

<b>TEACHER GUIDE</b> <p>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.</p>	<b>WHAT TO EXPECT FROM YOUR DAY</b> <p>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.</p>
<b>Grade:</b> 4 - 12	<b>Key Inquiry Question:</b> <i>How can your experience with the print making process lead to a better understanding of the printed images we see daily?</i>
<b>CURRICULUM LINKS</b>	
<u><i>The Arts, 2009; 2010:</i></u>	
<ul style="list-style-type: none"> <li>• <b>Creating and Presenting:</b> applying the creative process to produce two-dimensional prints; using elements, principles and techniques of visual arts to communicate feelings, ideas and understanding</li> </ul>	
<u><i>Reflecting, Responding and Analysing:</i></u>	
<ul style="list-style-type: none"> <li>• Apply the critical analysis process</li> </ul>	
<u><i>Exploring Forms and Cultural Contexts (1-8):</i></u>	
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of past and present styles of relief printmaking</li> </ul>	
<u><i>Foundations (9-12):</i></u>	
<ul style="list-style-type: none"> <li>• Will use proper terminology, understand symbols and themes, describe past influences and understand conventions associated with relief printmaking</li> </ul>	
<u><i>Social Studies, 2013 (1-6):</i></u>	
<ul style="list-style-type: none"> <li>• Heritage and Identity</li> </ul>	
<u><i>Canadian and World Studies, 2015 (11-12):</i></u>	
<ul style="list-style-type: none"> <li>• Cultural Characteristics and Identity</li> </ul>	
<u><i>Native Studies, 1999 (9-10):</i></u>	
Grade 9 - Expressing Aboriginal Cultures	
Grade 10 - Aboriginal Peoples in Canada	
<b>ACTIVATION (PRE-VISIT IDEAS)</b>	
In groups, <b>have students research</b> one of the following printmaking techniques.	
<b>Etching, Silkscreen, Lithography, Woodcut, Stonecut</b>	
Prepare a <b>short oral presentation</b> to the class. Suggested criteria include:	
<ul style="list-style-type: none"> <li>• Name of technique</li> <li>• Description of the process</li> <li>• Method of printing i.e., printing press, hand printed, screen printed</li> </ul>	
<b>Have students prepare an artist card</b> 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.	
In groups, <b>have students research one of the following artists:</b>	
<b>Kathe Kollwitz, Edvard Munch, Pablo Picasso, Albrecht Durer, Kakulu Saggiaktok</b>	
Prepare an observation sheet or short oral presentation to the class. Suggested criteria include:	
<ul style="list-style-type: none"> <li>• Brief history of the artist</li> <li>• Technique best known for</li> <li>• Subject matter</li> <li>• Unique stylistic quality of the artist's work</li> </ul>	
<b>EXTENSION (POST-VIST IDEAS)</b>	
<ol style="list-style-type: none"> <li>1. Have a <b>student art exhibition</b>. 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.</li> <li>2. Have students <b>write an artist statement</b> about their piece. Students could comment on the process and the inspiration for their image.</li> <li>3. <b>Make additional prints.</b> 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.</li> <li>4. <b>Complete a procedural writing piece</b> about the printmaking process</li> </ol>	
<b>• ADDITIONAL LINKS TO LEARNING</b>	
<p>(<i>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</i>)</p>	
KWL Chart <a href="https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf">https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf</a>	
• Links for research projects:	
<a href="http://www.metmuseum.org/toah/hd/durr/hd_durr.htm">http://www.metmuseum.org/toah/hd/durr/hd_durr.htm</a>	
<a href="http://www.moma.org/collection/artists/3201">http://www.moma.org/collection/artists/3201</a>	
<a href="http://www.moma.org/collection/artists/4164">http://www.moma.org/collection/artists/4164</a>	
<a href="http://www.dorsetfinearts.com/kukulu-saggiaktok/">http://www.dorsetfinearts.com/kukulu-saggiaktok/</a>	
<a href="http://linocutboy.com/picasso-and-the-linocut/">http://linocutboy.com/picasso-and-the-linocut/</a>	

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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