

### 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) In groups, **have students research** one of the following printmaking techniques.
  - Etching
  - Silkscreen
  - Lithography
  - Woodcut
  - Stonecut

Prepare a **short oral presentation** to the class. Suggested criteria include:

- Name of technique
  - Description of the process
  - Method of printing i.e., printing press, hand printed, screen printed
- 2) **Have students prepare an artist card** featuring a well known printmaking artist. Include key information on the artist card such as name, date of birth, education, place of birth and a visual example of one or more of his/her work.
  - 3) In groups, **have students research one of the following artists:**
    - Kathe Kollwitz
    - Edvard Munch
    - Pablo Picasso
    - Albrecht Durer
    - Kakulu Saggiaktok

Prepare an observation sheet or short oral presentation to the class. Suggested criteria include:

- Brief history of the artist
- Technique best known for
- Subject matter
- Unique stylistic quality of the artist's work

### 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 of relief printmaking

*Foundations (9-12):* will use proper terminology, understand symbols and themes, describe past influences and understand conventions associated with relief 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 your experience with the print making process lead to a better understanding of the printed images we see daily?*

### EXTENTION (Post Visit Ideas)

- 1) Have 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.
- 2) Have students **write an artist statement** about their piece. Students could comment on the process and the inspiration for their image.
- 3) **Make additional prints**. Remember the techniques that were shown during the workshop (as time dictates): mono-colour print, multi-colour print and registration. Consider printing a series of personalized greeting cards.
- 4) **Complete a procedural writing piece** about the printmaking process

### 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.dorsetfinearts.com/kukulu-saggiaktok/>  
<http://linocutboy.com/picasso-and-the-linocut/>

## 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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