

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: K - 6

Key Inquiry Question: How can Harbourfront Centre’s unique waterfront location provide inspiration for artistic expression?

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

Foundations (9-12):

- Will use proper terminology, understand symbols and themes, describe past influences and understand conventions associated with ceramic sculpture

Social Studies, 2013 (1-6):

- Heritage and Identity

ACTIVATION (PRE-VISIT IDEAS)

1. Introduce the topic of habitats through the use of a **mind map**. Place the word ‘habitat’ 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 habitats and clay, and what they **W**ant to know before attending Harbourfront Centre.
3. Have students work in groups to **research various types of fish from around the world**. As a class, develop a criteria list of the essential elements to include on a fact sheet/display board. Each group could prepare a visual display/presentation on one type of fish from around the world.
4. Have the students **create a life-sized fish using the collage technique**. Using available magazines, newspapers and other materials (wool, fabric, found objects etc.) students can piece together different parts of a fish from various sources (i.e. eyes from one image, a mouth from a second source, etc). Students may want to incorporate some three-dimensional forms or materials to their fish. Have students glue cardboard to the back of the collage to make it stronger.

EXTENSION (POST-VISIT IDEAS)

1. Have your students revisit their **KWL charts** and complete the **L**earned column. See if any pieces of information that they shared in the **K** or **W** columns proved to be inaccurate.
2. Ask students to write about the clay fish that they have created. Have students include the type of habitat, climate and cultural connections this type of fish might have.
3. Host a **student art exhibition**. Work with your students to consider where to exhibit within your school, how their clay fish 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.

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
