

### **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 – 6

**Key Inquiry Question:** *How can you use the idea of chance and accidents to create your painting?*

### **CURRICULUM LINKS**

The Arts, 2009; 2010:

**Early Full Day Learning Kindergarten Program:**

The Arts, 2009; 2010:

#### **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 (1-8):**

- Demonstrate an understanding of past and present styles of drawing and painting

### **ACTIVATION (PRE-VISIT IDEAS)**

1. It would be beneficial if students had experience **mixing primary and secondary colours** before their School Visits workshop. Introduce the colour wheel and talk about mixing primary colours to create secondary colours. Give each student paper along with red, yellow and blue tempera paint. Have students experiment mixing paint to create secondary colours.
2. Give each student a large piece of paper along with red, yellow and blue oil pastels. Talk about primary colours and you layer two primary colours to mix secondary colours. **Demonstrate holding the pastel** on the side (not the tip) to rub the surface of a texture. Demonstrate layering another colour to **mix colours and create a secondary colour**. Have the students explore their school in search of textured surfaces. Ask the students to **fill their paper with rubbings** of different textured surfaces. Have students study their rubbings and consider how they can be used to describe the surface of an image i.e. mesh for the scales of a fish. Have students make an image using their rubbings and the collage technique (cutting and pasting).
3. Use the following paintings to help students understand how artists use **cool colours** to create a mood and evoke emotion.
  - Vincent Van Gogh. **Starry Night**. 1889
  - Pablo Picasso. **Melancholy Woman** 1903
4. Use the following paintings to help students understand how artists use **warm colours** to create a mood and evoke emotion.
  - Claude Monet. **Haystacks**. 1890
  - Vincent Van Gogh. **Vase with Sunflowers**. 1889

### **EXTENSION (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 the students **write a descriptive paragraph** about their picture to be displayed alongside their painting.
3. Have the students **write a reflective piece** about how we can learn from accidents and use them in our art making 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)

- Look at the following MOMA link for more artists who embrace the idea of using chance and accidents in their creative process [http://www.moma.org/learn/moma\\_learning/max-ernst-levade](http://www.moma.org/learn/moma_learning/max-ernst-levade)

## VISUAL 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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