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Institut culturel Avataq
Avataq Cultural Institute

Visual Arts - Secondary

General Structure

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

- Project Title:

A Sculpture in the Inuit Style

- Theme:

The Inuit sculptures of Nunavik

- Subject Area:

Arts Education

- Subject-Specific Program:

Visual Arts

- Aimed Cycles:

Secondary, Cycles One and Two

- Approximate Duration of the Activity:

4 to 5 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 sculpt plaster.

- Art Works Employed:

Some examples of sculptures made by Inuit from Nunavik will be presented to the students.

[Inuit Sculptures \(Avataq Collections\)](#)

- 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 of its content.

[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 and at the end of the project.

- 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 sculpting. Applying coloured pigments.

- Process:

Plaster

- Support and Materials:

Milk or juice containers (2 litres), sculpting tools of your choice (for example : knives), water, plaster powder, paint, varnish, paintbrushes, sand paper (for example : 100, 200 and 400).

- Disciplinary Competencies:

1st : Appreciates works of art and cultural objects from the world's artistic heritage, personal images and media images.

2nd : Creates personal images (or individual works in the visual arts).

- Key Features targeted by the Competencies:

1st competency :

Analyzes a work or production.

Interprets the meaning of the work or production.

Makes a critical and aesthetic judgment.

Share his/her appreciation experience.

2nd competency :

Uses ideas to create a visual art work.

Uses transforming gestures and elements of visual arts language.

Organizes his/her visual arts production.

Shares his/her experience of visual arts creation.

- Evaluation Criteria:

Evaluation of the 1st competency :

Coherent relationship between components of the image, what he/she has felt and his/her appreciation of the work.

Personal elements in his/her interpretation.

Effective use of subject-specific vocabulary to communicate his/her appreciation.

Evaluation of the 2nd competency :

Coherent relationship between the stimulus for creation, the development of ideas, the development process and the result of creation.

Effective use of transforming gestures.

Personal use of visual art language.

Authentic production that integrates original and expressive elements.

Integration of periods of reflection and review into the creative experience.

- Cross-Curricular Competencies:

Uses creativity.

Exercises critical judgment.

Solve problems.

Uses information.

Communicates appropriately.

Cooperates with others.

Achieves his/her potential.

Adopts effective work methods.