



Heritage Creation — The Expression of an Impression

Description

In this multi-part activity, each student creates a work of art or literary text while drawing inspiration from an object and its accompanying documentation that is taken from the gallery of treasures. This activity gives students the opportunity to adopt a heritage object for use in the creation of a personal project. It encourages the development of intuitive focus, aesthetic perception and creativity. This creative experience calls on the students' sensibilities and opens their minds to the heritage that resonates within themselves.

Learning objectives

- Develop an artistic approach by cultivating one's own ideas about a Quebecois heritage object.
- Demonstrate attitudes that encourage personal, social and artistic development.
- Exercise one's creativity by completing a creative project, from the preliminary plans to the finished product.
- Analyse, appreciate and critique Quebecois heritage objects.

Time suggested

Teachers can choose which parts of the activity they would like to explore with their students. This will determine the number of periods required to complete the activity.

Steps for the activity (for use in art classes)

PART 1 : CREATION (two periods)

1. Students browse the objects that make up the collection of treasures.
2. Each student chooses one object from the gallery and uses it and its documentation as inspiration for the creation of a piece of artwork. This work should be based on a single aspect of the object, as chosen by the student: its use, its provenance, its historical context, the people it belonged to, etc.
3. Students document their creative processes, keeping a record of their ideas throughout the entire process.

PART 2 : SHARING (one period)

Students present their creative processes to the class. They share which aspects of their objects inspired them and how they integrated these aspects into their creations.

PART 3 : SELF-CRITIQUE (half period)

Students self-critique the links between their artworks and the objects they chose. They carry out a general reflection on their artistic practices. The following questions can be used to guide their reflections:

- Is the link between my creation and the object I chose clear?
- If not, how could I have made it more apparent?
- Did I manage to create a personal work that goes beyond mere imitation?
- If not, how could I have made it more personal?
- Did I show imagination in the creation of a unique work?

PART 4 : EXHIBITION (one or two periods)

1. Each student does a research and chooses the most appropriate exhibition or presentation method for the type of creation he or she has made.
2. Students create a mini-exhibition in class and explain the processes that led them to choose their exhibition or presentation method.

Steps for the activity (for use in French and English classes)

PART 1 : CREATION (two periods)

1. Students browse the objects that make up the collection of treasures.
2. Each student chooses one object from the gallery and uses it and its accompanying documentation as inspiration for writing a text. Students can choose to write a poem, short story or narrative, for example. Each literary creation should be based on a single aspect of the object: its use, its provenance, its historical context, the people it belonged to, etc.
3. Students document their literary creation processes. They keep a record of their ideas throughout the writing of their texts.

PART 2 : SHARING (one period)

Students present their creative processes to the class. They explain which aspects of the objects they focused on and how they integrated them into their texts.

PART 3 : SELF-CRITIQUE (half period)

Students self-critique the links between their texts and the objects they chose. They carry out a general reflection on their artistic practices. The following questions can be used to guide their reflections:

- Is the link between my text and the object I chose clear?
- If not, how could I have made it more apparent?
- Did I manage to create a personal text that goes beyond mere description?
- If not, how could I have made it more personal?
- Did I show imagination in the creation of a unique text?

PART 4 : ORAL PRESENTATION (one or two periods)

Students read their texts to the rest of the class in an oral presentation format.

