

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 textile arts through the use of a **mind map**. Place the word 'textile arts' 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 textile arts, and what they **Want** to know before attending Harbourfront Centre.
- 3) Ask students to consider what social justice issues they are passionate about within their community. Have an open-brainstorm about what social justice issues are and have students suggest topics they might want to explore during the program. As a way to get started, find a brief list of local social justice issues below:
 - Access to housing
 - Access to food/water
 - Gender equality
 - Environmental
 - Bullying
 - Mental health
- 4) Ask students to think of a social justice issue in their community. Ask students to draw a picture of this. Students can consider how they might use a word or two and symbols to represent their social justice issue. Students can bring this with them and use it as a reference image for their textile art piece.

PROGRAM DETAILS:

Grades: 4 to 6

Curriculum Links

The Arts, 2009

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:* demonstrate an understanding of past and present styles of textile art

Social Studies, 2013

Heritage and Identity

Key Inquiry Question:

How can a collaborative work of art evoke social change within a community?

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. Work collaboratively to write the curatorial theme.
- 3) Ask students to **write a story about their textile piece.** What message are they sending? Why is this scene important to them?

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
- 2) The Textile Museum of Canada
<http://www.textilemuseum.ca/home>

VISUAL ARTS ONSITE ASSESSMENT TOOL

Student 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.
Use of Materials	uses tools, equipment, and materials correctly only with assistance	uses tools, equipment, and materials correctly with frequent assistance	uses tools, equipment, and materials correctly with only occasional assistance	uses tools, equipment, and materials correctly with little or no assistance

Comments
