The Art of Healthy Living
September 29, 2017 – January 21, 2018

GUIDED TOUR INFORMATION

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 a Guided Group Visit at the i.d.e.a. Museum! The materials included in this packet were designed to enhance your museum experience by providing you with information 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

GUIDED TOUR INFORMATION

- Plan to arrive at least 5-10 minutes before your scheduled time.
- Please divide your students into a set number of groups, as discussed at time of booking.
- A museum tour guide will greet the groups in front of the museum. He or she will discuss museum guidelines and will provide a general overview of the tour.
- We require one chaperone to be present with each group of 10 children.
- We suggest that you provide your students with nametags for easy identification during the tour.
- The guided portion of the tour is 90 minutes: 60 minutes in the Whiteman Family Gallery and 30 minutes in an art-making activity that relates to the theme of the exhibition. After the guided tour, your group may spend more time in the exhibition and/or visit the HUB gallery to enjoy open exploration time with your chaperones. Please note: ArtVille, our early childhood gallery, is designed specifically for children under 4 and is not an appropriate space for school groups.
- All teachers/group leaders will receive a tour 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 plastic bag to carry students’ artwork.
- Please remind members in 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.
- Museum staff members are not responsible for lost or stolen items.
- Please alert us to needs your group has related to special education, English as a Second Language (ESL), English for Speakers of other Languages (ESOL), English as a
Foreign Language (EFL), limited mobility, or hearing/vision impaired. If alerted in advance, we can better plan your visit.

- A late arrival for a guided tour may result in a modified tour experience. If you have an emergency and anticipate being late, please call 480.644.2468.

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, science, technology, engineering, and math concepts. 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 guided tours 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 promotes critical thinking skills and connects elements of art, science, and technology. The tour structure is organized to help foster a comfort level for students when discussing art while allowing them the opportunity to form opinions and ideas about their observations. Tour content and activities provide students with an insight into the theme of our current exhibition, while addressing numerous Arizona Academic 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 guided tour. It is recommended that you prepare your students with information on the exhibition theme, hints on what they may experience in the museum, including museum manners/etiquette, and what kind of questions they may be asked on a tour. 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 AND ETIQUETTE

- 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 tour discussion participation is strongly encouraged, students should also remember to listen to the museum docents (tour guides) 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 and chaperone 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.

- Please note: *ArtVille*, our early childhood gallery, is designed specifically for children under 4 and is not an appropriate space for school groups.

CHAPERONES

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

- **Please prepare all chaperones that 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’ tour 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.
EXHIBITION INFORMATION

Get ready for an art experience for your mind and body. The i.d.e.a. Museum’s fall exhibition, The Art of Healthy Living, takes guests on a visual journey that explores nutrition, exercise, mindfulness and overall wellness. Art, hands-on activities and movement stations will explore topics such as physical fitness, nourishment of both body and mind, creativity and meditation.

The Art of Healthy Living exhibition was developed in response to an initiative guided by the Association of Children’s Museums (ACM) entitled "Good to Grow!" This leadership initiative supports children’s museums in providing healthy choices and activities for children and families in their communities.

This art exhibition will give families a fun opportunity to create art and participate in activities while learning about:

• Selecting, preparing and eating healthy foods in the right amounts
• Increasing physical activity
• Learning basic yoga positions and relaxing mindfulness.

Exhibition Learning Goals and Objectives

• Look critically at artwork in the exhibition and participate in a discussion about how artists have interpreted health, food, and activity in their artwork
• Identify commonalities among the artist’s interpretation of healthy topics
• Explore and identify why it is important to make healthy choices
• Participate in a discussion about artwork and respond with personal opinions and ideas
• Develop, revise, and reflect on ideas for expression in artwork
• Identify and experiment with materials, tools, and techniques in artwork
• Interpret meanings or purposes of artwork based on contextual information
• Name and identify emotions when viewing various facial expressions
• Name and identify 5 senses
• Discover how sensory perceptions influence feelings
• Identifying common elements that living things need to grow and survive
• Define healthiness and identify examples of physical and emotional health
• Identify real vs. imaginary
• Identify healthy behaviors that affect personal health and well-being
• Identifying and discussing examples of healthy food choices
• Identifying 5 major food groups and discussing examples of each
• Identify that physical activity is integral to good health
• Discuss respiratory system and how breathing and oxygen contributes to proper body function and health
The Guided Tour

During the 60-minute Art Gallery portion of the guided tour, students will have an opportunity to view artworks that highlight the themes of the exhibition. Trained tour guides will discuss with students the elements of art and principles of design that are represented in a selection of the artwork on display. Arizona’s K-12 Academic Standards for Science, Health, Math and Visual Arts will be addressed on the tour stops. The standards that tour content has been aligned to are listed in detail on page 12 of this packet.

