

### **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:** 1 - 3

**Key Inquiry Question:** *How can prints made by Inuit artists inspire your collograph print?*

### **CURRICULUM LINKS**

The Arts, 2009; 2010:

#### **Creating and Presenting:**

- Applying the creative process to produce two-dimensional pieces; 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 printmaking

Social Studies, 2013 (1-6):

Heritage and Identity

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

1. Introduce the topic of printmaking through the use of a **mind map**. Place the word 'printmaking' 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 **K**now about collograph, and what they **W**ant to know before attending Harbourfront Centre.
3. Send students on a **texture scavenger hunt**. Ask students to think about what texture is. Give each student a large piece of paper and red, yellow and blue oil pastels. Demonstrate holding the pastel on the side (not the tip) to rub the surface of a texture. Demonstrate layering the colours to mix colours. Have students explore their school in search of textured surfaces. Ask students to fill their paper with rubbings of different textured surfaces. Have the 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 create an image using their rubbings and the collage technique (cutting and pasting).

### **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, how the pieces will be shown and what the overall theme of the exhibition should be. Write an artist statement for each piece and work collaboratively to write the curatorial theme for your didactic.
3. Have students **write a short story or poem about the imaginary creature** they created in their prints. Have students consider the beginning, middle, end, character and setting.
4. If you have brayers and printing ink available, **have students make additional prints.** Consider the monocolour, multicolour or registration printing techniques demonstrated at Harbourfront Centre.

### **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
  - [http://eworkshop.on.ca/edu/pdf/Mod37\\_graph\\_KWL.pdf](http://eworkshop.on.ca/edu/pdf/Mod37_graph_KWL.pdf)
- Inuit Art
  - <http://www.historymuseum.ca/capedorsetprints/introduction/>
  - <https://inuit.com/pages/available-cape-dorset-prints>

## 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

---



---



---



---



---