

Bosse, Thomas

**Jewelry and
Metalsmithing
Teaching Portfolio**

Jewelry and Metalsmithing Teaching Portfolio Image List

1. Introduction to Jewelrymaking: Cold Connections (Insect/Bug) Project

Medium: Copper, Brass, Nickel

Project Description: Students were tasked with creating an interpretation of a bug or insect using only metal and cold connections, such as rivets. The piece could be wearable or sculptural.

2. Introduction to Jewelrymaking: Cold Connections (Insect/Bug) Project

Medium: Copper, Brass

Project Description: Students were tasked with creating an interpretation of a bug or insect using only metal and cold connections, such as rivets. The piece could be wearable or sculptural.

3. Introduction to Jewelrymaking: Cold Connections (Food) Project

Medium: Copper, Brass, Ice Cream Sample Spoons

Project Description: Using the theme of food as a foundation, students created a wearable piece of jewelry using cold connections and at least one non-traditional material.

4. Introduction to Jewelrymaking: Cold Connections (Food) Project

Medium: Copper, Brass, Toy Pot

Project Description: Using the theme of food as a foundation, students created a wearable piece of jewelry using cold connections and at least one non-traditional material.

5. Introduction to Jewelrymaking: Sculptural Ring Project

Medium: Sterling Silver, Nickel, Copper

Project Description: After completing technical samples of soldering, students were charged with the task of creating a sculptural ring. Often, a piece of jewelry's aesthetics is only considered when it is on the body, but rarely is it considered when it is off the body. With this in consideration, students had to create a piece that is successful when it is being worn as well as when it is not.

6. Introduction to Jewelrymaking: Hollow Form Ring Pair Project

Medium: Sterling Silver, Copper, Needles, Thread

Project Description: After completing technical samples of soldering, students created a pair of hollow-form rings. Students chose from a list of technical and conceptual challenges to incorporate into their designs. This student chose functional and mechanical requirements.

7. Introduction to Jewelrymaking: Hollow Form Ring Pair Project

Medium: Sterling Silver, Brass, Semi-precious Stones

Project Description: After completing technical samples of soldering, students created a pair of hollow-form rings. Students chose from a list of technical and conceptual challenges to incorporate into their designs. This student chose stone setting and mechanical requirements.

8. Introduction to Jewelrymaking: Cast Wearable Project

Medium: Sterling Silver

Project Description: Using at least one cast element, students created wearable works of art that addressed the body part it is adorning. Student examples included wordplay, emphasizing self-conscious body parts, or the restriction of movement or senses.

9. Introduction to Jewelmaking: Cast Wearable Project

Medium: Sterling Silver, Bronze

Project Description: Using at least one cast element, students created wearable works of art that addressed the body part it is adorning. Student examples included wordplay, emphasizing self-conscious body parts, or the restriction of movement or senses.

10. Introduction to Jewelmaking: Cast Wearable Project

Medium: Bronze

Project Description: Using at least one cast element, students created wearable works of art that addressed the body part it is adorning. Student examples included wordplay, emphasizing self-conscious body parts, or the restriction of movement or senses.

11. Introduction to Jewelmaking: Cast Wearable Project

Medium: Bronze

Project Description: Using at least one cast element, students created wearable works of art that addressed the body part it is adorning. Student examples included wordplay, emphasizing self-conscious body parts, or the restriction of movement or senses.

12. Introduction to Jewelmaking: Cast Wearable Project

Medium: Sterling Silver, Copper, Brass, Fabric

Project Description: Using at least one cast element, students created wearable works of art that addressed the body part it is adorning. Student examples included wordplay, emphasizing self-conscious body parts, or the restriction of movement or senses.

13. Intermediate Metalsmithing: Raised Cup Project

Medium: Tinned Copper, Brass

Project Description: Students were tasked with creating a “cup” for a specific person using the angle raising technique. The finished vessel had to incorporate additional techniques taught in class.

