

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 masks through the use of a **mind map**. Place the word 'masks' 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 masks, and what they **Want** to know before attending Harbourfront Centre.
- 3) Have students work in groups to **research various types of masks from around the world**. As a class, develop a criteria list of the essential elements to include on a fact sheet/display board. Each group could prepare a visual display/presentation on one of the following suggested mask topics:
 - Theatre masks
 - Festival masks
 - Ritual masks
 - Sports masks
- 4) Have the students **create a life-sized mask using the collage technique**. Using available magazines, newspapers and other materials (wool, fabric, found objects etc.) students can piece together different parts of a face from various sources (i.e. eyes from one image, horns from another, a mouth from a third source, etc). Students may want to incorporate some three dimensional forms or materials to their mask. Have students glue card paper to the back of the collage to make it stronger. Students may want to cut out two small holes so they can see and attach two pieces of string so the mask can be worn.

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 masks from around the world influence the creation of your clay sculpture?

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) Ask students to **write a myth or legend** that features the character they have created on their mask. You can have students work alone, or build short stories that involve the masks of their peers.
- 3) Host a **student art exhibition**. Work with your students to consider where to exhibit within your school, how their masks will be shown and what the overall theme of the exhibition should be. Write an artist statement for each piece and work collaboratively to write the curatorial theme.

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) Reference for researching masks from around the world:
<https://www.britannica.com/art/mask-face-covering/The-functions-and-forms-of-masks>

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
