EDCI 706 rkruger/11

Topic: Indigenous Fusions- Drawing #3 Gr. 11,12

Focus: Students will create a drawing of their mini sculpture and for advanced drawers ask that they make more than one drawing including fusing a mechanical device to their effigy on a larger scale.

Entering Knowledge: Students have created a clay effigy dedicated to a subject. Advanced: they have brainstormed about technology related to mechanical devices (cell phones, computer mice, keyboards) and written journals.

Learning Outcomes:

- Students will be able to:
  - Advanced: discarded technological devices that have been altered and taken apart to create a still life combined with their effigies. (C/C) MTP, IDDS
  - Use drawing materials to create a drawing that fuses their clay effigy to a mechanical device. (C/C)MTP IDDS

  (IRP) Compare the use of technologies and processes in a range of 2D and 3D art forms.
  (IRP) Create 2D &3D images that demonstrate a relationship between image development strategies and art processes.

  Consider scale, composition, marks and 3 levels of tone (C/C) E&P

  (IRP)analyse how particular elements & principles are used to create meaning and effect in 2D & 3D images

Materials:
Pencils, charcoal, kneaded erasers, drawing paper, effigies from previous class, variety of recycled mechanical devices taken apart, wire, yarn, glue guns.

Introduction/ Motivation:
Demonstrate how to use a mechanical device to link to an effigy by taking pieces of the devices and fusing them to the effigy in a still life form to draw from. Novice- to draw a created.

Lesson Development:

- After the demo students choose pieces of the mechanical devices to transform the effigy by combining it with parts of technology.
- Encourage students to study their effigies to think about how the forms can be changed or manipulated by attaching new elements example, add wire to a leg, add

computer chips to create wings, add springs to the feet or body, create a protective shell
- Draw from the newly altered effigy, considering: filling the page, a variety of marks, and 3 levels of tone.

Closure: Have students write a few sentences about their creative process in their journals.

Assessment: Students will be given a checklist to indicate how they met lesson objective and will write a statement indicating:
-how they fused the technological device to their effigy
-how successful the drawing was in terms of: composition (filling the space), mark making and 3 tonal range.
-how has this altered the meaning of the original clay effigy
-does it reflect something different about your identity

Extension:

- Photograph transformation, document the stages of the metamorphosis from effigy to new age object
- Performance piece using technological devices attached to the body.