

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 you experiment with colours and drawing and painting techniques to make your imaginary creature come to life?*
CURRICULUM LINKS
The Arts, 2009; 2010:
The Arts – Visual Arts, 2009 (1-8):

Elements of Design: students will develop an understanding of: line, colour, shape, texture and space

Social Studies, 2013 (1-6):

Heritage and Identity.

ACTIVATION (PRE-VISIT IDEAS)

1. Introduce the topic of imaginary creatures through the use of a **mind map**. Place the word 'imaginary creatures' 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 painting, and what they **Want** to know before attending Harbourfront Centre.
3. Show students examples of Wassily Kandinsky's paintings. Ask students to explore the paintings by guiding them through a discussion of line, shape, colour and mood. As a last example, show students *Farbstudie Quadrate* (1913). Then **ask students to create their own Kandinsky-inspired work**. Allow students to divide their paper into nine sections as Kandinsky has, and ensure each section has at least two circles represented.
4. Discuss the colour wheel with students. Introduce, or remind, students about the key vocabulary words – primary, secondary, and complementary colours. Definitions as found in The Arts Curriculum, 2009:
 - Colour wheel: a tool for creating and organizing colours and representing relationships between colours
 - Primary colours: red, yellow and blue (can not be created by mixing)
 - Secondary colours: orange, green and purple (created by mixing two primary colours)
 - Complementary colours: colours that are directly opposite on the colour wheel
5. Allow your **student to explore these colours in any number of hands-on activities** or stations within your classroom.

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 curatorial theme for your didactic.
3. Have students **write a myth or legend featuring their imaginary creature**. Consider letting student work together to create a story featuring multiple imaginary creatures. Discuss the key elements of a story: beginning, middle, end, character and setting.

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 https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf
- Wassily Kandinsky. *Farbstudie Quadrate*, 1913. <http://www.wassily-kandinsky.org/Farbstudie-Quadrate.jsp>

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
