

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) In groups, **have students research one of the following artists:**

- Winslow Homer
- Georgia O'Keefe
- David Milne
- Giuseppe Penone

Prepare a short oral presentation to the class. Suggested criteria include:

- Unique stylistic qualities
- Use of colour
- Space
- Form
- Composition

2) In groups, **have students research trees** and collect twenty facts about trees. Have each groups present their findings to the class and compile all the facts. This will prepare the students for a brainstorming activity during their School Visits workshop.

3) Have students **create a pencil sketch** of a deciduous tree and a coniferous tree. Study the tree before starting the sketch and become familiar with the unique qualities of each tree. Consider the following:

- Unique form, balance and structure
- Light and shade/shadow
- Negative space
- Texture
- Line
- Consider adding the setting (i.e. foreground and background)

PROGRAM DETAILS:

Grades: 4 to 12

Curriculum Links

The Arts, 2009; 2010:

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 (1-8): demonstrate an understanding of past and present styles of painting and trees in artmaking

Foundations (9-12): will use proper terminology, understand symbols and themes, describe past influences and understand conventions associated with watercolour painting

Social Studies, 2013 (1-6):

Heritage and Identity

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

Cultural Characteristics and Identity

Key Inquiry Question:

How can trees serve as inspiration for your art making?

EXTENSION (Post Visit Ideas)

- 1) Have a **student art exhibition**. Work with your students to consider where to exhibit within your school and how the pieces will be shown.
- 2) In preparation for the art exhibition have the students **mat their watercolor paintings**.
 - Cut pieces of card paper (grade 5 to 8) and mat board (grade 9 to 12) approximately 13" x16".
 - Measure a rectangle slightly smaller than the watercolor paper and mark the window slightly higher than the centre of the board.
 - Using an Exacto knife for card paper and utility knife for mat board, cut out the rectangle (ensure you review safety first).
 - Tape the watercolor painting to the back of the card or board.
- 3) Ask students to **complete a label** to be placed beside their paintings. A sample label may include the following information: name, title, date and medium

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) Tree Facts
<https://onetreepanted.org/pages/tree-facts>
- 2) Trees of Canada
<https://treecanada.ca/resources/trees-of-canada/>
- 3) International artists who use trees in their art practice:
<https://gagosian.com/artists/giuseppe-penone/>
<https://moca.ca/mark-dion-programs-2019/>

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
