

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 storytelling through the use of a **mind map**. Place the word 'storytelling' in the centre of a page, and have students generate as many ideas, connections, examples or images that come to mind.
- 2) 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 Miss Lou, and what they **Want** to know before attending Harbourfront Centre.
- 3) Ask the students to explore books with unique characteristics to understand different techniques and possibilities for writing and constructing their stories.

The following are some examples of books the students may want to look at:

- **The Jolly Postman**, by Allan Ahlberg, Janet Ahlberg (Grade K to 6)
 - **You Can't Take a Balloon into the Museum of Fine Arts**, by Jacqueline Preiss Weitsman. Illus. by Robin Preiss Glasser (Graphic Novel K to 2)
 - **Maus**, by Art Spiegelman (Graphic Novel for grades 5 and 6)
 - **600 Black Spots**, by David A. Carter (Pop Up book grades K to 6)
 - **Marvel comic books** (age ratings for each comic usually found on the comics UPC box)
- 4) Have students draw a picture of a favourite memory. Once they have drawn this picture, have them work with a partner or in small groups to share outloud with their peers what is happening in the picture. After they have shared their story, have students complete a worksheet that identifies the beginning, middle and end of the story they have drawn.

PROGRAM DETAILS:

Grades: 1 to 3

Curriculum Links - The Arts, 2009; 2010:

Creating and Presenting: applying the creative process to produce a three-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 (1-8): demonstrate an understanding of past and present styles of bookmaking

Foundations (9-12): will use proper terminology, understand symbols and themes, describe past influences and understand conventions associated with bookmaking

Social Studies, 2013 (1-6):

Heritage and Identity

Key Inquiry Question:

How can learning to tell a story help you express yourself?

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) **Fill the pages of your books.** Consider these uses:
 - Artist book
 - Journal/diary
 - Story/poetry book
 - Scrapbook
 - Picture book
 - Graphic novel
- 3) **Host a student art exhibition.** Work with your students to consider where to exhibit within your school, how their books will be shown and the overall theme. Write an artist statement for each piece or work collaboratively to write an exhibition didactic.

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) Source of grade appropriate graphic novels:
<http://ilovelibraries.org/article/best-graphic-novels-children>
- 3) Resource for teachers:
<http://www.accordionbookproject.com/arzuandtodd/>

VISUAL 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.
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
