through a drawing
- Discovery and appropriation of the principle of artistic watchfulness

GOALS-YEAR 2

At the end of Year 1, the students discover the topic that has been chosen and they must propose 3 creative tracks that are distinct and well-argued. An accreditation jury is asked to interrogate and validate each student on one of the three tracks. This project aims at the creation of 4 jewels that corresponds to 4 categories that are as follows: designer's jewel, serial jewel, event jewel and jeweller's jewel.

During the accreditation, the student must present his/her researches about artistic and cultural references, as well as the exploratory drawings and sketches, and his/her experimentations and samples. The four final pieces (one of which will be done by using the principles of new technologies, for instance 3D printing, digital milling, laser cutting…) are exhibited to a final jury in June.

With the use of a slide show, photographs, expenses and manufacturing analysis or drawings, the student defends his/her project, by presenting all the different stages of his/her work. The student will have to present an elaborate and coherent approach. The student will also be asked to show one of his/her jewels with its box and booklet.

CONTENTS AND METHOD

> 4 hours a week

The work to be done is as follows:

- Stylistic research (information gathering, creation of mood boards)
- Cultural and technological watch
- Mind-mapping to organize the ideas
- Shapes and materials tests
- Model making in order to experiment the volumes
- Research of the target-audience
- Elaboration of sketches and notebooks
- Creation of the jewellery box

CONTACT:

Applied Art Teacher

WORKSHOP

GOALS

The work done in the workshop is divided into competences of professional and technology activities.

The purpose of this workshop training course is to confront the students with the responsibilities encountered by a specialist of creation. They will have to carry out projects and will discover other artistic professions in relation with the jewellery field.

The study of technology aims at intensifying the knowledge linked to the materials and the implementation techniques. The students will learn how to restore the elements in their artistic and historical environment.

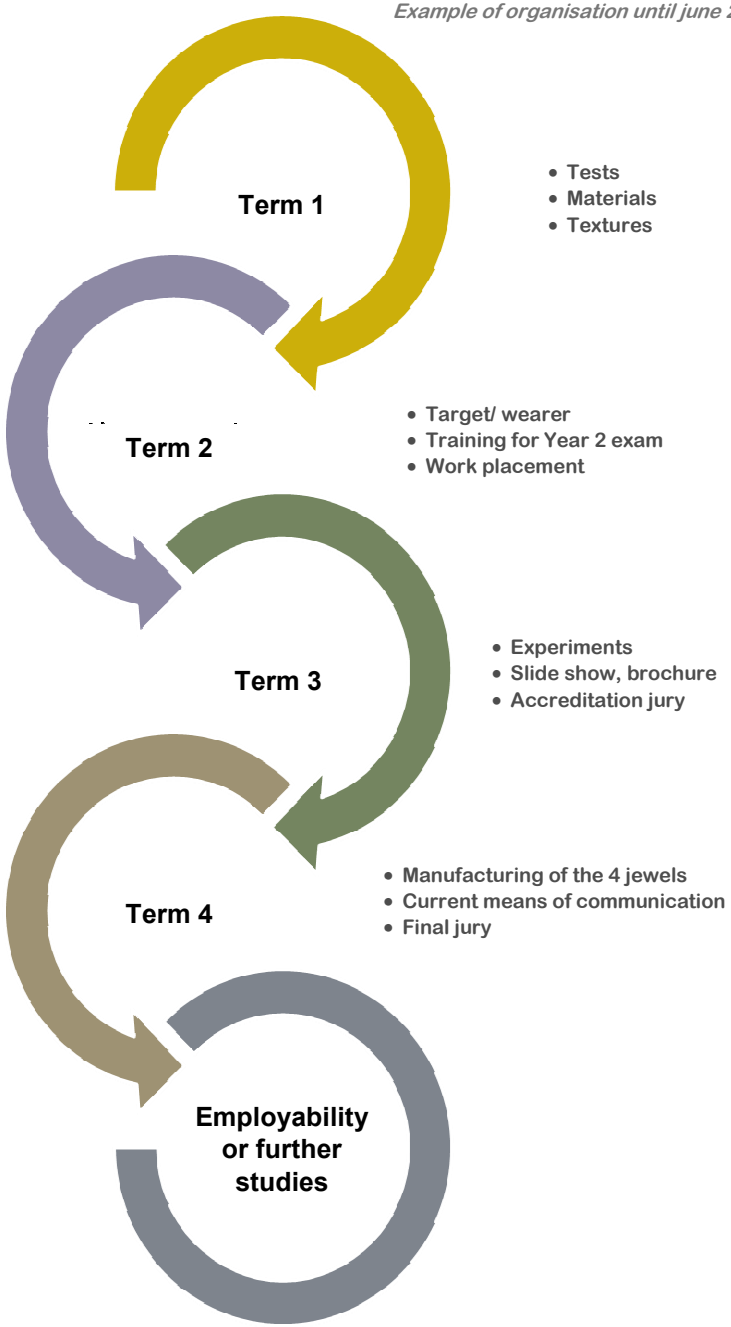
The students will have to:

