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Guided Tour Information

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Emily McPhie, *She Would Hold Him if he Were About to Fall*



Esme Shapiro, *The Cave*



Edrian Thomidis, *SSR Whisper*

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 on the bus. 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.
- 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. Food and drink are not permitted in the galleries.
- The Museum is 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.
- Food and drinks are not permitted in the galleries.
- Please note: *ArtVille*, our early childhood gallery, is designed specifically for children under 4 and is not an appropriate space for school groups.

Art of the Story

Exhibition Description

To tell a story is to be human. Our ability to communicate our experiences through spoken words, written text, art and illustration, and film and video defines us in our time and throughout our history. Our stories try to explain, convince and make light of our collective understanding. For children, stories are a way of teaching and learning. They inspire imagination and more communication.

Art of the Story is an exhibition that presents aspects of storytelling. Topics tackled include cultural differences in storytelling, written words and performed stories, and technology's influence on communication.

When you visit, you'll experience more than 70 artworks that highlight storytelling, which will encourage you to dream up your own stories that you can write and illustrate. There are activities that are designed to help you lay out your story so that it speaks to the reader, listener or viewer, who then is taken on a journey. Another activity encourages you to use imagination to draw your story's setting; this artwork is then scanned so that it becomes the background on the green screen and provides you a place to act out your story.

Storytelling is important. Whether you are telling your family about your day at school and what you learned or you are explaining your adventures with your video games or the books you read, your ability to tell a story will help you communicate over your lifetime.

Exhibition Guided Tour

Exhibition Learning Goals and Objectives

- Look critically at artwork in the exhibition and participate in a discussion about how art conveys elements of a story and narrative.
- Identify commonalities among the artist's interpretation of elements of a story and narrative.
- 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.



Shachi Kale, *There Was No Way Cinderella Was Going To Make It To The Mall. She'd Never Driven A Pumpkin Before!*

Rotation - Tour Stops

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 English Language Arts 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. Educators will take students on a rotation of four 15-minute stops in the exhibition gallery and one 30-minute guided art-making activity in our Atrium Classroom.

Tour Stop 1: Elements of a Story

Learning Objectives:

- Identify essential elements of a story
- Identify elements of a story in artwork content
- Develop a story using artwork content

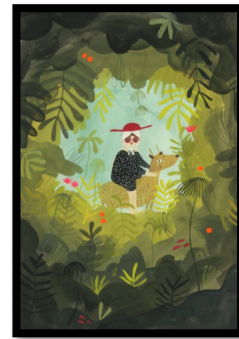
Artwork - Looking Experience:



Esme Shapiro, *Cat Island*



Esme Shapiro, *Paradise*



Esme Shapiro, *Georgie*

Tour Stop 2: The Culture of Storytelling

Learning Objectives:

- Look critically at artwork to identify materials used, techniques and subject matter.
- Discuss the significance of oral storytelling to different cultures.
- Explore and investigate stories told from and about different cultures and their collective experiences. Compare and contrast the dwellings of plains and desert native tribes.
- Identify a variety of storytelling mediums including oral stories, pictographs, petroglyphs and the art of winter counts.

Artwork - Looking Experience:



Marlowe Katoney, *Angry Birds, Tree of Life*



Winter Count Source: <http://kids.britannica.com/comptons/art-127995/Plains-Indians-recounted-tribal-history-with-records-called-winter-counts>

NOTE: In collaboration with Violet Duncan, Native of the Cree Tribe of Northern America, we have created a space that represents the culture of her tribe. She has provided consult on the information provided in the space, as well as the creation of the tipi. While the representation of the tipi in the museum is not made with the same materials as would be used for a tipi that is traditionally used as a dwelling by the Cree tribe, it was constructed and designed to be an authentic representation under the supervision of a tribal member who is considered an expert in this craft. The oral stories featured in the tipi were recorded by people of various native tribes and have been passed down for generations. The Winter Count activity is a way of recording historical events with pictures called pictographs. Winter Counts were used by some Native American groups, such as the Lakota and Kiowa tribes.

Tour Stop 3: Fairy Tale Science

Learning Objectives:

- Use the scientific method to collaboratively solve a problem.
- Discuss familiar stories and use plot/conflict as inspiration for solving a problem.

Artwork - Looking experience:



Jeff Finley, *Hobbit House*



Cheryl Hall, *Centaur*

Tour Stop 4: Art Critic

Learning Objectives:

- Look closely at artwork to identify specific content, techniques, and materials.
- Identify and discuss elements of a story.

Artwork - Looking Experience:



Shachi Kale, *Suspended Between Two Worlds, Alice Hadn't Anticipated A Prickly Landing. It Was All Getting Curiouser And Curiouser.*



Alice Alinari, *My Undine*



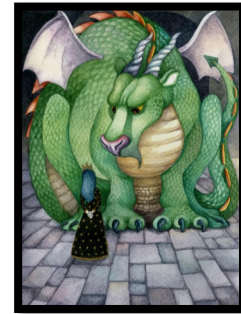
Sam Beasley, *Li River, China*



Cheryl Tall, *Dinner with Dollmakers*



Edrian Thomidis, *SSR Whisper*



Shachi Kale, *Conversations with Dragons*

Tour Stop 5: Art-Making Activity

Learning Objectives:

- Explain and demonstrate the process and/or subject matter of personal artwork.
- Identify and demonstrate knowledge of “character” by creating a puppet inspired by personal story and/or artwork.
- Use art vocabulary to describe choices in personal artwork.

