

**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:** 4 - 8

**Key Inquiry Question:** How can developing skills in improvisation benefit you in your everyday life?

**CURRICULUM LINKS**
The Arts – Drama:

- ☐ Apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and stories.

Language Arts – Oral Communication:

- ☐ Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Social Studies, 2013 (1-6):

- ☐ Heritage and Identity

**ACTIVATION (PRE-VISIT IDEAS)**

1. Introduce the topic of improv with a mind map. Place the word 'improv' 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 Improv, and what they Want to know before attending Harbourfront Centre.
3. Select an image that has no text in it. Show students the image. Have students guess what is happening in the image. Explore the concepts of character, setting and plot with your students to help them develop their ability to express themselves creatively with little additional information known. Potential sources for images are listed in the Additional Links to Learning section.
4. Select an image of a person (this activity works best if a stock image of someone is used, not an image of a person that students may have a pre-existing connection to). **Have students write a paragraph about that person.** What are their likes or dislikes? What do they do for work? What is their family structure like? After students have written their paragraphs, have them share with each other.

**EXTENSION (POST-VISIT IDEAS)**

1. Have students revisit their KWL chart. Students can reflect on their understandings and complete the L section (what they learned while onsite).
2. Host your own Improv Games! Have students select an improve activity they enjoyed. Work with students to develop their improvisation skills. Once students are ready, have them perform their games for another class, invite parents in to see their improv skills in action and/or have your students teach these improv games to another class!
3. Are your students still eager to try new improv games? Check out the additional resources, lesson plans and activities on the Canadian Improv Games website - <https://improv.ca/>

**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.

- ☐ KWL Chart [http://eworkshop.on.ca/edu/pdf/Mod37\\_graph\\_KWL.pdf](http://eworkshop.on.ca/edu/pdf/Mod37_graph_KWL.pdf) 2) The Guardian Photo a Day: <https://www.theguardian.com/news/series/ten-best-photographs-of-the-day> 3) NY Times – 140 Prompts to Inspire Student Writing <https://www.nytimes.com/2019/05/23/learning/over140-picture-prompts-to-inspire-student-writing.html>

## PERFORMING ARTS ASSESSMENT TOOL

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

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

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>INTERACTION IN GROUP DISCUSSION</b>	<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
<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</b> (or almost all) of the skills, concepts and techniques taught.
<b>PARTICIPATION</b>	student <b>never participates</b> willingly and acts inappropriately	student <b>rarely participates</b> and occasionally acts inappropriately	student <b>willing participates</b> and acts appropriately	student <b>participates enthusiastically</b> and always acts appropriately

### COMMENTS

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