

Visual Arts - Elementary

Activity Description

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

- Preparation and Inspiration Phase

1. Preliminary discussion about the Inuit sculptures of Nunavik

Duration: about 10 to 20 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 the 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 of the targeted information presented in the document entitled Sculpture Summary.

1st step: for classes with non-Inuit students

First, ask the students if they have heard about Inuit sculpture. Have they already seen some real pieces (or some imitations)? Depending on the academic level of the students, 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 a few sculptures carved by artists from Nunavik. (If you own some sculptures, you can show them to the students.) Inform the students briefly, and in a way adapted to their level, 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 (in accordance to their academic level).

2. Presentation of examples

Duration: 5 to 10 minutes

Show a few finished examples of the project and ask the students to choose a subject. (To help you in the creation of your models, consult the document Creation Steps - Elementary.)

- Creation Phase (Development, productive action phase)

1. Creation of the art work

Duration: will vary depending on the students age and on the material chosen (modeling clay or clay) / teacher's choice.

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

Students shape the modeling clay or the clay (according to their level) in order to create an animal or a character in the manner of an Inuit sculpture.

2. Creation of a collective story

Duration: 15 to 45 minutes (according to the number of students in the class and their academic level).

On top of a large table in front of the classroom, place one or several examples you made and begin a story. (For instance: once upon a time, there was a hunter...). Then, draw the names of the students and invite them, one by one, to continue the story. (Suggestion: write down the collective story.)

- Distancing Phase (Separation Phase)

1. Feedback and discussion about the activity

Duration: 15 to 45 minutes (according to the number of students in the class and their academic level).

If you think it appropriate, read again the full story to the students. Then, 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, did the finished sculpture look similar, in a way, to an Inuit sculpture, etc.) The student gives his appreciation of the collective story created by the class (which parts did he prefer, did he enjoy the exercise, 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 – Elementary or with your own assessment based on the objectives of your province's program. If needed, you can refer to the document Evaluation Grid – Elementary.

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