TEACHER GUIDE:
Thank you for choosing to visit Harbourfront Centre! Harbourfront Centre is an innovative, non-profit cultural organization which provides internationally renowned programming in the arts, culture, education, and recreation, all within a collection of distinctive venues in the heart of Toronto's downtown waterfront. Our School Visits programs are rooted in the inquiry-based learning model, and accommodate for a number of exceptionalities.

WHAT TO EXPECT FROM YOUR DAY?
When you arrive at Harbourfront Centre, you will be greeted by one of our Educators. Payment may be taken care of by our Registrar (if you are onsite) or our Educator (if you are offsite) during the morning of your visit. Your class will then receive a brief introduction to Harbourfront Centre. Your program will begin shortly thereafter.

ACTIVATION (Pre Visit Ideas)
1) Introduce the topic of portraits through the use of a **mind map**. Place the word ‘portrait’ 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 **know** about portraits, and what they **want** to know before attending Harbourfront Centre.

3) As the clay portrait program focuses on sculpture, have your students familiarize themselves with different artists who create sculptural pieces of art. **Have students create a factsheet about one of the artists** and present the information to the rest of the class. Students can work in groups or individually. Suggested artists include:
   - Alberto Giacometti
   - Gertraud Möhwald
   - Jean-Pierre Laroque
   - Joe Fafard
   - Evan Penny
   - Pablo Picasso

4) A contour drawing refers to an outline drawing that represents the edge of a form. **Have students complete contour drawings of their own faces.** You can have students draw their own face using a mirror, or they can work in pairs and draw each other.

PROGRAM DETAILS:

**Grades:** 4 to 12

**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*

**Canadian and World Studies, 2015 (11-12):**
*Cultural Characteristics and Identity*

**Key Inquiry Question:**
*How can you portray an aspect of the human condition in your clay portrait?*

EXTENSION (Post Visit Ideas)

1) Have your students revisit their **KWL charts** and complete the **Learned** column. See if any pieces of information that they shared in the K or W columns proved to be inaccurate.

2) Further extend your students understanding of contour drawings (see pre-visit ideas) by having them **complete a contour drawing of their clay portrait.** Have students consider the challenges associated with representing a 3-dimensional portrait through a 2-dimensional medium.

3) Consider hosting an **art exhibition** with the completed clay portraits. Have your students write an artist statement about their pieces. Students can consider where to hold the exhibition, how to display the pieces and collaborate to write your didactic

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 Gardiner Museum (ceramic art) website:
   www.gardinermuseum.on.ca/

3) The following are sites for the research project:
   http://www.departures.com/art-culture/exhibit/thin-man
   http://en.galeriedeste.com/exhibition/19/press_release/
# Visual Arts Onsite Assessment Tool

**Student Name:** ___________________  **Date:** __________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction in Group Discussion</td>
<td><em>never</em> able to respond to direct questions; never volunteers point of view</td>
<td><em>rarely</em> able to respond to direct questions; rarely volunteers point of view</td>
<td>responds <strong>occasionally</strong> to questions; occasionally volunteers point of view</td>
<td>responds <strong>frequently</strong> to questions; routinely volunteers point of view</td>
</tr>
<tr>
<td>Listening Skills</td>
<td><em>student does not</em> listen when others talk, and <strong>follows few</strong> of the instructor's directions.</td>
<td><em>student does not</em> listen when others talk, and <strong>sometimes follows</strong> the instructor's directions.</td>
<td><em>student listens</em> when others talk, and <strong>often follows</strong> the instructor's directions.</td>
<td><em>student listens</em> when others talk, and <strong>always follows</strong> instructor's directions.</td>
</tr>
<tr>
<td>Use of Techniques</td>
<td>applies <strong>few</strong> of the skills, concepts and techniques taught.</td>
<td>applies <strong>some</strong> of the skills, concepts and techniques taught.</td>
<td>applies <strong>most</strong> of the skills, concepts and techniques taught.</td>
<td>applies <strong>all (or almost all)</strong> of the skills, concepts and techniques taught.</td>
</tr>
<tr>
<td>Use of Materials</td>
<td>uses tools, equipment, and materials correctly <strong>only with assistance</strong></td>
<td>uses tools, equipment, and materials correctly <strong>with frequent assistance</strong></td>
<td>uses tools, equipment, and materials correctly <strong>with only occasional assistance</strong></td>
<td>uses tools, equipment, and materials correctly <strong>with little or no assistance</strong></td>
</tr>
</tbody>
</table>

**Comments**

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