

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: 7 - 12
Key Inquiry Question: How can you create a composition with the themes of risktaking and exploration in mind

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 clay sculptures Foundation: will use proper terminology, understand symbols and themes, describe past influences and understand conventions associated with ceramic sculpture

ACTIVATION (PRE-VISIT IDEAS)

1. **Have students complete a KWL chart about sculptures.** Ask students to complete the K (what they know) and W (what they wish to learn) section of the chart.
2. **Have students identify a contemporary artist who works with sculptures. Ask students to prepare a fact sheet on the artist.** Suggested criteria include:
 - A short biography
 - Unique stylistic qualities
 - Space
 - Form
 - Composition
3. Introduce the topic of a sculpture through the use of a mind map. Place the word 'sculpture' in the centre of a page, and have students generate as many ideas, connections, examples or images that come to mind on their own mind map. Then, ask students to categorize their ideas/suggestions and share how they identified commonalities between/amongst their brainstorm. Open up a conversation as a larger group about their findings.
4. Engage students in a discussion about form vs. function in contemporary craft and art. Does craft need to be functional? Should art be purely aesthetic? Students can explore their ideas through a written assignment, in-class debate or any other method of assessment that suits the needs of your student group.

EXTENSION (POST-VISIT IDEAS)

1. **Have students revisit their KWL chart about sculptures.** Ask students to complete the L section (what they learned)
2. **Have a student art exhibition.** Work with your students to consider where to exhibit within your school and how the pieces will be shown.
3. Ask students to write an artist statement for their piece. Be sure to include title of piece, artist name, date of production, materials used and share insight into the creative process that viewers of the exhibition may find useful.
4. Ask students to work collaboratively to write the curatorial theme/statement for the exhibitions.

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

VISUAL ART 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 willingly participates and acts appropriately	student participates enthusiastically and always acts appropriately

COMMENTS
