

Artful Tales Experience

ART OF THE STORY

Presented by:



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Educator Information

The i.d.e.a. Museum inspires children of all ages to experience their world differently through art, creativity, and imagination.

EXHIBITION INFORMATION

Whiteman Family Exhibition Gallery

Changing exhibition gallery currently featuring: *Art of the Story*



Shachi Kale

Conversations with Dragons

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.

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.

-Jeffery Morris (Curator Statement)

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. Your group may also 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, *Art of the Story*.

Program Themes/Learning Goals:

- Through storytelling, art-making and imaginative play, children will develop pre-reading skills, language and vocabulary, 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.

The Program

Artful Tales Experience aligns with numerous Arizona Early Learning Standards. A detailed list of the standards is listed at the end of this packet. Details about the components of the 60-minute program are described below. All four components will be included in each program: storytelling, art viewing, art making, and music+movement.

Book Description

ish, Peter H. Reynolds, author & illustrator

"A creative spirit learns that thinking 'ish-ly' is far more wonderful than 'getting it right' in this gentle new fable from the creator of the award-winning picture book THE DOT... Drawing is what Ramon does. It's what makes him happy. But in one split second, all that changes. A single reckless remark by Ramon's older brother, Leon, turns Ramon's carefree sketches into joyless struggles. Luckily for Ramon, though, his little sister, Marisol, sees the world differently. She opens his eyes to something a lot more valuable than getting things just 'right.' Combining the sparseness of fable with the potency of parable, Peter Reynolds shines a bright beam of light on the need to kindle and tend our creative flames with care."

(Goodreads.com)

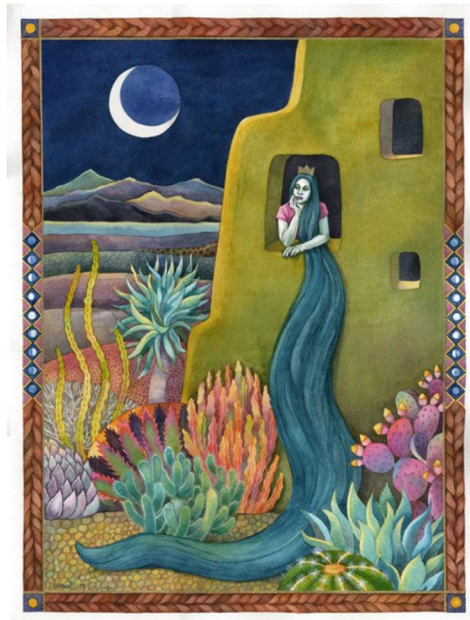


Art Viewing

We will observe and discuss some of the art from the *Art of the Story* exhibit. Students will be encouraged to closely observe the art and make connections with the book and their own lives. After the program, visitors will find these pieces and many other weather-related artworks in the Whiteman Family Exhibition Gallery.



Marlowe Katoney (Navajo),
Angry Birds – Tree of Life
pictorial textile (Heard Museum)



Shachi Kale (Chandler, Arizona)

*Prince Charming Had Already Found Her, So Rapunzel
Wondered Why It Still Felt Like She Was Waiting.*

Watercolor on Paper

Process Art-Making Activity

Title: String -ish painting—Who Framed My Story?

Students will create their own -ish art and add a frame to their masterpiece. Using small bundles of various strings and paint in primary colors, they will experience painting without a brush and observe color mixing. If desired, they can use craft sticks to frame a particularly resonant part of their artwork. Names and/or titles can also be added to the frame. What story is their art telling? What -ish words apply to their creation? The result is process art taking pride of place in the kids' lives and (hopefully) homes.



Music+Movement

Students will do some movement + music activities in the outdoor atrium area. This is an opportunity for them to engage in gross motor activities. These activities may require the assistance of chaperones.

