Hunt & Carve

An Interdisciplinary Lesson Plan

Age: 8 year olds

Grade Level: Three

Art outcome- Develop self disciple that promotes grow in the arts

* Make constructive decisions about patterns.
* Create images using a variety of tools.
* Use the elements of lines, shapes, space, and the balance patterns.

Cross curricular Mathematics Primary to Grade 3 outcomes- C2: Recognize and create geometric patterns. GCO D: Students will demonstrate an understanding of and apply concept and skills associated with measurement.

Objective: The lesson will met the listed outcomes in Math and Art. Promote responsible use of tools including safe usage. Show how professional artists (ie. Richard Hunt) can inspire art. Model a positive attitude towards art.

Supplies: Paper illustrating symmetry, Carving tools, wooden skewers, butter knives, lobster picks, carrot peeler, 2 blocks of soap per student, newspaper, Richard Hunt symmetrical prints, scrap paper, pencils, water and rags.

 Aids: PowerPoint Presentation, and LCD projector.

Introduction/ Motivation: Develop a definition of symmetry. Set up lesson by giving out paper hearts that are symmetrical. Ask students to find the line of symmetry Draw on the board something that is and is not symmetrical. Briefly discuss the line of symmetry.

Ask students if they know who the first people of Canada were? After discussion introduce Richard Hunt as a Canadian aboriginal artist and carver. Explain how he will be our inspiration for the lesson. Show PowerPoint images of his work. Notice the symmetrical features the uses of nature.

Procedure

Show and discuss paper images of Richard Hunt’s work. Students will use patterns that come from Richard Hunt’s work or make up their own. Demonstrate proper craving techniques that are safe and effective. For example, use the butter knife to start cutting away at the soap, the carrot peeler for finishing details or shaving to create round edges and the wooden skewer to trace or detailing. Tell the students they will be given two bars of soap. Explain that the design on one bar of soap must be mirrored on the other. The line of symmetry is the line created by putting the two blocks together.

Instructions:

Explain that Richard Hunts designs can be used an inspiration for their design.
Remind students to keep patterns simple as time is limited and they will have to duplicate pattern in second soap bar.
Students must first practice designs on scrap paper before carving.
Stress that the design process is important. Carvings cannot be erased.
When finished design get it approved by teacher.
Before carving, use the wooden skewers to draw the design pattern on the soap.
Carving should be done on the newspaper and all scraps should fall on the paper.
Once the first piece is finished, use that first bar of soap as a stencil for the second soap bar.

Before handing out materials stress the importance of safety while using carving tools and the clean up procedure. For clean up the students are expected to put carving tools in water, put newspaper in trash and make sure desks are clean.

Handout:
Paper, pencils, carving tools and two bars.
Explain that the smooth side of the soap bar is up.

Wrap up: Tell them when 15 and 5 minutes are remaining. Get them to finish what they are doing. Get each student to title their carving. Ask students to talk about how they felt carving. Show their work and discuss what pattern they used.

Clean up: Carefully place tools in water. Fold up the newspaper discard scraps in garbage. Wipe tables with rags to clean off any additional soap pieces.

Assessment: Student is listening attentively and following directions. Student displays their understanding of patterns and symmetry by carving the soap. Student is making relations between their art and that of Richard Hunt. Student is acting responsibly and showing respect for the tools. Student actively participates in clean up process.

Extension lesson: Drill holes in bars of soap and do another carving involving symmetry now that they are familiar with techniques. Carvings can be objects in nature or totem spirits. Discuss totems and their cultural significance. The holes in the soap will be used so that finished carvings can be stacked one on top of the other in a totem.

Ideas for follow up:

Art: Get the students to create symmetrical self-portraits or masks. Could reuse Richard Hunt in mask making activity or branch off into other cultures.

Social Studies: Recall Richard Hunt. This can be a lead into culture studies about diversity in Canada.

Math: Use shapes and geometry to understand congruency in the world around us.