Artful Tales Experience

INFORMATION AND RELATED ACTIVITIES

The i.d.e.a. Museum inspires children of all ages to experience their world differently through art, creativity and imagination.
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Thank you for scheduling your group for the *Artful Tales Experience* at the i.d.e.a. Museum! The materials included in this packet were designed to enhance your museum experience by providing suggested pre-visit activities, follow-up reinforcement, and logistics for your visit.

**Please share these materials with all teachers/chaperones in your group.**

Materials can also be downloaded from our website at [www.ideamuseum.org](http://www.ideamuseum.org).

**ARTFUL TALES EXPERIENCE: PROGRAM DESCRIPTION**

- Plan to arrive at least 5-10 minutes before your scheduled time.

  **IMPORTANT POLICY NOTICE:** To maintain the health and cleanliness of the ArtVille gallery for our visitors, we have implemented a “socks only” policy. Every person who enters the ArtVille gallery **must** wear socks (including children and adults). Please plan accordingly with your group as they will need to wear socks to enter the space and participate in this program.

- A museum staff person will greet your group in the lobby of the museum. He or she will discuss museum guidelines and will provide a general overview of the program.

- We require one chaperone to be present with each group of 10 children. Two adults per group of 10 students are preferred.

- We suggest that you provide your students with name tags for easy identification during their time here at the museum.

- Plan to spend at least 2 hours at the museum. The directed classroom portion of the program will run approximately 60 minutes and the group will then have approximately 45-60 minutes of self-guided exploration time in the *Whiteman Family Exhibition Gallery, HUB and ArtVille.*

- Before your group visits the galleries, we suggest dividing them up into smaller groups of approximately 5-10 children with at least one chaperone per group. The chaperones will be responsible for supervising their group in the galleries.

- All teachers/group leaders will receive a program evaluation form in a postage-paid envelope. We hope that you take advantage of this opportunity to provide us with important feedback on your museum visit.

- Teachers/group leaders will be provided with a container to carry student artwork.

- Please remind members of your group that photography is not permitted in areas that contain artwork. However, photos can be taken in the activity areas.

- If your group is eating here at the museum, lunches and drinks, including water, will be placed on a cart and left near the atrium area.

- A late arrival may result in a modified program experience. If you have an emergency and anticipate being late, please call 480.644.4332.
PREPARING YOUR GROUP FOR A MUSEUM VISIT

The i.d.e.a. Museum introduces children to the visual excitement and cultural enrichment provided by the fine arts. Our environment is especially designed to spark the imagination, stimulate the mind, and captivate the eye. A visit to the museum is alive with opportunities for creative expression.

Our group visit programs are educational, interactive experiences that are designed to support our mission by inspiring a lifelong appreciation of art, creativity and learning. The inquiry-based program and related gallery activities promote critical thinking skills and connect elements of art, science, math, language arts, and technology. Program content and activities provide students with an insight into the theme of our current exhibition, while also addressing numerous Arizona Early Learning Curriculum Standards.

Preparing students for a visit to the museum can make a significant difference in the quality of their learning experience. The following information is provided to aid you in the preparation for your museum experience. Ask your students the following questions to get them thinking about their museum visit:

- Has anyone ever visited a museum before? Where? What did you see?
- What is an art museum?
- What kinds of things do you expect to see?
- How do people talk, move, and behave in a museum setting?
MUSEUM MANNERS

- To protect the artwork for future generations, we require that students refrain from touching the artwork. The oils and perspiration on a single human finger (even a clean finger) can eventually deteriorate a work of art.

- To be respectful of other museum visitors, students should always use “indoor voices” while in the museum. While program participation is strongly encouraged, students should also remember to listen to museum staff and their fellow students at the appropriate times.

- To prevent students from accidentally damaging artwork or hurting other visitors, “walking feet” are required in all museum areas.

- Students should stay with their group at all times.

- Please leave all food, drinks, gum, etc., outside the museum. Lunches and/or water bottles can be left at the front desk, if necessary.

CHAPERONES: WE LOVE CHAPERONES!

- Chaperones play an important part in making a group’s visit to the museum a safe, enjoyable experience and an educational success.