Tour Stop 1: Connecting senses with emotions

Students will view and discuss familiar elements in artwork on display. Tour guide will use inquiry-based questioning to give students an opportunity to discuss the artists, their inspiration and the technique used to create the artwork. Tour guide will lead students in a discussion about the senses and emotions. Students will be able to identify how things that we see, smell, hear, and touch affect the way we feel.

Tour Stop 2: What’s in your lunch?

Tour guide will lead students in a discussion about artwork on display including identifying real vs. imaginary images. Students will participate in a discussion about what it means to be healthy and what types of things we can do to contribute to a healthy lifestyle. Children will be able to explore healthy choices and the consequences of the types of choices made daily in terms of nutrition and activity. Finally, students will be able to identify better food choices and demonstrate their ability to choose healthy lunch options.
Tour Stop 3: Creating a healthy balance

Students will be able to identify familiar objects in an artwork. Guide will lead students on a discussion about the 5 food groups and identify examples of each group. Children will discuss and identify foods in each group by engaging in the USDA’s My Plate game. Game play will involve choosing, sorting and identifying foods in the various food groups.

Tour Stop 4: Let’s Move!

Tour guide will engage students in a discussion about the content, technique and materials used in a collection of artworks. Guide will discuss the encaustic painting technique and
students will be able to explore the materials that an artist would use to create their artwork. Activity discussion focus on the importance of physical activity. Guide will lead students in an activity that explores the respiratory system and how breathing and oxygen contribute to proper body function and health.

Tour Stop 5: Studio Art-Making Activity

The 30-minute art-making portion of the tour will take place in our atrium classroom.

Activity: Healthy expressions

Students will have an opportunity to look at examples of the artwork they viewed on display in the exhibition, and create an artwork using colorful wax inspired by the encaustic paintings of Rebecca Kinkead (shown above).

Discussion:

The artist, inspired by the energy of the human form, created these artworks with a technique called encaustic painting. Encaustic painting, also known as hot wax painting, involves using heated beeswax to which colored pigments are added. The liquid or paste is then applied to a surface—usually prepared wood, though canvas and other materials are often used.

The artist’s technique is also reminiscent of expressionism. Expressionism was an art movement in which the art featured images of reality that was distorted in order to make it expressive of the artist’s inner feelings or ideas. Expressionist artwork was meant to show emotion or feeling and not to depict life-like image.

Inspired by the medium and technique of Rebecca Kinkead, students will portray themselves in the foreground showing their favorite activity. They will support their artwork using either an
outside or inside background. They will use a thick layer of crayon on fine sandpaper and iron it onto a heavy piece of white paper. If time allows, students will apply a light, color wash over entire piece.

NOTE: Chaperone assistance is required for this activity.

Vocabulary:

Expressionism – a style of art in which the artist tries to express certain feelings about something. The artist is more concerned about having their painting express a feeling or mood using color than in making the painting look exactly like what they are painting.

Color – discuss the use of color to show emotion or mood which are based upon the feelings of the artist. For example, warm colors typically depict rage, anger, feeling of out of control, celebration, summer, quickness. Cool colors may typically depict melancholy, depression, mellow mood, seriousness, winter.

Resist - A resist in art occurs when the lines and shapes created with a waxy or oily medium such as pastels or crayon literally resist the paint wash. You can see that the diluted inks only soaked into the paper around the pastel lines.

Materials Step 1:

- Old, broken crayons
- fine grit sandpaper cut in half
- iron set on “cotton” setting
- heavy fabric to protect ironing surface or small iron board
- card stock

***If time allows** Materials Step 2:

- bowls with diluted yellow, red, or blue liquid watercolor
- wide paintbrushes
- large piece of butcher paper from workroom for drying

Technique:

1) STEP 1 - hand out to each student a half-sheet of the sandpaper and bag of the old crayons. In the foreground and using a heavy hand with the crayons, have students draw a self-portrait showing an emotion they may feel. They want to exaggerate their features as in the expressionist style, rather than make their face look real.

