

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 - 6

Key Inquiry Question: How can a collaborative work of art bring awareness to environmental issues within a community?

CURRICULUM LINKS
The Arts, 2009
Creating and Presenting:

- Students will produce a two-dimensional work of art that communicates thoughts, feelings and/or experiences;
- Students will consider the elements of design and use them in ways appropriate for their grade when producing and responding to works of art;
- Students will use their knowledge of the elements and principles of design in solving artistic problems and in analysing works of art.
- They will also use the correct tools, vocabulary and art terminology associated with the specific expectations for their grade.
- Students will look at both historical and contemporary examples of textile art

Reflecting, Responding and Analysing:

- Apply the critical analysis process

Exploring Forms and Cultural Contexts:

- Demonstrate an understanding of past and present styles of textile art

Social Studies, 2013

Heritage and Identity

ACTIVATION (PRE-VISIT IDEAS)

1. Introduce the topic of textile arts through the use of a **mind map**. Place the word 'textile arts' in the centre of a page, and have students generate as many ideas, connections, examples or images that come to mind.
2. Ask students to consider what social justice issues they are passionate about. Have an open-brainstorm about what social justice issues are and have students suggest topics they might want to explore during the program. Ask students to look through newspapers, magazines and other forms of print media **to create a collage based on the social issue of their choosing**. As a way to get started, find a brief list of social justice issues below:
 - Access to housing, food, water
 - Gender equality
 - Environmental
 - Bullying
 - Mental health

EXTENSION (POST-VISIT IDEAS)

1. **Host a student art exhibition.** Work with your students to consider where to exhibit within your school. Work collaboratively to write the curatorial theme.
2. Ask students **to write a story about their textile piece**. What message are they sending? Why is this scene important to them?
3. Explore the **Longwoods Barn Quilts** to learn about a community textile art project (See Additional Links to Learning). Why are collaborations like this important? What stories do these quilts tell?

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)

1. KWL Chart http://eworkshop.on.ca/edu/pdf/Mod37_graph_KWL.pdf
2. The Textile Museum of Canada <http://www.textilemuseum.ca/home>

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
