



Artful Tales Experience Teacher Packet

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.

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.

Whiteman Family Exhibition Gallery

Changing exhibition gallery currently featuring: *Junkyard Jungle*



Escape into your imagination in *Junkyard Jungle*, where trash becomes treasured artworks that take you on a journey into Earth's lush rainforests and other wild destinations. The museum's spring exhibition features art and hands-on activities that teach about the environment around us, the importance of green living for future generations, best practices in recycling and conservation of natural resources.

Featured artists from around the country and the United Kingdom are masters transforming discarded materials into unique artworks highlighting the beauty of our planet's animal inhabitants.

Your class can help us clean up! During this exhibition, we will be collecting plastic bags to recycle into a bench. The collection will take place between Feb. 8 and May 26, and we invite your group to contribute!

We hope to collect 500 pounds of plastic with the help of our community. If we do, TREX® will donate an eco-friendly bench made with HDPE recycled lumber (out of recycled plastic bags) to the i.d.e.a. Museum for our visitors to use.

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, *Junkyard Jungle*.

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.



Elizabeth St. Hilaire

Deandra Dragonfly

The Program

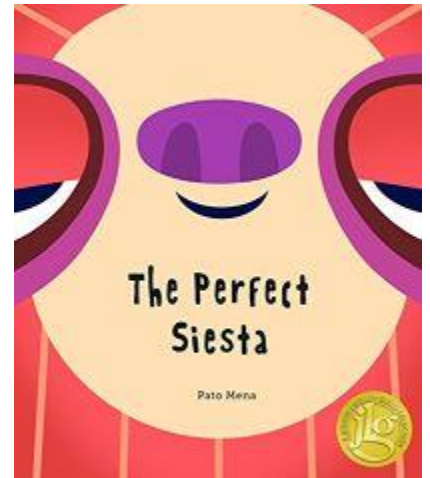
Numerous Arizona Early Learning Standards will be met because of this experience. A detailed list of the standards is listed at the end of this packet.

Book Description

The Perfect Siesta

Pato Mena, author & illustrator

On a hot jungle day, a breeze drifts over an overheated jaguar. Eager to take a siesta, the jaguar asks a coati to wake him up in 10 minutes, claiming that he has “something really important to do.” ... The breeze proves equally soporific for the coati, who requests a similar wake-up from a cockatiel, who then passes the buck to a sloth. The sloth’s struggle to stay awake for 10 minutes is the book’s most entertaining sequence, ... and her epic, peace-shattering snore wakes everyone up right on time. Mena’s crisp, stylized graphics exaggerate the animals’ actions and reactions for maximum comedic effect. (From *Publishers Weekly*)



Art-Making Activity

Title: Junkyard Jungle Journals

Using materials from the museum’s past exhibitions, students will start to rethink how they can use everyday materials to produce something new. We’ve repurposed paper lunch bags into rainforest field journals. The students will use our leftover paper supplies to create a torn-paper collage on the covers, personalizing their own books while practicing pre-cutting skills, creativity and design. Preschoolers can use the books to write, draw, and create. Their imaginations will go *wild!*



Music+Movement—Atrium Rainforest

Students will do some movement + music activities in our atrium area, enjoying the weather and fresh air, and imagining themselves in the lush rainforest. These activities will require the assistance of teachers and chaperones.

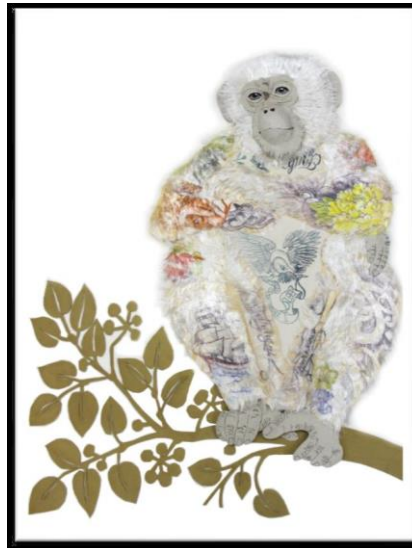
Students will participate in a variety of gross motor activities. Listed below is a sample of what may be included in the program. We'll listen to songs about rainforest animals, the jungle, and classic rhymes as well.

Don't Wake the Jaguar!

