

TEACHER GUIDE:

Thank you for choosing to visit Harbourfront Centre! Harbourfront Centre is an innovative, non-profit cultural organization which provides internationally renowned programming in the arts, culture, education and recreation, all within a collection of distinctive venues in the heart of Toronto's downtown waterfront. Our School Visits programs are rooted in the inquiry-based learning model, and accommodate for a number of exceptionalities.

WHAT TO EXPECT FROM YOUR DAY?

When you arrive at Harbourfront Centre, you will be greeted by one of our Educators. Payment will be taken care of by our Registrar (if you are onsite) or our Educator (if you are offsite) during the morning of your visit. Your class will then receive a brief introduction to Harbourfront Centre. Your program will begin shortly thereafter.

ACTIVATION (Pre Visit Ideas)

- 1) Have students begin to connect with the topic of mask making through a **mind map**. Have students write the word mask in the centre of their page, and provide examples, connections and/or words that connect to their understanding of masks.
- 2) Have students work in groups to **research various types of masks from different cultures** of the world. As a class, develop a criteria list of the essential elements to include on a fact sheet/display board. Working in groups, students could prepare a visual display/presentation on one of the following uses of masks:
 - Theatre
 - Festival
 - Ceremonial
 - Sports
 - Celebrations
- 3) Have students **research Brian Jungen**, a contemporary Indigenous Canadian artist, who makes masks out of Nike running shoes (See Additional Resources for link to his work). Ask students to consider why he uses Nike running shoes and how his masks make us aware of the importance of Indigenous art and culture.

PROGRAM DETAILS:

Grades: 4 to 8

Curriculum Links:
The Arts (2009)

Creating and Presenting: applying the creative process to produce two-dimensional pieces; using elements, principles and techniques of visual arts to communicate feelings, ideas and understanding;

Reflecting, Responding and Analysing: apply the critical analysis process

Exploring Forms and Cultural Contexts: demonstrate an understanding of past and present styles of printmaking

Social Studies (4-6); History (7-8) (2018):

Heritage and Identity

Key Inquiry Question:

How can you use expressive colour and form to create your paper mask?

EXTENSION (Post Visit Ideas)

- 1) **Host a student exhibition** of the masks they created at Harbourfront Centre.
- 2) Have students **collaborate to write a didactic** explaining the process of making paper masks. Include this as part of the exhibition.
- 3) Have students **write a story** to accompany their artwork, describing how they used colour and unique forms to emphasize the expressive character of their mask.

ADDITIONAL LINKS TO LEARNING

(Harbourfront Centre School Visits does not assume responsibility for content on the resources listed below. Please confirm the content is appropriate for your class and school community before using these suggested resources in your classroom)

- 1) AGO - Brian Jungen Friendship Centre <https://ago.ca/agoinsider/courtside-brian-jungen>
- 2) Encyclopedia Britannica –Functions and Forms of Masks <https://www.britannica.com/art/mask-face-covering/The-functions-and-forms-of-masks>

VISUAL ARTS ASSESSMENT TOOL

Student Name: _____

Date: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Interaction in Group Discussion	never able to respond to direct questions; never volunteers point of view	rarely able to respond to direct questions; rarely volunteers point of view	responds occasionally to questions; occasionally volunteers point of view	responds frequently to questions; routinely volunteers point of view
Listening Skills	student does not listen when others talk, and follows few of the instructor's directions.	student does not listen when others talk, and sometimes follows the instructor's directions	student listens when others talk, and often follows the instructor's directions	student listens when others talk, and always follows instructor's directions
Use of Techniques	applies few of the skills, concepts and techniques taught.	applies some of the skills, concepts and techniques taught.	applies most of the skills, concepts and techniques taught.	applies all (or almost all) of the skills, concepts and techniques taught.
Use of Materials	uses tools, equipment, and materials correctly only with assistance	uses tools, equipment, and materials correctly with frequent assistance	uses tools, equipment, and materials correctly with only occasional assistance	uses tools, equipment, and materials correctly with little or no assistance

Comments