14. Intermediate Metalsmithing: Raised Cup Project

Medium: Copper

Project Description: Students were tasked with creating a “cup” for a specific person using the angle raising technique. The finished vessel had to incorporate additional techniques taught in class.

15. Intermediate Metalsmithing: Forged and Formed Vessel Project

Medium: Forged Steel, Copper

Project Description: Students were tasked with creating a vessel using the angle raising technique and forging. The finished vessel had to perform a desired function and utilize more than one material.

16. Intermediate Metalsmithing: Forged Utensils Project

Medium: Sterling Silver, Found Brass

Project Description: Students were tasked with creating a utensil or set of utensils by hot forging a custom ingot of .969 silver. The utensils had to be functional and utilize additional techniques covered in class.

17. Intermediate Metalsmithing: Platter Project

Medium: Copper

Project Description: After demonstrations and technical samples of chasing and repoussé as well as platter forming, students were tasked with combining the two techniques to create a finished piece that represents their own expectations of platters/serving trays in today’s society.

18-20. Graduate Student Work: Nina Rastgar

Artist Statement: My research emphasizes conceptual strength. I seek to bring concepts from culture and social climate and their relation with political power into my work to understand better how laws, traditions, and ideologies impact the perceived value of a human. My experiences have been infested with economic, climate, social, cultural, and political issues, leading me to break the taboo of exposing the interiority of my identity and body in a land where I lived before. In my work, I want to show you how self-discovery widened my perspective— I expose my deepest emotions about being ghosted and marginalized, which causes depression or isolation that carries a considerable stigma in social patterns and is viewed as a sign of failure. So, it makes me realize why people are ghosted and removed from society. My work uses the concept as a fundamental center of my visual language. I call this process a cycle of perception: from my experience to a visual realization. I aim to use multimedia art against the atmosphere of violence towards all of us and nature to create a sense of solidarity and invoke a sense of increasingly peaceful coexistence.





















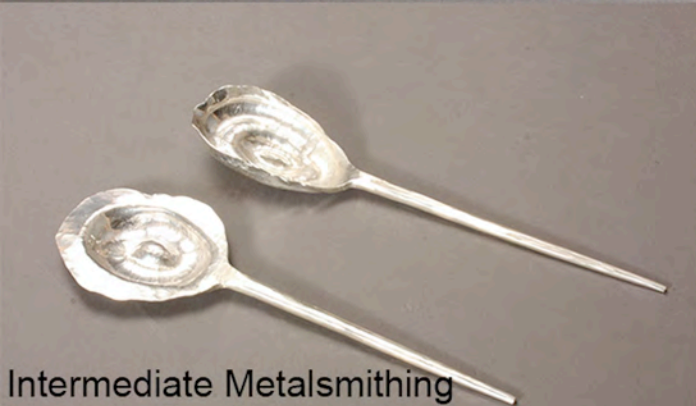
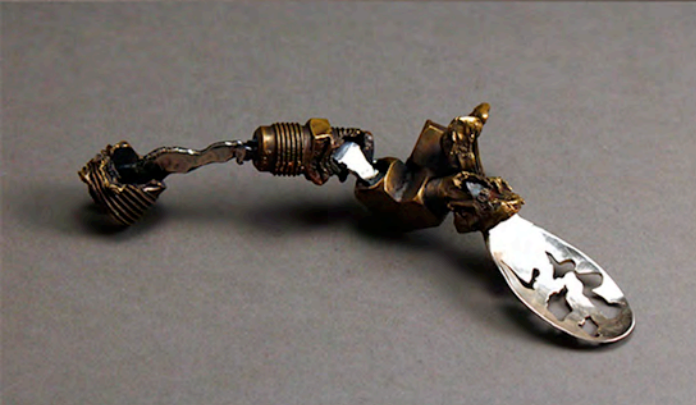












Intermediate Metalsmithing
Hot-Forged Utensils



Intermediate Metalsmithing
Platter Project