Students will sneakily help put the rainforest animals (textured bean bags) safely in the trees (buckets) while the Jaguar naps. But, be careful if he wakes up! This game will have your preschoolers tiptoeing, walking like lizards, listening to directions, and having a wild time.

The Animals in the Jungle

We're even recycling songs for this exhibit! We've adapted *The Wheels on the Bus* to include the sounds and movements of jungle animals in this new take on an old favorite. Students and teachers can sing along and even add their own creatures to the rhyme.



Karen Nicol

Cheeky Money

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 *Junkyard Jungle* 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 critters and creatures, and to discover their favorite artworks.
- Educator staff will give teachers and/or chaperones a copy of the Expedition 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.

Extension Activity—Recycled Rainsticks & Tube-ular Binoculars

Would you like to extend your students' study of recycling and the rainforest? Process art activities, especially when paired with literature and non-fiction, are great ways to allow student to explore their environment, new habitats and to express themselves. Also included in this packet, is a list of children's books related the Junkyard Jungle theme. We hope you find one that your students enjoy and can use as inspiration for their art projects.



Materials

- 1-3 Cardboard Tubes (like those from paper towel rolls) for each student
- Masking Tape, glue dots, glue sticks
- Various supplies for decorating and enhancing your projects. Scrap paper from previous projects would add a great discussion point about reducing what we buy and repurposing what we already have. Other great possibilities: stickers, markers or crayons, fabric scraps, tissue paper pieces, paint, patterned tape, etc.
- For rainsticks—noisy filler, like rice or dried beans. Optional: wax paper, rubber bands.

Procedure

This project has several possibilities. After the students have created their own rainsticks or binoculars, encourage them explore and create music with toys they created during imaginative play time and through the day. It is also a great opportunity to talk about reducing, reusing, and recycling.

1. For binoculars, you will need 2 TP rolls or 1 paper towel roll cut in half, for each student. For rainsticks, one tube is needed. Gather enough tubes or encourage your students to bring their own.
2. For the binoculars, the students should use tape and/or glue dots to stick two tubes together, side-by-side. Glue sticks may also help, or this could be done ahead of time. You may also want to add some yarn as a strap, as pictured above. Please consider safety standards when using long yarn.
3. For the rainsticks, cover one end of the tube with multiple pieces of criss-crossing masking tape, or by securing a piece of wax paper over the end with a rubber band. Fill with a small amount of rice or beans. It is also pleasant (though not necessary) to add something to the inside of the tube so that the rice knocks into it as it falls, creating more sound. A twisted piece of aluminum foil works well, or you and your students can experiment to find something they enjoy. After filled, cover the second end with your preferred method. Some adult assistance may be necessary to help avoid spills.
4. Use the materials you've gathered to decorate your cardboard tubes.
5. Bring your art out into the world. What will you discover with your binoculars? What songs can you play with your rainstick? What else do you have at your house that become a new tool, instrument or toy? Have fun playing with your new upcycled creations.

Other Recommended Books

Read Alouds

Starry Safari, Linda Ashman

The Green Umbrella, Jackie Azúa Kramer

One Day on our Blue Planet...in the Rainforest, Ella Bailey

Martha Go, Go, Goes Green!, Karen Barss

Over in the Jungle: A Rainforest Rhyme, Marianne Berkes

Slowly, Slowly, Slowly Said the Sloth, Eric Carle

The Great Kapok Tree: A Tale of the Amazon Rain Forest, Lynn Cherry

The Pink Refrigerator, Tim Egan

If I Were a Jungle Animal, Tom and Amanda Ellery

Through the Heart of the Jungle, Jonathan Emmett

The Lion Who Lost his Roar, but Learned to Draw, Paula Knight and Daniel Howarth

Rainforest Romp, Tony Mitton

The Junkyard Wonders, Patricia Polacco

The Most Magnificent Thing, Ashley Spires

References & Non-fiction

Science Fair Winners: Junkyard Science, Karen Romano Young

Out of the Box: 25 Cardboard Engineering Projects for Makers, Jemma Westing

Michael Recycles, Ellie Bethel

Why Should I Recycle? Jen Green

Heal the Earth, Julian Lennon

The Rainforest Grew All Around, Susan K. Mitchell

One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia, Miranda Paul

The Adventures of a Plastic Bottle: A Story About Recycling, Alison Inches

Explore My World: Rainforests, Marfé Ferguson Delano

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.