

### 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) Read ***Where The Wild Things Are*** by Maurice Sendak. We have chosen this book to read before coming to do the Colour Exploration workshop because it explores an imaginary representation of the world around us.
- 2) It would be beneficial if students had experience mixing primary and secondary colours before their School Visits workshop. Present the colour wheel and talk about mixing primary colours to make secondary colours. Give each student paper and red, yellow and blue tempera paint and give students time to experiment mixing the colours.
- 3) Show the students the following images of Wassily Kandinsky's paintings. Ask the students to identify different lines (straight, curvy, zigzag, wavy etc.) shapes and colours in each painting.
  - Kandinsky. ***Yellow-Red-Blue***. 1925.
  - Kandinsky. ***On White 11***. 1923.
  - Kandinsky. ***Transverse Line*** 1923.
  - Kandinsky. ***Composition VIII***. 1923
  - Kandinsky. ***Several Circles***. 1926.

### PROGRAM DETAILS:

**Grades:** Kindergarten

#### **Curriculum Links**

#### ***Early Full Day Learning Kindergarten Program:***

***The Arts – Visual Arts:*** demonstrate basic knowledge and skills (elements of design and colour theory), use problem-solving strategies when experimenting with the skills, materials, processes, and techniques; express responses to a variety of visual art forms; communicate their ideas through various visual art forms.

***Belonging and Contributing:*** demonstrate an awareness of their surroundings; demonstrate an understanding of the natural world and the need to care for and respect the environment

***Problem Solving and Innovating:*** demonstrate an awareness of the natural environment through hands-on investigations, observations, questions, and representations of their findings

#### **Key Inquiry Question:**

*How can we use colour to represent the world around us?*

### EXTENSION (Post Visit Ideas)

- 1) Have a **student art exhibition**. Work with your students to consider where to exhibit their collaborative landscape within your school. Ask students to think of a title for their collaborative landscape painting.
- 2) Ask students to **recall the things they saw at the waterfront and record their ideas on chart paper** (i.e. boat, bird, plane, tree). Review the colour wheel and mixing primary colours to create secondary colours. Ask the students to use their experience with mixing the primary colours to create a painting of something they saw at the waterfront.

### 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) Kandinsky. *Yellow-Red-Blue*, 1925.  
<http://www.wikiart.org/en/wassily-kandinsky/yellow-red-blue-1925>
- 2) Kandinsky. *Composition VIII*, 1923.  
<http://www.wikiart.org/en/wassily-kandinsky/composition-viii-1923>
- 3) Kandinsky. *Several Circles*, 1926.  
<http://www.wassilykandinsky.net/work-49.php>

## 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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