- Please prepare all chaperones who will accompany your group on your visit. Chaperones are required to remain with the group for the entire visit. A chaperone’s interest and attention add to the students’ program experience.

- Chaperones and teachers are responsible for managing the group’s behavior, keeping the group together, and attending to special needs of the students.

- The students in the group will model a chaperone’s behavior in the museum. Please be sure that your chaperones are aware of all museum guidelines and manners/etiquette, so that they may serve as an example for the students to follow.

- We ask that chaperones refrain from bringing younger children (siblings) with them so they may give full attention to the needs of the students.

- **REMEMBER: Chaperones must wear socks in the ArtVille gallery too!**
EXHIBITION INFORMATION

The i.d.e.a. Museum has several galleries for visitors to enjoy.

**HUB**

The HUB is a gallery with different interactive areas to trigger your imagination and let your creativity loose. Create an artwork from recycled materials or design an item for our atrium. Soundscape encourages body movement to explore underwater sounds, and Rigamajig challenges you to build a one-of-a-kind contraption. Don’t forget to drop everything and doodle or create a masterpiece in iArt. Our Tech Table will elicit giggles if you choose to play its games.

**ArtVille**

More than just a “play space,” ArtVille is an eclectic, engaging environment designed with the unique requirements of those 4 years of age and younger. Young crawlers to curious toddlers will keep busy in a town built to cultivate awareness of color, line, shape and texture. Larger-than-life crayons, paintbrushes and glitter glue can be found at every corner — emphasizing the town philosophy of artistic exploration.

**Whiteman Family Exhibition Gallery**

Changing exhibition gallery currently featuring:

February 9, 2018 – May 27, 2018

Visitors coming to Sonoran Safari will explore the artistic landscape of the world’s 11th largest desert - the only place where the famous saguaro cactus grows in the wild. Through art and hands-on activities, guests learn about the desert’s native plants, animals, reptiles and birds.

The exhibit will feature artists inspired by the rich landscapes, colors and textures found within our diverse state. Activities are created with science, technology, engineering, art and math (STEAM) concepts in mind.

Margit Kagerer, *Heat of the Night*
ARTFUL TALES EXPERIENCE

The Artful Tales Experience is an art and literacy program designed especially for preschool-age children (3-5 years). This program is designed for organized early childhood groups including daycare, preschool, homeschool groups, and other similar groups. The program includes 60 minutes in a classroom for a private story time led by one of our trained Gallery Educators/Volunteer Docents and a hands-on art activity that is based on the theme of the book. The group will have an opportunity to visit the museum and have free exploration time in ArtVille, the HUB, and the Whiteman Family Exhibition Gallery featuring the exhibition, The Art of Healthy Living.

Program Themes/Learning Goals:

- Through storytelling, art-making and imaginative play, children will develop pre-reading skills, language and vocabulary development, critical thinking skills, creative expression, and exposure to basic art concepts.
- By exploring a variety of art materials and techniques, children will experiment with pattern, shape and color, develop gross and fine-motor abilities, and improve problem solving skills.
- While exploring the galleries, children will be able to have a first-time experience with artwork and the museum environment. Exhibition activities and interactives will provide children with an avenue for looking at and discussing works of art.
- The program will demonstrate to teachers how to use the museum environment as a teaching tool to extend and build upon their own curriculum.

Deborah O’Rourke

Jackrabbit
The Program

Numerous Arizona Early Learning Standards will be met because of this experience. A detailed list of the standards is listed on pages 12-13 of this packet.

Book Description

*The Sunhat*
Jennifer Ward, illustrations by Stephanie Roth Sisson

On a hot and sunny day in the desert, Rosa's bright red sunhat blows off her head, out of sight. One by one, the creatures of the desert stumble upon the hat, seeking shelter from a wild summer monsoon. Magically, the sunhat stretches and stretches to accommodate all who climb under! Adapted from the well-loved classic tale, *The Mitten*, this enchanting book introduces us to a new cast of character and a delightful little girl with a big red hat. With soft, sweet illustrations and rhythmic, playful text, this story is bound to be a timeless favorite! (Amazon.com)

Art-Making Activity

Title: Raindrop Desert Resist

Using oil pastels as a resist medium and a unique watercolor technique, students will create a scene inspired by the Sonoran Desert and the book from story time. They'll see the magic of color mixing, fine-tune their fine motor skills with various watercolor application techniques, and even learn a bit of the science that helps make art happen. This process art project produces a lovely final product that students can be proud of.

