

<b>Unit Theme Overview:</b> Indigenous Art Supplement	<b>Links to resources:</b>	<b>Dates (weeks):</b> Varies
<b>Subject Area:</b> Art, ADST	<ul style="list-style-type: none"> <li>Resource Package (Handouts)</li> </ul>	
<b>Topic Theme:</b> Indigenous Art	<ul style="list-style-type: none"> <li><a href="#">Stencil/Model Template</a></li> </ul>	<b>Time per Lesson:</b> Varies
<b>Grade:</b> 6, 7, 8	<ul style="list-style-type: none"> <li><a href="#">Ovoid Template</a> (Extra)</li> </ul>	
<b>Major Learnings:</b> See Curricular Competencies	<ul style="list-style-type: none"> <li>Indigenous Art Supplement Video</li> </ul>	<b>Lessons per weeks:</b> Varies
	<ul style="list-style-type: none"> <li><a href="#">“Perpetual Salish” Coast Salish Design Elements Templates</a></li> </ul>	

Curricular Competencies	Non-ADST Content	Unit Chunks/Lessons	Resources per Chunk/Lesson
<ul style="list-style-type: none"> <li><b>(Art 6)</b> Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making.</li> <li><b>(Art 7)</b> Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts.</li> <li><b>(Art 8)</b> Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.</li> <li><b>(ADST 8)</b> Identify and use appropriate tools, technologies, and materials for production.</li> <li><b>(ADST 8)</b> Make a plan for production that includes key stages, and carry it out, making changes as needed.</li> <li><b>(ADST 8)</b> Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task.</li> <li><b>(ADST 8)</b> Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use.</li> </ul>	<ul style="list-style-type: none"> <li>Processes, materials, movements, technologies, tools, strategies, and techniques to support creative works.</li> <li>Ethical considerations and cultural appropriation related to the arts.</li> <li>Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment variables.</li> </ul>	<p><b>Unit Body:</b></p> <ol style="list-style-type: none"> <li>Brainstorm work: drawing or model ideas.</li> <li>Create sketch of model or drawing with pencil &amp; paper.</li> <li>Scan the sketch to create a digital image.</li> <li>Edit/clean the image if needed, then create a Scalable Vector Graphic (SVG) version using a converter.</li> <li>Import the SVG file into Tinkercad, thereby creating a model for drafting.</li> <li>Scale and manipulate the draft as needed, depending on the intended use.</li> <li>Export the design.</li> <li>Slice and Print the design.</li> <li>Test and use the printed design.</li> </ol>	<p><b>Unit Body:</b> <u>Use Resource Package &amp; Links.</u></p> <ol style="list-style-type: none"> <li>Page 2.</li> <li>Page 2, or blank paper.</li> <li>Page 3. Demonstration recommended.</li> <li>Pages 3. Demonstration recommended.</li> <li>Page 3, 4. Demonstration recommended.</li> <li>Page 4. Demonstration recommended.</li> <li>Page 5.</li> <li>Teacher task.</li> </ol>

# Making Supplementary Drawing/Modelling Tools for Indigenous Arts Activities

Name: \_\_\_\_\_

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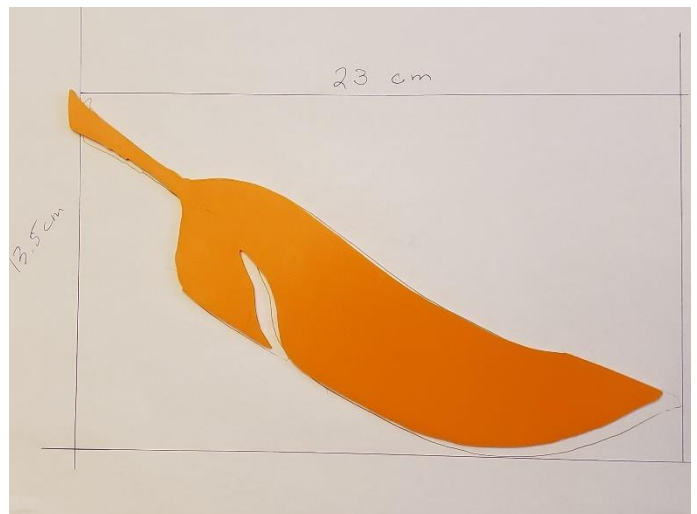
### What am I making?

