

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 learning about Indigenous connections to land lead to a deeper understanding of how to care for the land?

CURRICULUM LINKS
The Arts – Visual Arts (1- 3)

- Apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

People and Environments (1 – 3)

- Describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people’s needs (Grade 1)
- Describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions (Grade 2)
- Demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions, First Nations communities, and/or Métis regions in Ontario (Grade 3)

ACTIVATION (PRE-VISIT IDEAS)

1. In preparation for your trip to the Harbourfront Centre, read the book *Walking Together* by Elder Albert Marshall and Louise Zimanyi.
 - Have students first brainstorm the types of living things they might find around their school community. Have students then create a drawing of the living things that can be found around them.
2. Have students think about their families, community, traditions, culture, language, and any other aspects of their identity. Ask students to brainstorm and write as many words that come to mind when they think of their communities and identities. By the end, each student should have a collage of words and phrases that describe their community.

EXTENSION (POST-VISIT IDEAS)

1. Revisit the drawings that each student created prior to their visit. Have students compare their drawings before their visit to the art they created at the Harbourfront. Have students reflect on the differences between their pieces of art. This can take a number of different forms and can build cross-curricular links to support your in-class discussion of the topics addressed onsite.
2. Ask students to recall the things they saw during their walk through the waterfront community and record their ideas on chart paper (ie: art, bus, trees, CN Tower, etc.). Ask students to use their experience with painting and pastels to create an image of something they saw 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* https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf
- *Indigenous Peoples in Toronto An Introduction for Newcomers*: <https://www.toronto.ca/wp-content/uploads/2023/07/9869-IG-TNO-Online-Compressed.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
