

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: 4-8

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

Social Studies, 2013 (1-6):

- Heritage and Identity

ACTIVATION (PRE-VISIT IDEAS)

1. Have students complete an **anticipation guide** regarding underwater creatures. Questions to consider include: What are some underwater creatures you know? Draw/sketch an example
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 **Know** about clay and what they **Want** to know before attending Harbourfront Centre.
3. Have students **research various types of underwater creatures** from around the world. As a class, develop a criteria list of the essential elements to include on a fact sheet/display board. Working in groups, students could prepare a visual display/presentation on one of the underwater creatures.
4. Have **students complete a creature collage**. Using available magazines, newspapers or other resources, have students create their own underwater creature. They can piece together different parts of the creature from various sources (i.e. a head from one image, fins from another, a tail from a third source, etc).

EXTENSION (POST-VISIT IDEAS)

1. Host a **student art exhibition**. Work with your students to consider where to exhibit within your school, how the pieces will be shown and what the overall theme of the exhibition should be.
2. Ask students to write an **artist statement** about their piece. Students could comment on the process, inspiration and what they hope a viewer would see in their work.
3. Have students **write a short story, graphic novel or myth** about their underwater creature.
4. Have students use their experience at Harbourfront Centre as the basis for a **procedural writing piece**.

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
