

- 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.