

Visual Arts - Secondary

Activity Description

*For a global view of the activity in reference to the programs of the MELS, refer to the document « General Structure ».

- Preparation and Inspiration Phase (Opening Phase)

1. Preliminary discussion about the Inuit sculptures of Nunavik

Duration : about 20 to 30 minutes

1st step : for classes with Inuit students

First, ask the students about their personal relationship with Inuit sculpture. Have they already sculpted? Is a member of their family a sculptor? Do they have a personal interest in this art form? Do they know some sculptors and do they have preferences for certain styles? According to the answers given by the class and the academic level of the students, evaluate if you think it may be necessary to pass on some or all of the targeted information presented in the document entitled Summary.

1st step : for classes with non-Inuit students

First, ask the students what they know (or think they know) about Inuit sculpture. Pass on some of the targeted information concerning the sculpture of the Inuit from Nunavik.

Sculpture Summary

2nd step : for all classes

Show the students images of various sculptures carved by artists from Nunavik. (If you own some sculptures, you can show them to the students.) Inform the students about the different stones found in northern Quebec and about the different ways of working these stones (traditional and modern).

Inuit Sculptures (Avataq Collections)

Students are invited to observe the selection of subjects and themes, as well as the particularities, the differences and the similarities between the art works. They are asked to share their observations and their criticisms.

2. Presentation of examples

Duration : about 10 minutes

Show at least one finished example of the project and explain it to the class. (To help create a model, consult the document Creation Steps - Secondary). Specify why this example could be considered as having been made "in the style of an Inuit sculpture". Which points were respected in order to achieve that? Was it the theme, the creative steps, etc.

- Creation Phase (Development, productive action phase)

1. Creation of the art work

Duration : may vary / refer to the document Creation Steps – Secondary in order to evaluate the overall duration of the different steps in regard to your own class (for instance, you can prepare the plaster blocks alone or with your group).

You need to prepare the plaster blocks prior to the creation of the art piece. (All the steps are illustrated in the document Creation Steps –Secondary)

Explain the process to the students. (All the steps are illustrated in the document Creation Steps - Secondary)

Students carve the plaster cast into an animal or a character in the manner of an Inuit sculpture. Then, they apply the proper finish.

- Distancing Phase (Separation Phase)

1. Feedback and discussion about the activity

Duration : may vary according to the number of students in the class / approximately 20 to 60 minutes.

Each student comments on the sculpture he created (what he thinks was well accomplished, less successful, which techniques and gestures did he find difficult or easy to perform, does the finished sculpture look similar, in a way, to an Inuit sculpture, etc.) In order to be consistent with the spirit of Inuit culture, we recommend an informal and oral self evaluation, rather than a written one. (We should keep in mind that, traditionally, Inuit society was very much an oral culture).

2. Assessment and exhibition of the art works

Proceed with the evaluation of the disciplinary competencies mentioned in the document General Structure – Secondary or with your own assessment based on the objectives of your province's program. If needed, you can refer to the document Evaluation Grid – Secondary.

Finally, the sculptures are displayed in the classroom or in an exhibition space in the school.