

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.

PROGRAM DETAILS:

Grades: K to 3

Curriculum Links:

Kindergarten

- Creatively express ideas, feelings, and interpretations
- Engage in imaginative expression

The Arts 2010: Dance, Grades 1-3

- Apply the creative process to the composition of dance phrases, using the elements of dance to communicate feelings and ideas
- Develop or extend understanding of the elements of dance, with particular emphasis on body and space (Grade 1 & 2), time and energy (Grade 3)

Key Inquiry Question:

How can you use movement as a tool for self-expression?

ACTIVATION (Pre Visit Ideas)

- 1) Have students complete a **KWL chart** (see link in the Additional Links to Learning section for a template). In this chart, students should complete what they **Know** about dance, and what they **Want** to know before attending Harbourfront Centre.
- 2) Discuss the meaning of the word creative with students. Ask them to think about what it means to be creative by completing the phrase, "**I feel creative when...**". Have students share their responses with the class. As an extension, have students embody their phrase using movement.
- 3) Introduce students to the concepts of **Body, Space, and Time** from the elements of dance (see *Arts Curriculum*, 2010). Have students watch short **videos of different dance styles** (i.e. hip hop, contemporary, ballet, Latin, African, etc.). Ask them to think about how the dancers use their bodies, what levels and patterns they use as they move on the stage/dance floor, and how their movement relates to the music.

EXTENSION (Post Visit Ideas)

- 1) Have your students revisit their **KWL charts** and complete the **Learned** column. See if any pieces of information that they shared in the K or W columns proved to be inaccurate.
- 2) Have students work in small groups to create a short dance phrase or sequence using ideas they explored from the Creative Movement workshop. Facilitate a **dance showcase** and have each group perform their creation.
- 3) Have students create a **reflection** piece based on their experience in the Creative Movement workshop. You may wish to prompt students with a question or phrase (i.e. "My favourite part of creative movement was...") and invite them respond using words, poetry, drawings, etc.

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) KWL Chart
http://eworkshop.on.ca/edu/pdf/Mod37_graph_KWL.pdf
- 2) OPHEA Instructional Dance Videos
<https://teachingtools.ophea.net/supplements/instructional-dance-videos/elementary-instructional-dance-videos>
- 3) Movement Games
<http://www.houseoftheroses.org/blog/2017/2/9/movement-games>
- 4) Brain Dance Lesson Plan
<https://healthyschoolsbc.ca/media/22420/asbc-brain-dance-activity-gr-k-3.pdf>

PERFORMING ARTS ONSITE 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.
Participation	student never participates willingly and acts inappropriately	student rarely participates and occasionally acts inappropriately	student willing participates and acts appropriately	student participates enthusiastically and always acts appropriately

Comments