Activity: Character puppets

Materials:

- 11x17" brightly colored copy paper
- Collage items such as yarn, patterned paper, googly eyes, poms, etc.
- Markers
- Glue sticks

Artwork references:



Emily McPhie, *If You Would Hold Him if He Were About to Fall*



Dan Prendergrast, *Pointing*



Cheryl Tall, *SSR Whisper*

Instructions:

1. Fold a full piece of construction paper into thirds length-wise.
2. Tape the top flap down so paper remains in the folded position (like photo).
3. Take this paper and fold it in half, and then fold each side back toward the center crease (like photo).
4. This is the mouth of the puppet. Hands should fit into the two openings at the ends.
5. Add detail with paper, collage items, markers, etc.
6. Give your puppet eyes, a tongue, a beak, etc., and be creative!



Content Connections to Arizona K-12 Academic Standards

K – English Language Arts

K.R1.1: With prompting and support, ask and answer question about key details in a text.

K.R1.2: With prompting and support, identify the main topic and retell key details of a text.

K.R1.6: With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

K.R1.7: With prompting and support, describe the relationship between illustrations and the text in which the appear.

K.R1.10: With prompting and support, actively engage in group reading activities with purpose and understanding.

K.W.9: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

1st – ELA

1.R1.1: Ask and answer questions such as who, what, where, why and how about key details in a text.

1.R1.2: Identify the main topic and retell key details of a text.

1.R1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.

1.R1.4: Ask and answer questions to help determine or clarify the meaning of words and phrase in a text.

1.R1.6: Distinguish between information provided by pictures, or other illustrations and information provide by the word in a text.

1.R1.7: Use the illustration and details in a text to describe its key ideas.

1.R1.9: Identify basic similarities in and different between two texts on the same topic.

2nd – ELA

2.R1.1: Ask and answer such question as who, what, where, why and how to demonstrate understanding of key details in a text.

2.Ri.6: Identify the main purpose of a text, including what the author wants to answer, explain or describe.

2.RI.8: Describe how reasons support specific points the author makes in a text.

2.RI.9: Compare and contrast the most important points present by two texts on the same topic.

3rd – ELA

3.RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.2: Determine the main ideas of text; recount and paraphrase the key details and explain how they support the main dia.

3.RI.6: Distinguish one's own point of view from that of the author of a text.

3.RI.8: Describe the logical connection between particular sentences and paragraphs in a text.

Visual Arts

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.

b. Describe what an image represents.

Artistic Process - Creating

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.

CHAPERONES

Teachers: To ensure that your chaperones are prepared for the museum visit, please copy and share the information below with your entire group.

The role of a **chaperone** is an important one, and while enjoyable, requires accepting certain **responsibilities**. These guidelines help ensure that your group's visit to the museum is a safe and fun-filled experience.

- ◇ Your visit will consist of a 90-minute guided tour followed by self-exploration time in the museum. The time allotted for self-exploration will be determined by your group's teacher. The guided tour portion of the visit will consist of four 15-minute stops in the exhibition and a 30-minute art-making activity. If your group is eating lunch at the museum, you will do so after the 90-minute tour.
- ◇ Please plan to remain with your group for the entire visit. This includes both the guided tour portion of your visit and the self-exploration time.
- ◇ Encourage students in your group to participate when appropriate, remain attentive, and stay together while at the museum.
- ◇ Part of your role as chaperone will be to assist with activities during the guided tour. During self-exploration time, please encourage students to clean up after participating in museum activities.
- ◇ Food and drink are not permitted in the galleries. Food is permitted in the outdoor atrium and the Snackery.
- ◇ Please refrain from taking photos of the artwork on display. You are, however, permitted to take photos of the activities.
- ◇ ArtVille, the early childhood gallery, is a space for children ages 4 and under. K-6 school groups are not of the appropriate age for this space and therefore the groups will not be visiting this area.
- ◇ You will be responsible for managing the group's behavior, keeping the group together, and attending to special needs of the students in your group.
- ◇ We ask that you refrain from bringing younger children (siblings) with you so that you may give full attention to the needs of the students.
- ◇ We offer a printed gallery guide at the entrance of every exhibit. This guide provides students with fun facts, games and activities to do throughout the exhibit. Please be sure to pick up and distribute to the students in your group during self-exploration time.
- ◇ If you have any questions while you are at the museum, please ask your tour guide or any staff person on the floor. We are happy to help you and support you in your role as chaperone.
- ◇ Most importantly, have fun! We hope your visit is memorable and enjoyable.