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GUIDED TOUR INFORMATION



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

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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.

EXHIBITION INFORMATION

From the beginning of the 20th century, artists have collected found and discarded objects to be used in the creation of their artwork.

A famous example is that of artist Pablo Picasso, who while walking near his home, looked down to see a bicycle seat and handle bars laying on the ground. Though he knew the objects and their use, in his imagination, he saw the head of a big Spanish bull with horns. He raced to his studio and created his wall sculpture, *Bull*.

In the exhibition, *Junkyard Jungle*, you will find the creations of artists who used their imaginations when they found discarded items that could be upcycled into wild animals that are living in jungles, rainforests, forests, plains, deserts and the oceans of Earth.

As you explore the *Junkyard Jungle*, you will encounter all sorts of wild creatures, along with activities that allow you to learn more about where they live and how we can help to sustain their habitats. Check out the Rainforest at Night black light room to become one of the jungle animals.

Exhibition Learning Goals and Objectives

- Look critically at artwork in the exhibition and participate in a discussion about how artists interpret recycling, reusing and rainforest animals.
- Identify commonalities among the artists’ interpretations of recycling and upcycling.

- 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, Social Studies, 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:

Learning Objectives:

- Discuss and identify materials and techniques used to create featured artwork
- Define and identify the 3 R's
- Participate in an activity to sort and identify waste items that can be placed in blue barrels (recyclable) and black barrels (landfill)
- Participate in a discussion about reducing and reusing

Artwork/Looking Experience:



Michelle Stitzlein, *Opaque Chalk Moth*

Tour Stop 2: Rainforest Ecosystem

Learning Objectives:

- Identify different art materials and techniques
- Compare/contrast artworks
- Define rainforest and ecosystem
- Identify threats to the rainforest and discuss implications
- Participate in an interactive retelling of a story

Artwork/Looking Experience:



Megan Coyle, *Lipstick Lizard*



Elizabeth St. Hilaire, *Deandra Dragonfly*

Tour Stop 3: Jr. Science Lab

Learning Objectives:

- Discuss and determine meaning in artwork
- Discuss and explore science related careers related to tropical rainforests

Artwork/Looking Experience:



Karen Nicol, *Little Gem*



Karen Nicol, *Douglas*

Tour Stop 4: Adaptations and Camouflage

Learning Objectives:

- Discuss techniques used in an artwork
- Compare and contrast two artworks
- Identify and discuss layers of the rainforest and animals that live in each
- Define and discuss adaptations of rainforest animals

Artwork/Looking Experience:



Federico Uribe, *Dragonfly*

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:



Megan Coyle, *Lipstick Lizard*



Elizabeth St. Hilaire, *The Crown Jewel (peacock)*



Calder Kamin, *Plastic Planet Lynx*



Karen Nicol, *Little Gem*



Susan Skinner, *Wasp*



Michelle Stitzlein, *White Cedar Moth*

Activity: Field Journals

Students will have an opportunity to look at examples of the artwork they viewed on display in the exhibition, and create a Field Journal using repurposed paper, paper bags and collage

materials. Students will assemble book and decorate cover. After the book has been created, students will be able to draw a sketch inside the book inspired by the artwork in the exhibition.

Materials:

- Paper bag
- Paper (legal size)
- 2-hole punch
- Jumbo craft stick
- Rubber bands
- Markers, glue and collage materials

Technique:

1. Ask chaperones to assist students with assembling the books.
2. Fold paper bag and paper in half. Insert papers (3-5 sheets) inside the fold of the paper bag. The bag is the cover for the book.
3. Use 2-hole punch to create holes through the bag and the paper.
4. Double up a rubber band and thread through the holes. Put craft stick through the ends of the rubber band to create the spine of the book.
5. Decorate the cover with markers and collage materials.
6. Make sure to put your name on your book and then draw your first sketch.

Content Connections to Arizona K-12 Academic Standards

The Guided Tour and suggested curriculum activities sections of the exhibition *Junkyard Jungle* 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.

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.

English Language Arts

Reading

Describe characters, settings, and major events in a story, using key details. (1.RL.3)

Speaking and Listening

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2.SL.2)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (1.SL.4)

Social studies

K - Geography – The world in spatial terms

PO 4. Identify land and water on maps, illustrations, images, and globes

PO 5. Locate continents and oceans on a map or globe

Geography – Environment and society

PO 1. Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms)

PO 2. Recognize that resources are renewable, recyclable, and non-renewable.

2nd – Geography – Environment and society

PO 2. Recognize ways of protecting natural resources.

Science

K- Earth and space science

PO 3. Classify a variety of objects as being natural or man-made

PO 4. Identify ways some natural or man-made materials can be reused or recycled (e.g., efficient use of paper, recycle aluminum cans).

1st - Life science – Organisms and environments

PO 2. Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live

PO 3. Describe how plants and animals within a habitat are dependent on each other.

Earth and space science - PO 4. Identify the following as being natural resources: air; water; soil; trees; wildlife;

PO 5. Identify ways to conserve natural resources (e.g., reduce, reuse, recycle, find alternatives).

3rd - Science in personal and social perspectives - PO 2. Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides).

Life science – organisms and environment - PO 1. Identify the living and nonliving components of an ecosystem

PO 2. Examine an ecosystem to identify microscopic and macroscopic organisms

PO 3. Explain the interrelationships among plants and animals in different environments: producers – plants; consumers – animals; decomposers – fungi, insects, bacteria

PO 4. Describe how plants and animals cause change in their environment

PO 5. Describe how environmental factors (e.g., soil composition, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce, and thrive.

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.