

### 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 the students to think of a good deed they have done this week. Consider who was there, where it happened and how they could describe this event to another person. **Ask students to draw a picture of this scene.** Put the pictures together on a flat surface to create a good deed quilt.
- 4) Explore the Longwoods Barn Quilts to find out about a **community art project**. Use this project as an introduction to get students thinking about the role of collaborative textile artworks. Why are collaborations like this important? What stories do these quilts tell? Give students the chance to sketch or draw their own barn quilt, considering the elements of design (shape, colour, texture)

### PROGRAM DETAILS:

**Grades:** 1 to 3

**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 textile art tell a story?*

### 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](http://eworkshop.on.ca/edu/pdf/Mod37_graph_KWL.pdf)
- 2) The Textile Museum of Canada website:  
<http://www.textilemuseum.ca/home>
- 3) Gees Bend: Timeline of Historical Events:  
[http://www.philamuseum.org/booklets/8\\_49\\_104\\_1.html](http://www.philamuseum.org/booklets/8_49_104_1.html)
- 4) Fabric of Their Lives (Gees Bend):  
<http://www.smithsonianmag.com/arts-culture/fabric-of-their-lives-132757004/?no-ist>
- 5) Longwoods Barn Quilts Trail Project  
<http://longwoodsbarquilts.ca/>

# 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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