

### 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 complete **an anticipation guide** regarding building beasts. Questions to consider include:
  - What are some beasts or monsters you know?
  - Where might you find beastly statues?
  - Why might you use beasts to decorate buildings?
  - Draw/sketch an example
  
- 2) **Read your students** the book 'Night of the Gargoyles' by Eve Bunting. Use this book as an opportunity for students to identify reasons why we have gargoyles (a type of building beast)
  
- 3) Have students **research various types of building beasts** around 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:
  - Beast
  - Statue
  - Gargoyle
  - Grotesque
  - Chimera
  - Sphinx
  - Chinese lions
  - Totem poles
  - Stone carvings
  
- 4) Have **students complete a creature collage**. Using available magazines, newspapers or other resources, have students create their own gargoyle/chimera. They can piece together different parts of the creature from various sources (i.e. a torso from one image, horns from another, a foot from a third source, etc).
  
- 5) Encourage students to **look for various building beasts in your own community**. Have students consider what purpose they serve, and why we might continue to adorn buildings with these creations.

### PROGRAM DETAILS:

**Grades:** K to 12

**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 clay sculptures

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

***Social Studies, 2013 (1-6):***

Heritage and Identity

***Canadian and World Studies, 2015 (11-12):***

Cultural Characteristics and Identity

**Key Inquiry Question:**

*How can mythical building beasts from around the world influence the creation of your clay sculpture?*

### EXTENTION (Post Visit Ideas)

- 1) Host a **student art exhibition**. Work with your students to consider where to exhibit within your school, how the pieces will be shown and what the overall theme of the exhibition should be.
  
- 2) Ask students to write **an artist statement** about their piece. Students could comment on the process, inspiration and what they hope a viewer would see in their work
  
- 3) Have students **write a short story, graphic novel or myth** about their building beast.
  
- 4) Have students use their experience at Harbourfront Centre as the basis for a **procedural writing piece**.

### 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)*

Building Beasts in Toronto:

- 1) <http://tayloronhistory.com/2012/04/22/enjoying-torontos-architectural-gems-old-city-hall/>
- 2) <http://www.flickriver.com/groups/torontogargoyles/pool/interesting/>

## VISUAL ARTS ONSITE ASSESSMENT TOOL

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

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