

# Artful Tales Experience

# ROADSIDE USA

June 14 – Sept. 8, 2019



Presented by:



Sponsored by:



i.d.e.a. Museum Foundation



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Support Access for All



## Gallery Educator's Guide

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

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 program 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](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 a “socks only” policy. Every person who enters Artville must wear socks (including children and adults). Please plan accordingly with your group as they will need to wear socks to enter this space, where MUCH OF THE ARTFUL TALES EXPERIENCE TAKES PLACE.**
- 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 nametags for easy identification during their time here at the museum. A staff member may also give each participant a sticker to help us identify your group.
- 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.
- Your group leader will receive a link to an online program evaluation form. 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. Food and drink are only allowed in designated eating areas, including the Snackery and the Atrium.
- 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 act 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 each other and other museum visitors, students should always use “indoor voices” and “listening ears” 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 of exhibit areas. Lunches and/or water bottles can be left with a staff member, if necessary.

## 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 artwork from recycled materials or design an item for our atrium. The *In Harmony* dome combines lighting effects and the sounds of nature, 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.

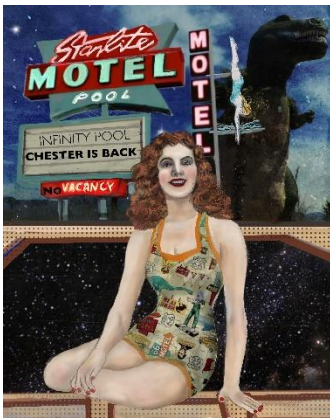
### *Artville*

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.

## EXHIBITION INFORMATION

### *Whiteman Family Exhibition Gallery*

Changing exhibition gallery currently featuring: *Roadside USA* [DM1]



Traditionally, the summer months have been a time to travel and see the countryside with your family. This exhibition takes visitors on a journey around the US to experience our country's unique destinations and culture. Artists are known to travel great distances to make art about the individuals and the scenery they encounter. Begin your adventure by designing your family trip, then move around the exhibition to see artwork from different artists and attractions from coast to coast.

Deborah McMillion-Nering  
*Diving Lady*

## 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, *Roadside USA*.



## 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.

## The Program

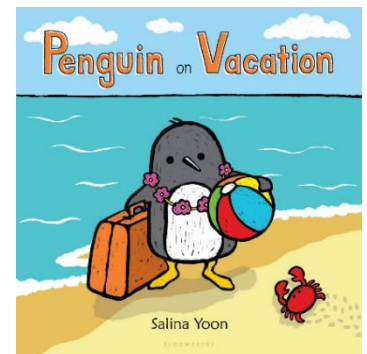
Artful Tales Experience aligns with numerous Arizona Early Learning Standards. A detailed list of the standards is listed at the end of this packet. Details about the components of the 60-minute program are described below. All four components will be included in each program: storytelling, art viewing,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

### Book Description

*Penguin on Vacation*

Salina Yoon, author & illustrator

Penguin is tired of the snow and cold, so he decides to visit the beach! But when his favorite activities like skiing and skating don't work so well on sand, can a new friend help Penguin learn how to have fun in the sun? (<http://www.castlemerebooks.com/WebStore/Penguin.html>) Not only does he find new vacation activities, he also discovers that it isn't where you go that makes a trip special—it's who you spend it with!



### Art Viewing

We will encourage the students to observe the artwork and discuss it in a meaningful way. We aim to help the students make connections to things they know, other art, the book or exhibit, and their own lives, engaging with the art and making fine art approachable.



Valerie Goodwin

*Cartographic Collage I*



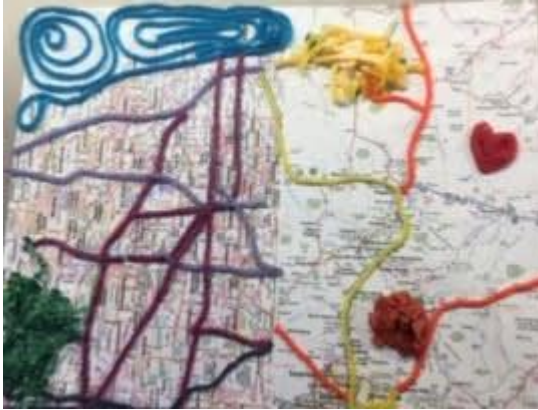
Francene Christianson

*Above the Roadway*

## Process Art-Making Activity

Title: Cartography Collage Treasure Maps

Adventure awaits when the students create their own treasure maps with added texture and dimension. This project focuses on lines and warm/cool colors to engage preschoolers with maps and geographical features.



### Materials We'll be Using:

One piece of cardstock per student, maps, glue sticks and school glue, scissors, yarn, Wikki Stix, twist ties and crinkle grass of various colors.

### Music+Movement:

Title: Pack It Up, Pack in In!

When called, students will sort through vacation items and run them to the correct warm/cold weather suitcase.

Optional Additional Activity: Beach Ball Bop

If weather and space allow, we have several beach balls that we can let the kids bop around to each other. They will stand in a circle and try to keep the ball(s) in the air.

### Extension Activity

If you would like to explore this topic more with your students in your classroom, we suggest the following books and activity.

Title: Block Printed Post Cards

Practice literacy skills in with a real-world application, and give your students an opportunity to explore a new art process. Using some basic supplies, and their imaginations, students will create post cards that they can send to a loved one or keep as a souvenir.



## Materials Needed:

Scratch foam sheets (4"x6"), 4"x6" index cards (or paper to cut smaller after printing), paintbrushes or rollers, pencils or styluses, paints in various colors.

## Procedure:

1. Have the students think about a favorite vacation spot, a trip they'd like to take, or even their favorite field trip memory. Possibly share some favorite post cards from your own collection.
2. Using a pencil (preferred because it's easier for the students to see the results of their drawing efforts) or wooden stylus, have the students draw a post card image on the foam scratch sheets. Even the slightest amount of pressure will result in indentations in the foam, so they are easy for younger children to successfully use. They can experiment with making wide/narrow, deep/shallow, curvy/straight lines in their postcard drawings.

\*Please note, images will transfer in reverse. Students may want to avoid letters/words. Or, this could be a great opportunity to incorporate a lesson about symmetry.

3. When the students are happy with their foam "carving", they should add some color. Choose a process that best suits the needs of your students. Ink or paint can be applied directly to the foam in thin layers with brushes, rollers, or even fingers. The image will print in reverse, and deeper/wider lines will transfer as white, resulting in bold, simple prints.
4. Place the index card (or larger paper if you want to avoid a bit of a mess) blank-side-down onto the painted foam sheet and have the student press firmly and evenly. If desired, use a protective piece of paper and a book to lay even, heavy pressure on the entire project.
5. Remove the foam sheet from your index card, revealing a striking post card image.
6. After the paint is dry, encourage the student to write a short note or sign their name on the reverse side. Mail if desired (4"x6" cards can be mailed with postcard postage.)



## **Other Recommended Books**

*Journey*, Aaron Becker

*Are We There Yet? Using Map Scales*, Doreen Gonzales

*My First Airplane Ride*, Patricia Hubbell

*Are We There Yet?* Nina Laden & Adam McCauley

*Ultimate U.S. Road Trip Atlas*, National Geographic Kids

*Road Trip*, Danny Parker & Nathaniel Eckstrom

*Pictures From Our Vacation*, Lynn Rae Perkins

*Are We There Yet?* Dan Santat

*Oh, the Places You'll Go!* Dr. Seuss

*I Love Vacations*, Anna Walker

*Goodbye Brings Hello*, Dianne White

*Let's Go for a Drive!* Mo Willems



# 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.