At the end of this project, you will have a model or stencil which you can use a helpful tool when you are working on indigenous art. Some examples of stencils or templates for clay models are below.



Clay Models

Stencil of a Feather

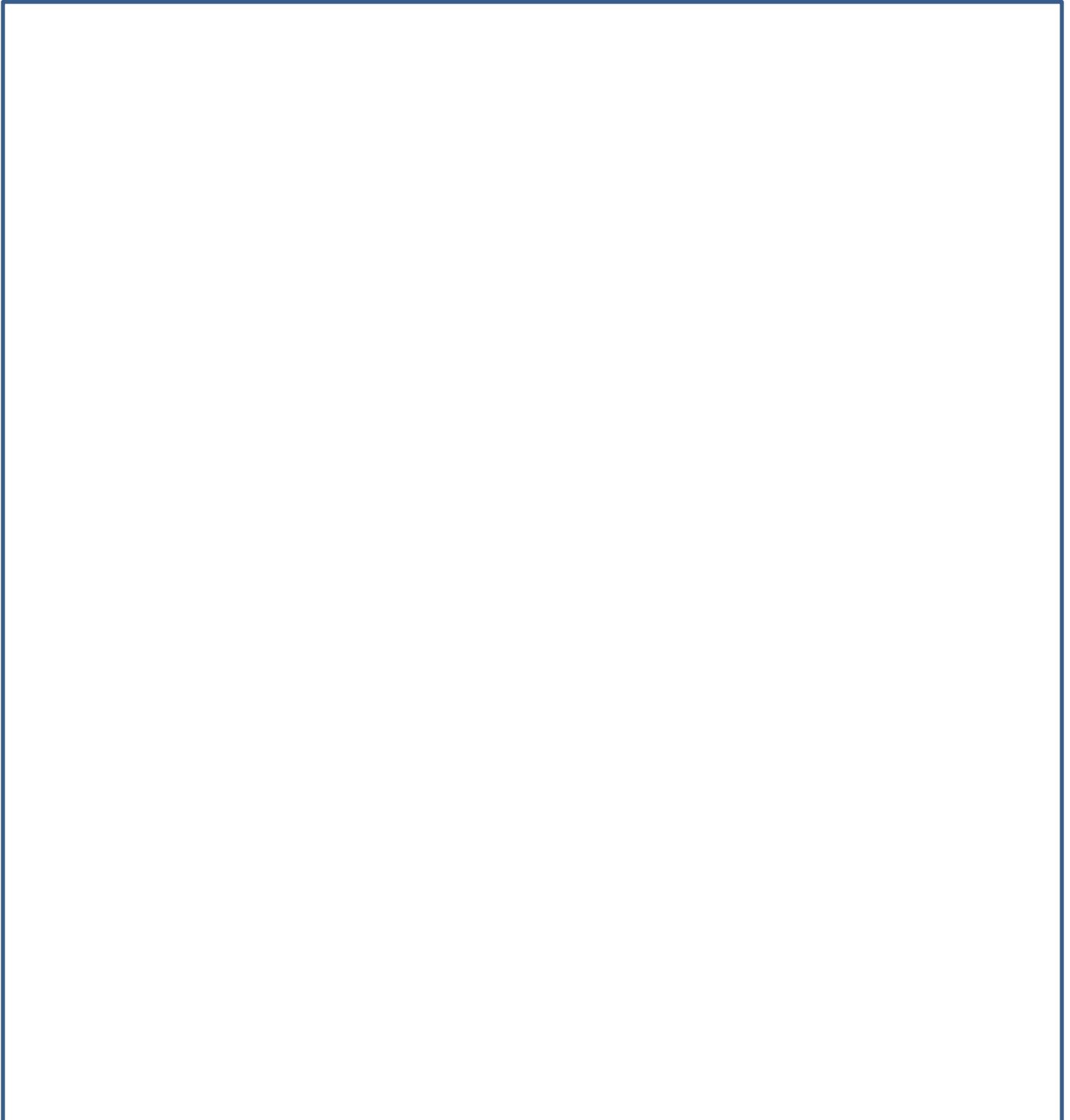


### Extra Resources

Go to [Perpetual Salish](https://www.perpetualsalish.com/) to see their templates for Coast Salish Design Elements.

