

### 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) 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

Allow your **student to explore these colours in any number of hands-on activities** or stations within your classroom.

### PROGRAM DETAILS:

**Grades:** 1 to 3

**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

***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.

**Key Inquiry Question:**

*How can you experiment with colours and drawing and painting techniques to make your imaginary creature come to life?*

### 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)*

1) KWL Chart

[http://eworkshop.on.ca/edu/pdf/Mod37\\_graph\\_KWL.pdf](http://eworkshop.on.ca/edu/pdf/Mod37_graph_KWL.pdf)

2) Wassily Kandinsky. *Farbstudie Quadrate*, 1913.

<http://www.wassily-kandinsky.org/Farbstudie-Quadrate.jsp>

## 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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