Materials:
- Smocks
- Cardstock or watercolor paper
- Droppers, small paint brushes, spray bottles with water
- Liquid watercolors, white oil pastels
- Smooth trays with sides
- Paper towels

Outdoor Atrium Activity

Students will experience some movement + music activities in the atrium. These activities will require the assistance of teachers and chaperones.

- Parachute Games—A great opportunity to reenact parts of the story, review desert animals, and enjoy a favorite outdoor activity.
- Human Rainstorm—Ready for some spring showers? We'll make it rain with our own two hands and some teamwork.
- We'll listen to songs of cacti, rainstorms, and the desert sun.
Gallery Experience

Teachers and chaperones are encouraged to take students through the exhibition gallery to complete their museum experience. Staff and/or chaperones can use the following suggestions to motivate students to look at and experience artwork and activities in the exhibition.

- Take students through the Sonoran Safari exhibition. Give students the opportunity to look at the artwork on display. Refer to the examples of artwork shown during story time and ask them to locate those artworks in the gallery. Challenge students to find artwork that features both familiar and new desert scenes that they would enjoy, and to discover their favorite pieces.

- Educator staff will give teachers and/or chaperones a copy of the Field Guide and illustrate how to go through the stops with their students. They will explain how the guide is used to encourage students to look at and discuss the artwork on display.

James Bo Insogna

Colorful Sonoran Desert Storm
Extension Activity

The following activity has been designed to extend your students' learning and creativity after they visit the i.d.e.a. Museum.

**Activity:** Better-Than-A-Hat Habitat—Challenge students to build a shelter for one of the animals that took shelter in Rosa’s hat.

**Objectives:** Students will learn about some of the animals of the Sonoran Desert and how they survive in the extreme conditions of this unique biome. They will use information, imagination and various materials to build a shelter for a desert animal that would provide more protection than Rosa’s red sunhat did.

**Variations:** Students can do this as a model-building activity, or as an imaginative play experience. Either way, students will engage in creative problem solving, research, science, art, construction, and critical thinking while learning about the Sonoran Desert and its inhabitants.

**Materials:**
- Natural and crafting materials and/or found items, such as: paper plates, wooden craft sticks, paper, small cardboard pieces, pipe cleaners, paper towel tubes, straws, leaves, sticks, paper strips, fabric pieces, rocks, recyclables (clean plastic bottles, caps), extra materials from previous projects, etc.
- If doing as an imaginative play activity, choose large materials and an area that students can work in (together or independently). Materials can include pillows, large cardboard pieces, boxes, table cloths or sheets, or any other kid-friendly building supplies from the classroom.
- Optional—pictures/information about desert animal homes. Animals featured in the book *The Sunhat* are: mouse (or packrat), jackrabbit, roadrunner, desert tortoise, quail, kitfox.
- Optional—Toy desert animals to “test” and “live in” the new shelters.
**Method:**

1. Recall the animals featured in the story and what they did. Why were they hiding in the hat? Is a hat a good place for an animal to find shelter? Why or why not?

2. Continue the discussion to include where else animals may take shelter from storms. How can they stay cool in the desert heat? Include information about nests, burrows, cactus as shelter, etc., if students seem receptive.

3. Challenge the students (collaboratively or individually) to use the materials provided to create a shelter for one of the desert animals. Now that the storm has passed and Rosa has her hat again, how can the animals prepare for the next storm? What materials would they use so that their animal stays dry? How will the animal stay cool? Would a roadrunner need a different shelter than a fox or a tortoise? Will it be functional or decorative?

4. If doing as an imaginative play experience, have the students build a shelter for themselves or a puppet/stuffed animal, like a fort. They could wear animal masks, build outside for a more authentic experience, or even visit each other’s shelters.