- Make a technical creation according to a bill of specifications (alone or in group)
- Control and check the conformity of the creation with the original data
- Define and promote the concept of quality, life cycle and notion of fine workmanship in the respect of professional standards
- Collaborate with external partners
- Prepare and expose the arguments that are necessary to defend the project, the research and the manufacturing

CONTENTS AND METHODS

- 18 hours of professional training a week
- Jewellery techniques, new technologies and modelling
- Diverse projects in Year 1 :
  - … Researches and design of technical experimentations
  - … Creation of models in order to define the dimensions, the scale and the materials involved in the manufacturing
  - … Choice of a method of realisation and organisation of the workstation
  - … Manufacturing of a jewel and its technical elements
  - … Control of conformity with the project and its expectations
  - … Promotion of a product
- Professional project in Year 2
- Personalized support

Example of organisation until june 2018



YEAR 1

The projects done during Year 1 can be accomplished alone or in groups and are based on a syllabus that is defined each year by the teaching staff. Cross disciplinarity is favoured, as well as the connection with the professional world.

YEAR 2

The second year of training is based on a single project in relation with a unique topic. The students will have to develop the latter in an individualized way.

The goal of Year 2 is to prepare the students professional integration. They will have to produce a personal project from design to manufacturing in the respect of the constraints established by the ordering person and of the economic conditions. They will defend and promote their choice of solutions

TERM 1

SEPTEMBER - OCTOBER : TEST PROJECTS

The purpose of these projects is to test the students creativity and skills at the beginning of their training.

PROJECT

BADGE

Creation and manufacturing of the model of a badge that reflects the students' personality and their vision of the jewellery world.

➲ Requirements
- … Analysis of the topic
- … Respect of the bill of specifications
- … Coherence of the student's thoughts
- … Volume creation

➲ Tools
- … Proposition of techniques
- … Mind maps

PROJECT

LOCKET

Manufacturing of a brass locket according to a precise bill of specifications.

➲ Requirements
- … Analysis of the topic
- … Respect of the bill of specifications
- … Accomplishment of precise elements: hammering, stone setting, « a jour » technique, suspension loop, openwork

➲ Tools
- … Boards of techniques
- … Required bill of specifications
- … Jewellery techniques

At the end of the test projects, the students can have a remediation phase in order to improve certain skills.

OCTOBER - JANUARY :

PROJECTS TEXTURES AND MATERIALS

The students discover new materials in order to create hybridisation.

PROJECT

BLACK, SHADOW AND LIGHT

The students are divided into 3 groups and must choose one of the following topics: « light effect » (working on the shadow thanks to the techniques of metal cutting), « artificial volume » (creating the illusion of volume thanks to the techniques of forging) and « textures study » (creating shadow effects by alternating the surfaces of metal).

➲ Requirements
- … Analysis of the topic
- … Respect of the bill of specifications
- … Distribution of the tasks within the group
- … 4 experimentations
- … Sketches and manufacturing analysis
- … Jewel created as a team

➲ Tools
- … Graphic board
- … Roadmap
- … Tasks description schedule

PROJECT

JEWELS OF SKIN

Each student works on a line of reflection in partnership with students in the Lycée des Arènes in Toulouse. During the creation process, the students will meet and exchange their views. The jewels will then be manufactured in the workshop and be exhibited in the Leather Museum in Graulhet.

Lines of reflection :

… I've got you under my skin
… To be thin/thick-skinned
… Red Skins
… Second skin
… Skin-to-skin contact
… Skin colour

And other French expressions with the word « peau » (=skin)

➲ Requirements
… Analysis of the topic
… Respect of the bill of specifications
… Group creation
… Experimentations
… Sketches and manufacturing analysis
… Creation of the jewels

➲ Tools
… Leather samples
… Tasks description schedule
… Leather craft techniques

TERM 2

The goal is to prepare the students to the expectations of the diploma.

