

Visual Arts - Elementary

General Structure

*For the different steps concerning the realisation of the activity, refer to the document « Activity Description ».

- Project Title:

My first sculpture in the Inuit style

- Theme: The Inuit sculptures of Nunavik

- Subject Area: Arts Education

- Subject-Specific Program: Visual Arts
- Aimed Cycles: Elementary, Cycles One, Two and Three

- Approximate Duration of the Activity:

1 to 3 periods of 60 minutes

- Project Summary:

Students are invited to learn about Inuit sculpture. First, some information will be given and images of sculptures from Nunavik will be shown to them by their teacher. Then, inspired by the pieces they observed, the students will create a sculpture in the style of Inuit artists. However, instead of carving the steatite (or any other "soapstone"), the students will shape modeling paste (playdough) or clay, according to their age and academic level.

Finally, using their art works, the students are asked to create an improvised collective story.

- Art Works Employed:

Some examples of sculptures made by Inuit from Nunavik will be presented to the students. Inuit Sculptures (Avatag Collections)

- Cultural References:

Elements are taken from the history of Inuit art and, more precisely, from stone carving (historical and socio-cultural context). The teacher is called upon to read the summary and to inform the students about what he may think is relevant according to their age and level.

Sculpture Summary

- Interdisciplinary Links:

In addition to Visual Arts, this project involves the subject-specific program of the Language Arts. Thus, oral expression will be practised since the students will have to participate in a group discussion at the beginning of the project, in the creation of a collective story, and in a self-assessment at the end.

- Type of Approach:

Discussions are held collectively, but the creation of the sculpture will result from an individual approach to work.

- Techniques and Transforming Gestures:

Engraving and modeling. Applying coloured pigments (on clay only).

- Processes, Support and Materials:

Modeling clay (playdough) or non-firing clay (self-hardening clay). Boxwood modeling tool set, double wire end tools.

- Disciplinary Competencies:

1st : To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates. 2nd : To produce individual works in the visual arts.

- Key Features targeted by the Competencies:

1st competency :

To examine a work of art, traditional artistic object, media images, personal or media visual arts production...

- for elements of content (Cycles One, Two and Three).
- for socio-cultural references (Cycles Two and Three).

To share his/her appreciation experience (Cycles One, Two, and Three).

To make connections between what he/she has felt and examined (Cycles One, Two, and Three).

To make a critical or aesthetic judgment (Cycles Two and Three).

2nd competency :

To use personal ideas inspired by the stimulus for creation.

To use transforming gestures and elements of visual arts language.

To organize the elements he/she has chosen.

To finalize his/her production.

To share his/her creative experience.

- Evaluation Criteria:

Evaluation of the 1st competency :

Identification of connections between one or more excerpts and socio-cultural references (Cycles Two and Three). Identification of connections between the work or production and what he/she felt (Cycles One, Two, Three). Comments containing elements related to his/her appreciation experience (Cycle One). Pertinent elements in descriptions of his/her appreciation experience (Cycles Two and Three).

Evaluation of the 2nd competency :

Relationship between his/her production and the stimulus for creation (Cycles One, Two and Three). Pertinent use of spontaneous (Cycle One), precise (Cycle Two) and controlled (Cycle Three) transforming gestures. Comments containing elements related to his/her creative experience (Cycle One). Pertinent elements in the descriptions of his/her creative experience (Cycles Two and Three).

- Cross-Curricular Competencies:

- To use creativity.
- To exercise critical judgment.

To solve problems.

To use information.

To communicate appropriately.

To cooperate with others.

To adopt effective work methods.