5. Have the students describe their new shelters and explain why they chose what they did. What is better than a hat?

6. For a fun extra extension, create an animal from UV-sensitive beads to test the success of your shelter. More details at https://buggyandbuddy.com/sun-shelter/
ARIZONA EARLY LEARNING STANDARDS - CURRICULUM CONNECTIONS

The Artful Tales Experience program along with the museum’s exhibition and galleries are designed to connect to several Arizona State Early Learning Standards, as outlined below:

Social Emotional Standard
Strand 1: Self
Concept 2: Recognizes and Expresses Feelings - The child recognizes and expresses feelings of self and others.
Concept 3: Self-Regulation - The child manages the expression of feelings, thoughts, impulses and behaviors.

Approaches to Learning Standard
Strand 2: Attentiveness and Persistence
Concept 1: Attentiveness - The child demonstrates the ability to focus on an activity with deliberate concentration despite distractions.
Strand 4: Creativity
Concept 1: Creativity - The child demonstrates the ability to express their own unique way of seeing the world.

Language and Literacy Standards
Strand 1: Language
Concept 1: Receptive Language Understanding - The child demonstrates understanding of directions, stories, and conversations.
Concept 2: Expressive Language and Communication Skills - The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.
Concept 3: Vocabulary - The child understands and uses increasingly complex vocabulary.

Strand 2: Emergent Literacy
Concept 1: Concepts of Print - The child knows that print carries messages.
Concept 2: Book Handling Skills - The child demonstrates how to handle books appropriately and with care.
Concept 5: Comprehension - The child shows an interest in books and comprehends books read aloud with increasing text complexity.

Mathematics Standard
Strand 4: Geometry
Concept 2: Shapes - The child recognizes names and describes common shapes and their properties.

Science Standard
Strand 1: Inquiry and Application
Concept 1: Exploration, Observations, and Hypotheses - The child asks questions and makes predictions while exploring and observing in the environment.
Physical and Motor Development Standard
Strand 1: Physical and Motor Development
Concept 1: Gross Motor Development - The child moves with balance, control and coordination.
Concept 2: Fine Motor Development - The child uses fingers, hands and wrists to manipulate tools and materials.

Fine Arts Standard
Strand 1: Visual Arts
Concept 1: Creates and Understands Visual Arts - The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.
Strand 2: Music and Creative Movement
Concept 1: Creates and Understands Music, Movement and Dance - The child uses a wide variety of instruments, movements, techniques and music to explore and create.

Social Studies Standard
Strand 2: Community
Concept 3: Geography – The child demonstrates an awareness of locations within and around their community (community locations, physical features of the environment, the weather, etc.).
Suggested Books

A selection of books that are featured in the Sonoran Safari exhibition and used for related programming. The following books can complement classroom curriculum related to the study of the Sonoran Desert.

*Around One Cactus*, Anthony D. Fredericks

*Because You Are My Baby*, Jennifer Ward

*Bedtime in the Southwest*, Mona Hodgson

*Cactus Hotel*, Brenda Z. Guiberson

*Cactus Café*, Brenda Guiberson

*C is for Coyote*, Andrea Helman

*Clementi’s Cactus*, Ezra Jack Keats

*Come On, Rain!*, Karen Hesse

*Desert Digits*, Barbara Gowan

*Desert Night, Desert Day*, Anthony D. Fredericks

*Don’t Call Me a Pig! A Javelina Story*, Conrad Storad

*I’m in Charge of Celebrations*, Byrd Baylor

*Roxaboxen*, Alice McLerran

*There Was a Coyote Who Swallowed a Flea*, Jennifer Ward

*The Three Little Javelinas*, Susan Lowell

*The Tortoise and the Jackrabbit*, Susan Lowell

*Way Out West Live a Coyote Named Frank*, Jillian Lund

*Zachary Z. Packrat Backpacks the Grand Canyon*, Brooke Bessesen

Classroom and Educator Resources

*A Saguaro Cactus*, Jen Green

*Creatures of the Desert World*, a National Geographic Action book

*Desert Giant*, Barbara Bash

*Why, Oh Why Are Deserts Dry?*, Tish Rabe