

### **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 exceptionailities.

### **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 printmaking through the use of a **mind map**. Place the word "printmaking" 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 collograph, and what they **Want** to know before attending Harbourfront Centre.
- 3) Have students research an artist who uses printmaking in his/her practice. Have them **create a fact sheet about the artist**. The criteria and format for the fact sheet can be created with your students. Artists to consider include:
  - Albrecht Durer
  - Käthe Kollwitz
  - Edvard Munch
  - Pablo Picasso
  - Kakulu Saggiaktok
  - Kitagawa Utamaro
- 4) Send students on a **texture scavenger hunt**. Ask students to think about what texture is. Give each student a large piece of paper and red, yellow and blue oil pastels. Demonstrate holding the pastel on the side (not the tip) to rub the surface of a texture. Demonstrate layering the colours to mix colours. Have the students explore their school in search of textured surfaces. Ask the students to fill their paper with rubbings of different textured surfaces. Have the students study their rubbings and consider how they can be used to describe the surface of an image i.e., mesh for the scales of a fish. Have the students create an image using their rubbings and the collage technique (cutting and pasting).

### **PROGRAM DETAILS:**

**Grades:** 4 to 12

**Curriculum Links**

**The Arts, 2009; 2010:**

*Creating and Presenting:* applying the creative process to produce two-dimensional prints; 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 and techniques of printmaking

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

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

Heritage and Identity

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

Cultural Characteristics and Identity

**Native Studies, 1999 (9-10):**

Grade 9 - Expressing Aboriginal Cultures

Grade 10 - Aboriginal Peoples in Canada

**Key Inquiry Question:**

*How can historic works of art influence your collograph?*

### **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) **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. Write an artist statement for each piece and work collaboratively to write the didactic.
- 3) Have students **answer the key inquiry question**, making specific reference to their own pieces.

### **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](http://eworkshop.on.ca/edu/pdf/Mod37_graph_KWL.pdf)
- 2) **Links for research projects:**  
[http://www.metmuseum.org/toah/hd/durr/hd\\_durr.htm](http://www.metmuseum.org/toah/hd/durr/hd_durr.htm)  
<http://www.moma.org/collection/artists/3201>  
<http://www.moma.org/collection/artists/4164>  
<http://www.artic.edu/aic/collections/artwork/artist/Kitagawa+Utamaro>

## **VISUAL ARTS** **ONSITE ASSESSMENT TOOL**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Interaction in Group Discussion</b>	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
<b>Listening Skills</b>	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
<b>Use of Techniques</b>	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.
<b>Use of Materials</b>	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>

**Comments**

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