

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) Introduce the topic of textile arts through the use of a **mind map**. Place the word 'textile arts' in the centre of a page, and have students generate as many ideas, connections, examples or images that come to mind.
- 2) Ask students to consider what social justice issues they are passionate about. Have an open-brainstorm about what social justice issues are and have students suggest topics they might want to explore during the program. Ask students to look through newspapers, magazines and other forms of print media **to create a collage based on the social issue of their choosing**. As a way to get started, find a brief list of social justice issues below:
 - Animal cruelty
 - Gender equality
 - Substance abuse
 - Environmental degradation
 - Resources management
- 3) Ask your students to research and **prepare a fact sheet** about the history and evolution of the **Gees Bend quilts**, based on criteria that you and your class develop together (See Additional Links to Learning).

PROGRAM DETAILS:

Grades: 4 to 8

Curriculum Links

The Arts, 2009

Creating and Presenting: applying the creative process to produce a two-dimensional piece; 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 textile art

Social Studies, 2013

Heritage and Identity

Geography/History, 2013

Sustainability and Global Inequalities

Key Inquiry Question:

How can a collaborative work of textile art evoke social change?

EXTENSION (Post Visit Ideas)

- 1) **Host a student art exhibition.** Work with your students to consider where to exhibit within your school. Work collaboratively to write the curatorial theme.
- 2) Ask students **to write a story about their textile piece**. What message are they sending? Why is this scene important to them?
- 3) Explore the **Longwoods Barn Quilts** to learn about a community textile art project (See Additional Links to Learning). Why are collaborations like this important? What stories do these quilts tell?

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) The Textile Museum of Canada website:
<http://www.textilemuseum.ca/home>
- 2) Gees Bend: Timeline of Historical Events:
http://www.philamuseum.org/booklets/8_49_104_1.html
- 3) Fabric of Their Lives (Gees Bend):
<http://www.smithsonianmag.com/arts-culture/fabric-of-their-lives-132757004/?no-ist>
- 4) Longwoods Barn Quilts Trail Project
<http://longwoodsbarnquilts.ca/>

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
