EDCI 706 rkruger/11

Topic: Indigenous Fusions- Mini sculpture /Lesson #1 / 11,12

Focus: Students will Brainstorm ideas on –Identity, Culture, Technologies, Spirituality inspired by Indigenous Fusions (To Indigenize-show short list of History in Native Art and Contemporary Art images).

Entering Knowledge: Students get introduced to Native Art in a presentation. The concept of Indigenous Fusions will allow the teacher to adjust the style of art juxtaposing both worlds.

Learning Outcomes:

- Students will be able to: Brainstorm on the concept Indigenous Fusions (P/R) Perceiving and Responding (IDDS/A2)
  (*analyse the image development strategies used and Aboriginal Art forms)*

- Students will be asked to collaborate ideas and recall information related to the imagery (Context P/R) (A2)*(that reflect historical and contemporary theme)*
  (Context P/R)(A2) (justify interpretations and preferences for selected images)

Materials: Large Chart paper, colourful non-toxic markers, stickers, journals

Introduction/Motivation: Discuss the theme that just had been introduced that day and divide the class into groups, ask the students to share ideas from their notes in their journals. Ask: Students to talk about their favourite image, what it reminds them of, if there is anything miniature they may have a connection with?

Lesson Development:
-Present a talk relating to the topic
-Encourage students to talk about their own interpretation of what an effigy is and how it could potentially evolve into an effigy- a dedication to a friend or family member/or if they have any ideas for one. In the talk remember to say the mini sculpture does not have to be a perfect human figure but can be a friends favourite food, or thing, any art object that could potentially be turned into a drawing for later.
-Explain the difference of an aboriginal art object effigy and its spiritual interpretation and remind them to be mindful that the assignment is about mini sculptures. In different culture groups effigies were created to bring a person positive energy.
-Collect and store the brainstorm pages and bring them out for ideas for the next class

Closure: Have the students comment on each other's group brainstorming process- How were they different? How were they similar?