Sonoran Safari
February 9 – May 27, 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.

The Grainger Foundation
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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

The Sonoran Desert is one of the most unique deserts in the world and contains an incredibly biodiverse ecological system, second only to the Brazilian Rain Forest. This is mainly due to its two annual rainy seasons - the regular fall rains and the summer monsoons that arrive just in time to quench the thirst of plants, animals and humans alike. This creates an extremely lush and green desert system filled with dynamic life and beauty.

An early group of settlers known as the Hohokam arrived in the area at least 2000 years ago and quickly exploited the natural desert surroundings to create a vibrant city-state that supported tens of thousands of people. Their artistic style, inspired by the natural world around them, is clearly shown in their unique pottery designs. Approximately 500 years ago, two major groups of Native Americans, commonly referred to as the Pima and Papago cultures, came into the area and were also inspired by their surroundings and reflected that beauty in fine and intricately woven basket designs.

It is no wonder then that the Sonoran Desert continues to inspire contemporary artists from around the globe to create their own unique works of art using the modern techniques of oil paint, pastel, photography, digital imagery, quilting, ceramics, bronze casting and other unusual materials to create their own intriguing and fascinating artistic visions.

Welcome to the Sonoran Desert.

Exhibition Learning Goals and Objectives

- Look critically at artwork in the exhibition and participate in a discussion about how artists have interpreted the Sonoran Desert in their artwork.
- Identify commonalities among the artist’s interpretation of the desert.
- Explore and identify the plants and animals of the desert.
- 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.

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, Social Studies 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 10 of this packet.
Tour Stop 1: Desert Animal Adaptations

Learning Objectives:

- Discuss and compare materials and techniques in selected artworks.
- Identify animals that are nocturnal.
- Identify and discuss specific animal adaptations.
- Identify plants and animals in the local environment.

Artwork/Looking Experience:

Deborah O’ Rourke, Light of the Moon

Tour Stop 2: Desert Giant – The Saguaro Cactus

Learning Objectives:

- Identify different art materials and techniques.
- Identify plants in local environment.
- Describe how plants and animals depend on each other in a habitat.
- Discuss how plants and animals grow to resemble their parents.
- Identify things that plants need to grow and survive.
- Identify Arizona on a map of the US.
- Compare artworks with similar content.
Artwork/Looking Experience:

Paul Orzech, *Cactus Man*  
Jane Hamilton

Tour Stop 3: Desert Habitats

Learning Objectives:

- Identify common elements that living things need to grow and survive.
- Identify living and non-living parts of an ecosystem.
- Discuss and identify elements of local animal habitats.
- Discuss and explore animals in the local environment.
- Discuss and determine meaning in artwork.

Artwork/Looking Experience:

Monica Martinez, *Jaguar*

Tour Stop 4: Art Critic

Learning Objectives:

- Discuss techniques used in an artwork.
- Look critically at artwork to form personal opinions.
- Discuss opinions of artwork.
• Compare and contrast different art media and techniques.

Artwork/Looking Experience:

Ed Mell, *Desert Royalty*  
Bo Insogna, *Saguaro Lightening Storm*

Tour Stop 5: Studio Art-Making Activity

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

Learning Objectives:
• Experiment with various art materials.
• Create an artwork inspired by the artwork in the exhibition.
• Participate in a discussion about artwork created.

Artwork/Looking Experience:

Nicole Dunn, *Heart of Tucson*  
Margit Kagerer, *Heat of the Night*

Activity: Desert Fabric Collage

Students will have an opportunity to look at examples of the artwork they viewed on display in the exhibition, and create an artwork using various fabric and collage materials.
Materials:

- Fabric
- Cardstock
- Glue
- Beads
- Buttons
- Collage materials
- Yarn

Technique:

1. Use a pencil to sketch your desert scene
2. Use fabric to create a desert landscape in the foreground
3. Use collage materials to create the background. Layer materials to create texture.
4. Use buttons, beads and markers to add details
Content Connections to Arizona K-12 Academic Standards

The guided tour and suggested curriculum activities sections of the exhibition Sonoran Safari 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.
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.

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 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 1. Distinguish between living things and nonliving things.
PO 2. Identify that plants and animals need the following to grow and survive: food, water, air, space
Concept 3. PO 1. Identify some plants and animals that exist in the local environment.
Concept 4. PO1. PO 1. Identify adaptations of plants and animals that allow them to live in specific environments.
PO 3. Describe how plants and animals within a habitat are dependent on each other.
Mathematics
Counting and Cardinality
K.CC.B Count to tell the number of objects
K.CC.C Compare numbers.
Measurement and data
K.MD.A Describe and compare measurable attributes.
1.MD.C Represent and interpret data.
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.