EDCI 706 rkruger/11

Topic: Indigenous Fusions- Mini Sculpture /Lesson #2 / 11,12

Focus: Students will sculpt clay effigies

Entering Knowledge: Students have a clear idea of what an effigy is and brainstormed their ideas on identity, culture, technologies, and spirituality in response to the introduction presentation. The theme: Indigenous Fusions . Their group response scribed previously, on large paper, ideas were also summarized in their personal journals.

Learning Outcomes:

- Students will be able to: create their own clay effigy based on the 'their' own knowledge. (*Cultural Contexts/Sculpting with clay.*)(*A-2*)
  (Students will create 2-D and 3-D images that reflect personal contexts
  That express, defend, or challenge beliefs, values and traditions
  That reflect historical and contemporary themes)

- Students will be asked to think of elements: for, texture and scale in relation to context of their clay effigy
  (Create 2-D and 3-D images that demonstrate a relationship between image-development and art processes (Elements/ Design.)(A-2)
  analyse how particular elements and principles are used to create meanings and effect in 2-D and 3-D images(Perceiving/Responding.)(A-3)

Materials: Clay: non-toxic natural (air dry) modeling clay, paper clay, or firing clay, texture making tools (paper clips, toothpicks, forks, found objects), and journals**.**

Introduction/ Motivation:

- Review what was done in the first class and ask some students to volunteer to share their sketches of their ideas for effigies.

-Brainstorm ideas in cooperative groups, generate ideas, build upon group ideas; write/draw reflections in journals
-Design figures from either a 2-D or a 3-D perspective working on form and variety of surface textures

Lesson Development:
-Distribute clay and texturing tools to students (prepare one inch cubes, wrap in plastic wrap and hand out).
-Encourage students to think of form and the surface textures to add character to the effigy as they mold the clay

-Set Clay aside to dry before the next class
Closure: Have students share verbally on voluntary basis how they worked through the process- What Worked? What was challenging?

Assessment: Students will be asked to do a presentation to show the different creative processes their effigy went through to achieve the assignments guidelines Which were to:
-Relate effigy characters to identity/cultural identity/name?
-Explain why they chose the particular form and how they used tools to texture the surface.