

<p>TEACHER GUIDE</p> <p>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.</p>	<p>WHAT TO EXPECT FROM YOUR DAY</p> <p>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.</p>
<p>Grade: Kindergarten</p>	<p>Key Inquiry Question: <i>How can you experiment with colours and drawing and painting techniques to make your imaginary creature come to life?</i></p>
<p>CURRICULUM LINKS</p>	
<p><i>Early Full Day Learning Kindergarten Program:</i></p>	
<p>The Arts – Visual Arts:</p>	
<ul style="list-style-type: none"> Demonstrate basic knowledge and skills (elements of design and colour theory), use problemsolving strategies when experimenting with the skills, materials, processes, and techniques; express responses to a variety of visual art forms; communicate their ideas through various visual art forms. 	
<p>Belonging and Contributing:</p>	
<ul style="list-style-type: none"> Demonstrate an awareness of their surroundings; demonstrate an understanding of the natural world and the need to care for and respect the environment. 	
<p>Problem Solving and Innovating:</p>	
<ul style="list-style-type: none"> Demonstrate an awareness of the natural environment through hands-on investigations, observations, questions, and representations of their findings 	
<p>ACTIVATION (PRE-VISIT IDEAS)</p>	
<ol style="list-style-type: none"> Introduce the topic of texture using a mind map. Place the word 'texture' in the centre of a page, and have students generate as many ideas, connections, examples or images that come to mind. Show students images from different printmaking Inuit artists. Ask students to identify different shapes (circle, triangle, square, rectangle, etc.) and textures in each image. <ul style="list-style-type: none"> Kenojuak Ashevak Napachie Pootoogook Ningiukulu Teevee Have students create an image using the collage technique. Using available magazines, newspapers, paper and other materials students can cut out and piece together different parts of an image. 	
<p>EXTENSION (POST-VISIT IDEAS)</p>	
<ol style="list-style-type: none"> Have a student art exhibition. Work with your students to consider where to exhibit their collaborative landscape within your school. Ask students to think of a title for their collaborative landscape painting. Ask students to recall the things they saw at Harbourfront Centre and record their ideas on chart paper (ie: art, bus, trees, CN Tower, etc.). Review collage techniques. Ask students to use their experience with collage to create an image of something they saw at Harbourfront Centre. If you have brayers and printing ink available, have students make additional prints. Consider the monocolour or multicolour techniques demonstrated at Harbourfront Centre. 	
<p>ADDITIONAL LINKS TO LEARNING</p>	
<p><i>(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)</i></p>	
<ul style="list-style-type: none"> Inuit Art http://www.historymuseum.ca/capedorsetprints/introduction 	

VISUAL ARTS 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 willing participates and acts appropriately	student participates enthusiastically and always acts appropriately

COMMENTS
