

TEACHER GUIDE

Thank you for choosing to visit Harbourfront Centre! Harbourfront Centre is Canada's community waterfront, home of arts, culture and education, and a registered, charitable not-for-profit cultural organization operating a 10-acre campus on Toronto's central waterfront. School Visits offers hands-on, inquiry-based programs that are designed to foster creativity and personal growth while connecting to the Ontario Curriculum.

WHAT TO EXPECT FROM YOUR DAY

When you arrive on site, you will be greeted by one of our staff. Payment will be taken care of by our Registrar during the morning of your visit. Your class will then receive a brief introduction to Harbourfront Centre and your program(s) will begin shortly thereafter.

Grade: 4 - 8

Key Inquiry Question: How can we collaborate to create an authentic rhythmic piece using our bodies as an instrument?

CURRICULUM LINKS

The Arts - Music:

- ☐ Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music

Social Studies, 2013 (1-6):

- ☐ Heritage and Identity

ACTIVATION (PRE-VISIT IDEAS)

1. Introduce the topic of body percussion through the use of a mind map. Place the word 'body percussion' in the centre of a page, and have students generate as many ideas, connections, examples or images that come to mind. If students are having a challenge starting this, consider introducing simply percussion first, then layering on the conversation about body percussion.
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 Body Percussion, and what they Want to know before attending Harbourfront Centre.
3. Ask students to participate in a soundscape. This requires students to actively listen to the classroom around them and identify sounds they can hear while the majority of students remain quiet. Students can record their observations in any number of ways – written, audio-recording, etc. You can contrast the soundscape of your classroom with one in the school yard, hallway, library, lunchroom or other space in your community. For an example of this activity, see the link in the Additional Links to Learning section.
4. Challenge your students to a whole-class sound competition. Ask students to come up with as many different actions that make a sound. Record these in a central location. Examples could be clapping, snapping, 'shh'ing, and so on. Try to see if every student in your class can contribute a different sound or noise.
5. If you have access to a media lab or display screen, show some clips of body percussion to your students. Ask them to pay attention to how the sounds are made, whether all artists on stage are doing the same thing, how they capture the audience interest, etc. These ideas will you're your students when it comes to working on their own pieces at Harbourfront Centre.

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. Allow students some additional time to polish/refine their own performances. Consider performing these pieces for another class, or at a talent show, open house, parent's night or concert.
3. Have students research the historical roots of body percussion as discussed in the program. Students could complete a fact sheet, visual board or oral presentation on each style, working together or individually. As a reminder, the historical roots discussed in the introduction were: **Flamenco • Indonesian Saman dancing • Gumboot • Hambone**

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.

- ☐ KWL Chart https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf
- ☐ Soundscape Activity Outline <http://education.nationalgeographic.com/activity/soundscape/>
- ☐ UNESCO Intangible Heritage information <http://www.unesco.org/culture/ich/index.php?pg=00001>

PERFORMING ARTS ASSESSMENT TOOL

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