PROJECT

TARGET / WEARER (FEBRUARY-MARCH)

The students will have to design and manufacture a jewel by respecting the constraints of wearer, position of the body and type (jewellery, serial, event or creator) that will be imposed on by the teacher.

➲ Requirements
… Analysis of the topic
… Respect of the bill of specifications
… Coherence of the student's thoughts
… Volume creation
… Technical communication

➲ Tools
… Boards made during the Art lesson
… Mind maps

PROJECT

JOURNEY OF THE SENSES (APRIL-MAY)

The students have to analyse and propose 4 lines of thoughts around the topic « journey of the senses » that is imposed.

One of the tracks will be deepened and declined into 3 sub-tracks that will lead to the creation of a model. This approach

➲ Request
… Analysis of the topic
… Coherence of the student's thoughts
… Experiments
… Technical and visual communication
… Manufacture of the model

➲ Tools
… Internet and library searches
… Mind map

TRAINING PERIOD

TRAINING PERIOD (MAY-JULY)

This 6-week training period will result in an internship report that will be appraised by the teaching staff. This report (containing 20 pages or so) will summarize the activities done in the company. This report will then be presented to the class (orally) through a slide show

➲ Requirements
… Respect of the bill of specifications
… Coherence of the student's thoughts
… Summarized essay
… Technical and visual communication
… Openness to discussion

➲ Tools
… Word processing software
… Image editing software

TERM 3

The topic of the students' personal project is revealed before they leave for their training period. It allows them to think about it and discuss it with their internship tutor, as well as start their research during the summer holiday. At the beginning of Term 3, the students will experiment diverse processes in relation with their project:

- ➲ Study/ transformation of techniques that are specific to jewellery-making
- ➲ Testing on new materials, hybridisation of matters
- ➲ Testing of textures …

LEAFLET (SEPTEMBER - OCTOBER)

Work on the presentation leaflet of a project. Study of the possible formats, notion of volume, improvement of the contents with the help of typography and the use of a computer -aided publishing software.

The students propose their solutions and work in collaboration with the help of « Pinterest ».

➲ Requirements
- … Respect of the bill of specifications
- … Coherence of the work
- … Technical and visual communication

➲ Tools
- … Pinterest
- … Image editing software
- … Computer-aided publishing software
- … Origami art

MOCK ORAL EXAM (NOVEMBER)

The oral presentation must be pertinent, efficient , aesthetically pleasing and sophisticated.

➲ Requirements
- … Analysis of the topic
- … Respect of the bill of specifications
- … Coherence of the student's thoughts
- … experiments
- … Technical and visual communication
- … Openness to discussion

➲ Tools
- … Internet and library searches
- … Mind map

ACCREDITATION (END OF NOVEMBER)

Each student presents his/her ideas about the topic in front of a jury equally composed of professionals and teachers.
The student shows his/her samples in order to explain his/her choices to the jury and to allow the latter to guide the student in his/her future choices.
After the accreditation, the teachers propose a remediation phase for the students to improve certain competences.

CONCEPTION (DECEMBER-JANUARY)

Feasibility study of each piece.

The students suggest 4 main pieces, that will then be proposed into a set of jewels, ranges or differentiated series.

➲ Requirements
- … Respect od the specifications
- … Coherence of the project
- … Richness of the propositions
- … Suitable materials
- … Respect of the target
- … Respect of the cost study

➲ Tools
- … Sketches made in Art class
- … Prerequisite in jewellery-making
- … Prerequisite in management
- … Technical personal experience
- … Mind mapping

TERM 4

MANUFACTURING (JANUARY-JUNE)

The future graduate will have to be able to react in front of a technical problem, make a cost study, deal with subcontractors.

➲ Requirements
- … Respect of the specifications
- … Coherence of the whole project
- … Command of the implementation means
- … Command of the jewellery-making techniques
- … Suitable materials

➲ Tools
- … Prerequisite in jewellery-making
- … Prerequisite in management
- … Technical personal experience
- … Possibility of subcontracting

CONTEMPORARY COMMUNICATION TOOLS (MARCH)
- … Creation of a personal website.
- … Use of social networks.
- … Jewellery photography.

