

## Academic Tutorial: Exquisite Corpse 3D



### **Wellbeing Tutorial**

**Session Length: 45mins-1hour**

#### **Aims:**

- To encourage interaction and collaboration among students.
- Students will have the opportunity to use their imagination and be creative through making in a low-pressure task.
- Group work can help student wellbeing as it encourages them to socialise and include those that feel excluded or isolated in a normal taught session environment.
- Allow students to convey how they perceive different emotions through making.

#### **Set Up:**

- Put students into three groups, these groups are randomised - though exceptions may be made depending on group dynamics. Each group will be given 1 sheet of paper and various markers each. As well as an appropriate amount of modelling clay and clay tools. Clay can be an extremely messy medium - ensure that surfaces and clothing are covered.

#### **Equipment:**

- Modelling Clay – cheaper alternatives such as play doh can also be used.
- Clay tools such as – palette knives/rolling pins/scissors.
- A4 paper for brainstorming.
- Coloured markers/pencils.
- Covers or mats for tables.
- Optional – Aprons
- Optional—[Intro](#) and [Exit](#) Forms

## **Structure:**

### **Session Introduction (5mins):**

Ask students to create three, separate drawings consisting of a surrealistic head, torso, and lower body portion – using various coloured markers and pencils. They should try and convey a particular emotion with each portion of their Exquisite Corpse. After brainstorming their designs, the students will have 30 minutes to create their separate head, torso and leg designs out of clay. At the end of the session, we will be able to mix and match the different groups' creations to achieve different characters. There will be three sets of Exquisite Corpses and a dialog will be created when they are next to one another.

Optional - ask students to complete a digital intro form.

### **Task 1 (5-10mins):**

Set each group off with their task and tell them to use complete creative freedom when designing their head, torso and leg portions - keeping in mind Allow 5-10 minutes for the groups to brainstorm their creations before making.

### **Task 2 (5-10mins):**

Meet one-on-one with each student group to look over their designs and ask them to approve 1 head, 1 torso, and 1 leg portion - each with their own emotion.

Optionally call an in-process critique - ask class to present their work and request feedback from their peer groups. Return to work after the critique session and continue to complete the pieces.

### **Task 3 (30mins):**

Set the groups off with their tasks of creating their head, torso and leg designs out of clay. Students are in groups of three meaning each student will have responsibility for one section. They will have 30 minutes to create their designs. Encourage the students to work collaboratively on their pieces and offer feedback between themselves.

### **Task 4 (10/15mins):**

At the end of the session allow students to show their creations to the rest of the group. We will then put together the pieces in a variety of different ways swapping with other groups and vice versa. This will give us many different outcomes depending on what the other teams have created and which emotion they have chosen to convey. Reflect on these creations with the group and create different names/back stories for the pieces.

Optional - students will now be asked to complete a digital exit form for feedback on the session.