Musical Squiggles

Similar to “Musical Chairs,” students will rotate around an outdoor sidewalk gallery of squiggles. When the music stops, they will choose the nearest squiggle and add their own marks with washable sidewalk paint. When the music starts again, they move on, each adding to several collaborative pieces. If time allows, the group will make a final gallery walk to observe the works of art.

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 *Art of the Story* 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 favorite and new stories and characters, and to discover their favorite artworks.
- Educator staff will give teachers and/or chaperones a copy of the Gallery 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.

Other Suggested Books

- *Journey*, Aaron Becker
- *Return*, Aaron Becker
- *Quest*, Aaron Becker
- *Miss Brook's Story Nook (Where Tales are Told and Ogres are Welcome!)* B. Bottner
- *Just One More Story*, Jennifer Brutschy
- *Waiting for the Biblioburro*, Monica Brown
- *Aziz the Storyteller*, Vi Hughes
- *Hensel and Gretel, Ninja Chicks*, Corey Rosen Schwartz and Rebecca J. Gomez
- *Ninja Red Riding Hood*, Corey Rosen Schwartz and Rebecca J. Gomez
- *This Is Not That Kind of Book*, Christopher Healy
- *Drawn together*, Minh Le
- *This is NOT a Fairytale*, Will Mabbitt
- *Dude!*, Aaron Reynolds
- *The Dot*, Peter Reynolds
- *The Book that Jack Wrote*, John Scieszka
- *How to Read a Book*, Melissa Sweet
- *Greta and the Giants*, Zoe Tucker
- *The Character in the Book*, Kaethe Zemach

Classroom Extension Activity

Making Storytelling Stones

One storytelling tradition includes using painted stones as inspiration for oral storytelling. Students can create their own scenery and “stones” to help them tell familiar tales or stories of their own creation. This activity can be paired with a story or song you’re already using in class, or it can be an innovative way to tie art with literacy. These “stones” use air-dry clay, and they’re a great adaptation for the pre-K classroom.



Materials

Activity supplies include air-dry clay, such as Model Magic, and markers. You can make the optional scenery with any art materials your students enjoy using. Pictured is a piece of cardstock, folded vertically to create a 3-D scene. The drawing was done with tempera sticks, a great drawing tool for this age.

Procedure

Explain the idea of story stones. The stones feature pictures that help us tell a story, much like in the books we read. But, these pictures can be combined in new ways and different orders to tell new stories. This is a great time to demonstrate how to tell a familiar story with the story stones. Or, you can read a book and do a retelling with story stones.

Allow the students to think of a story they would like to tell. What characters would be in it? Where is the story happening? Who do the characters meet? Are there any animals or magical tools they find? Is the student in the story? Do they want to imagine their own story or use familiar characters? Maybe they would like to combine different elements from different books to create a new story. It's good to start with three to four pictures for their "stones."



Have the students divide their portion of clay into three or four smaller portions. They do not have to be equal in size. This is a great time to give students an opportunity to experiment with sorting sizes. They can also get the experience of working with a new material. They can roll the small clay pieces into balls and then flatten them into "stones" that they can then draw on.

The air-dry clay takes about 24 hours to fully dry. If desired, you can write on the flattened stones while the clay is still wet. This may result in a softer, blurred look. You can also draw on the stones after they dry for a brighter, sharper image.

Allow the students to act out their story with the stones they created. They can even combine and trade images for endless story telling opportunities.

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.

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.

NOTE: Your program takes place partly in Artville. **We require everyone (STUDENTS & CHAPERONES) entering Artville to wear SOCKS in the area.** We do NOT allow shoes or bare feet.

- Your visit will consist of a 60-minute guided program, followed by self-exploration time in the museum. The time allotted for self-exploration will be determined by your group's teacher. If your group is eating lunch at the museum, you will do so after the 60-minute program.
- Please plan to remain with your group for the entire visit. This includes both the guided program 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 Artful Tales Experience. 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.
- 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 program 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.