PRESENTATION OF THE PERSONAL PROJECT (JUNE)

A series of oral mock exams allow the candidates to determine the competences to improve. The oral presentation must be pertinent, efficient and aesthetical. It must be elaborated with a view to technical and visual communications.

➲Requirements
- … Analysis of the topic
- … Respect of the specifications
- … Experiments
- … Coherence in the ideas
- … Visual and technical communications
- … Openness to discussion

➲ Tools
- … Internet searches
- … Book searches
- … Mind mapping

PRESENTATION DEVAIN FRONT OF THE JURY (END OF JUNE)

The jury will appreciate the competences of the candidate by examining the pieces, the report and the oral presentation.
The jury will grade the ability of the student to take on the responsibilities of a creation specialist and his/her command of the realisation of projects. As well as his/her capacity to open to other artistic professions that are linked to jewellery.

During the 30-minute oral presentation, the student will have 15 minutes to put forward his/her approach. The rest of the time will be dedicated to a discussion with the jury. After the presentation, the jury will tell the student if he/she is validated (or not).

CONTACTS :

Mrs Estelle TRESSIÈRE
Mrs Flore-Estelle BEZIAT

ARTS TECHNIQUES CIVILISATIONS

GOALS

Artistic culture is one the founding and unifying elements of creative practises in the jewellery training. This course aims at completing the references acquired during previous trainings and its goal is to question the place of jewellery-making in contemporary creation.

Painting, photography, cinema, literature or dance meet architecture, object design, jewellery...

It is a question of linking the essential knowledge in the artistic domain together (all artistic disciplines taken together) with technical and cultural innovations.

Aiming at developing the critical eye, the semantic analysis and the links between creativity and savoir-faire, this course talks about contemporary creation to allow the student to grasp the current conceptual issues and to associate them to his/her own realisations.

We favour the visits and discoveries of artistic productions: the Abattoirs museum of modern and contemporary arts in Toulouse, the Albi museum of Fashion, art centres, galleries or schools (of Arts and Matters, of Glass, of Leather…)

TERM 1 - TERM 2

Year 1 aims at talking about topics that are chosen by the teaching staff, in relation to the nature and essence of jewellery creation:

… Gold
… Sculpture
… Transmission
… Language

The students can also work on other diverse topics according to possible encounters with artists or temporary exhibitions:

- **BLACK IS BLACK** (2016)

  (temporary exhibition organized by the A.F.I.A.C. association)

TERM 3 - TERM 4

The purpose of Year 2 is to allow the student to create a file of references based upon a communal topic that changes every year:

- **HYBRIDISATION** (2014 - 2015)
- **ALL FAKE** (2015 - 2016)
- **ACHIEVABLE UTOPIAS ?** (2016 - 2017)
- **RE-** (2017 - 2018)

CONTACT:

Mrs Isabelle **GIRETTES**
History of Art Teacher

LITERATURE

GOALS

The goal of the Literature course is to help the students to communicate efficiently (oral communication as well as written) in the private, school or professional contexts.

The competences that are studied in class are in relation with information, documentation, analysis, summaries and argumentation. The students will work on diverse oral or written documents, on their own or in groups.

TERM 1 - TERM 2

The purposes of Year 1 are to develop a general literary culture, to strengthen the knowledge in oral and written expression and to take up reflection, documentation and research works in order to prepare Year 2.

Contents and method : 2 hours a week

The topics taken up in class are mainly about communication and its functions, the cultural codes linked to the jewel, as well as the report of personal motives, that is to say the reflexive stance and the writing about the self.

The documents studied in class and the activities vary according to the goals to achieve. The year is punctuated by reports, writing workshops, debates, personal and group searches, readings and literary analyses.

TERM 3 - TERM 4

Year 2 is mainly dedicated to the realisation of the personal project in relation with the other courses. The students work on documentation and searches, they prepare their different oral examinations and are helped in writing their dissertation.

Contents and method : 2 hours a week

The elements developed during Year 2 are based on research works, readings and the creation of corpora and summaries in relation with the topic chosen by the teachers.

The documents studied in class are variable and the year is punctuated by sessions of oral practises analyses (videos and recordings), of methodology about the written works (dissertations and biographies) or literary analyses.

Some sessions are also dedicated to the creation of the contents of the students' future websites.

CONTACT:

Literature Teacher



● Original Design conçu par Sketchepedia / Freepik ● Adaptation Design : Nicolas **DENOI**