

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: 1 - 3

Key Inquiry Question: *How can a collaborative work of textile art tell a story?*

CURRICULUM LINKS

The Arts, 2009

Creating and Presenting:

- Applying the creative process to produce a two-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:

- Demonstrate an understanding of past and present styles of textile art

Social Studies, 2013

Heritage and Identity

ACTIVATION (PRE-VISIT IDEAS)

1. Introduce the topic of textile arts through the use of a **mind map**. Place the word 'textile arts' in the centre of a page, and have students generate as many ideas, connections, examples or images that come to mind.
2. Ask the students to think of a good deed they have done this week. Consider who was there, where it happened and how they could describe this event to another person. **Ask students to draw a picture of this scene.** Put the pictures together on a flat surface to create a good deed quilt.
3. Explore the **Longwoods Barn Quilts** to learn about a community art project (See Additional Links to Learning). Use this project as an introduction to get students thinking about the role of collaborative textile artworks. Why are collaborations like this important? What stories do these quilts tell? Give students the chance to sketch or draw their own barn quilt, considering the elements of design (shape, colour, texture)

EXTENSION (POST-VISIT IDEAS)

1. **Host a student art exhibition.** Work with your students to consider where to exhibit within your school. Work collaboratively to write the curatorial theme.
2. Ask students to **write a story about their textile piece.** What message are they sending? Why is this scene important to them?

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)

- The Textile Museum of Canada website <http://www.textilemuseum.ca/home>
- Longwoods Barn Quilts Trail Project <http://longwoodsbarnquilts.ca/>
- Faith Ringgold website <https://www.faithringgold.com/>

VISUAL 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