2) When finished with their self-portrait, students will fill in their background with supporting detail or props.
3) Remind students to press really hard with the crayons and layer the colors so they are thick and dimensional. Remind them that their colors are not to be realistic, but instead reflect their emotion. They can break the crayons and remove the paper wrap.

4) This step to be completed by the adult: When they are finished coloring their self-portrait/emotion/background, flip the sandpaper in the center of the heavy paper and press a hot iron to the back of the sandpaper until the crayon melts onto the heavy paper. Separate the pieces while still warm and let cool. The image will look textured or “encaustic”.

5) ***STEP 2 and IF time allows. Have a table set up with the diluted bowls of liquid watercolor so students can wash over their encaustic image to enhance their main emotion color.
Content Connections to Arizona K-12 Academic Standards

The guided tour and suggested curriculum activities sections of the exhibition *The Art of Healthy Living* with its content and activities, is designed to address several of Arizona’s Academic Standards.

Visual Arts - Responding
7.K.a. Identify various types (such as drawing, painting, sculpture, architecture, etc.) of art.
7.1.a. Select and describe the subject matter of art (such as artworks that illustrate daily life experiences of one’s self and others).
7.1. b. Compare images that represent the same subject matter.
7.2. b. Compare images based on expressive properties.
8.Interpret art by identifying subject, elements and principles, and mood suggested by an artwork by referring to contextual information (such as the artist's life and times) and analyzing relevant subject matter, elements and principles, and use of media.
7.3 a. Use art-specific vocabulary to speculate about processes (such as pasted paper in a collage and brush marks in a painting) an artist used to create a work of art.
9.K. Explain reasons for selecting a preferred artwork.
9.1. Classify artwork based on different reasons for preferences (favorite color, favorite subject matter, etc.).
9.2 Use art-specific vocabulary to express preferences about artwork.

Connecting
11.1. Identify a variety of reasons why people from different places and times make art (such as to express themselves, to tell a story, to make things look beautiful, to remember special people and events, etc.).

Visual Arts - Artistic Process - Creating
1.a. Engage collaboratively (such as in pairs, small groups, or whole group) in exploration and imaginative play with materials (such as puppets, model towns, paper murals, etc.).
2.a. Experiment with various materials, tools, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.) to explore personal interests in a work of art or design
3. a. Explain the process and/or subject matter of personal artwork.
b. Observe and demonstrate safe practices with art materials, tools, and equipment.
3. 1 Use art vocabulary to describe choices in personal artwork.

Science
Strand 1: Inquiry process
Concept 1: Observations, questions, hypotheses
PO 1. Compare common objects using multiple senses
Concept 3: Analysis and conclusions
PO 1. Organize objects according to various characteristics
Concept 4: Communication
PO 1. Communicate the results of an investigation using pictures, graphs, models, and/or words.
Strand 4: Life Science
Concept 1: Characteristics of organisms
PO 3. Identify the five senses and their related body parts

Concept 3: Organisms and environments
PO 2. Identify that plants and animals need the following to grow and survive: food, water, air, space.
PO 2. Identify the following major parts of the respiratory system – nose, trachea, lungs, diaphragm
PO 3. Describe the basic functions of the following system: respiratory – exchange of oxygen and carbon dioxide

Mathematics
Measurement and Data
2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.

Health
Strand 1: Comprehension of health promotion and disease prevention concepts
Concept 1: Understand relationships between health behaviors and health
PO 1. Identify that healthy behaviors affect personal health and overall well-being
Concept 2: Understand multiple dimensions of health
PO 1. Recognize what the human body is and what it means to be healthy
Concept 3: Understanding personal health
PO 2. Identify that foods are classified into food groups and that a variety of food is needed for personal health, growth and development
PO 3. Identify that physical activity is integral to good health

Strand 5: Use of decision-making skills to enhance health
Concept 1: Influences on health decision making
PO 1. Identify circumstances that can help or hinder healthy decision making
Concept 2: Application of decision-making skills to health
PO 1. Identify situations when a health-related decision is needed
PO 5. Choose a healthy option when making a decision

Strand 7: Personal responsibility for health
Concept 1: Personal responsibility for health
PO 1. Identify responsible personal health behaviors