## **Sketching my Drawing/Model**

Choosing what shapes or symbols will be your stencil or model is the first part of your design phase. On this page, you can brainstorm or sketch your ideas.



## Converting my Sketch to a Vektored Drawing

1. Once you have completed your sketch on the previous page (or a fresh piece of paper) **scan** (or photograph) your sketch. You will have more success if your sketch is created/captured in black and white.
  - a. You may need to 'crop' the image you captured so that there are no extra objects in your image.
2. Visit [SVGcreator](#) and upload your image. Click convert file, then download your Scalable Vektored Graphic (SVG) file. Make sure you know where the download is going, you will need it again shortly.
  - a. [Online-Convert](#) can be used as an alternative.

## Opening Tinkercad

*The following instructions should be completed in order!*

3. Go to [www.tinkercad.com](http://www.tinkercad.com). If you have yet to create an account, the teacher will aid you.
4. Once logged in, [click this link](#) to find the template for your stencil.
  - a. Click "**Copy and Tinker**". Once the page has loaded, this will open your work pane.
5. Controls in Tinkercad:
  - a. **Left Mouse click**: Select and/or Drag objects.
  - b. **Middle Mouse click & hold**: Pan the camera (move up/down/left/right)
  - c. **Mouse Wheel**: Zoom in/out.
  - d. **Right Mouse click & hold**: Pivot the camera (swing in all directions)
6. Before manipulating anything, change the "**Snap Grid**" setting (in the lower right corner) to its lowest setting, and then proceed to the next step.

## Importing to Tinkercad

7. Click the import button on the top-right of the page and select your SVG file that you created earlier.
  - a. Tinkercad will load a preview but may encounter an error if your SVG image is too large. You can alter the scale or one of the dimension boxes to fix this problem.
8. Click the **Import** button, and your object will appear.

## Creating the Stencil/Model

- A. The rectangle on the left of the work pane in the template can act as a stencil base, if required.
- B. Depending on your intentions, you can manipulate your object several ways while it is selected.
  - a. You can drag **white sizing boxes** to change the shape of your object. If you want to maintain the original shape of your object but scale its size, hold onto the **shift** button on your keyboard while dragging a corner box while your object is selected.
  - b. You can change the object from a “solid” to a “hole” and back again by selecting the object and clicking your preference in the **shape** menu.
    - i. If you wish to create a stencil, scale & move your shape onto the premade rectangle, set your object to the “hole” setting, then select both objects and **group** them.
- C. Extras:
  - a. You can change the height of your object by using the **white sizing box** that appears in the middle of your object when selected.
  - b. You change the positional height of your object by using the **black cone** that appears in the middle of your object when selected.
  - c. You can rotate your object by using the **arrows** that appear around your object when selected.

When you are happy with how you have manipulated your object, move onto the next step.

## Exporting the Design

*The following instructions should be completed in order!*

1. Make sure you are currently working in Tinkercad with your design open.
2. Make sure your design has a name. Check the top left corner and rename your design if necessary.
3. Click the “**Export**” button on the top right.
4. Select “**.STL**” which is a file type used for 3D printing.
  - a. The file of your object will download. Depending on the type of computer you are using, the download location will vary. It will be up to you to find it!
5. Go to the Stencil/Model assignment in Google Classroom.
6. Click “**+ Add or create**” and select “**File**”.
7. In the “**Upload**” menu, select “**Browse**”. Find your design file and select it.
8. Click “**Turn in**”.
9. You are done the Export phase, and the teacher can now print your object!