

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: K - 6

Key Inquiry Question: How can masks from around the world influence the creation of your clay sculpture?

CURRICULUM LINKS
The Arts, 2009; 2010:
Curriculum Links - The Arts, 2009; 2010:
Creating and Presenting:

- Applying the creative process to produce a three-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 bookmaking

Foundations (9-12):

- Will use proper terminology, understand symbols and themes, describe past influences and understand conventions associated with bookmaking

Social Studies, 2013 (1-6):

- Heritage and Identity

Canadian and World Studies, 2015 (11-12):

- Cultural Characteristics and Identity

ACTIVATION (PRE-VISIT IDEAS)

1. Introduce the topic of artist books through the use of a **mind map**. Place the word 'artist book' 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 artist books, and what they **Want** to know before attending Harbourfront Centre.
3. Ask the students to explore books with unique characteristics to understand different techniques and possibilities for writing and constructing their stories.

The following are some examples of books the students may want to look at:

- **The Jolly Postman**, by Allan Ahlberg, Janet Ahlberg Grade K to 6)
- **You Can't Take a Balloon into the Museum of Fine Arts**, by Jacqueline Preiss Weitsman. Illus. by Robin Preiss Glasser (Graphic Novel K to 2)
- **Maus**, by Art Spiegelman (Graphic Novel for grades 5 and 6)
- **600 Black Spots**, by David A. Carter (Pop Up book grades K to 6)
- **Marvel comic books** (age ratings for each comic usually found on the comics UPC box)

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. **Fill the pages of your books**. Consider these uses: **Artist book, Journal/diary, Story/poetry book, Scrapbook, Picture book, Graphic novel**
3. **Host a student art exhibition**. Work with your students to consider where to exhibit within your school, how their books will be shown and the overall theme. Write an artist statement for each piece or work collaboratively to write an exhibition didactic.

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
- Source of grade appropriate graphic novels: <http://ilovelibraries.org/article/best-graphic-novels-children>
- Resource for teachers: <http://www.accordionbookproject.com/arzuandtodd/>

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
