

Creative Explorers:

A Creative Thinking Tour for Pre-K Students
Offered by the Denver Art Museum

“Neuroscientists tell us that the type of learning that occurs in [libraries and museums]—self-directed, experiential, content-rich—promotes executive function skills that can shape a child’s success in life. The experiences, resources, and interactions provided by libraries and museums build brains and fuel a love of learning.”

Institute of Museum and Library Services, *Growing Young Minds Report*, 2013



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WHY DOES THE DAM HAVE A TOUR FOR PRESCHOOL STUDENTS?

Children under five years old are at a **critical stage of development**. As they near kindergarten, it is crucial that they develop **essential skills necessary in the school environment**. The National Education Goals Panel outlined school readiness in five dimensions: (1) physical well-being and motor development; (2) social and emotional development; (3) approaches to learning; (4) language development (including early literacy); and (5) cognition and general knowledge.

Museums naturally offer learning opportunities that children do not get elsewhere. With the variety of ways that one can experience a museum, **learning is driven by one's own interests**, thus fostering **curiosity, initiative, attentiveness, and many other building blocks of a solid approach to learning**.

Furthermore, the Denver Art Museum has adopted a vision for the deep impact it can have across program areas, whether a young child experiences the museum with his or her family or school group.

- We believe **art can make a difference** for young children.
- We believe that the years between 0-5 are **pivotal years for a child's development**.
- We believe our spaces provide a place for **imagination, curiosity and innovative thought** to grow and thrive during these early years.
- We believe that working with this age group **pushes our own professional practice** and deepens our **understanding of learning, creativity and curiosity**.
- We believe that the experiences we provide **empower young children** – building their confidence, their understanding of self and others, their willingness to try new things and ownership of their own learning.
- We believe our spaces and programming provide a place for adults with young children to interact with each other in new ways that **broaden their perspective**, add to their own learning about themselves and their children, and provide the possibility of building community among families.

WHAT ARE THE DAM'S GUIDING PRINCIPLES FOR SERVING PRESCHOOL STUDENTS?

Four guiding principles drive the design of all of the DAM's programs for children under five years-old. The field trip experience is founded on these overarching concepts.

- **Artworks are catalysts.**
In this virtual world, the real is more important than ever. We consider our art collection to be a catalyst for fresh experiences that lead to creative thinking and expanded cultural awareness.

- **Play fuels creativity.**
We aim to foster creative thought and action by providing opportunities for imaginative exploration of art and tinkering with artists' tools. We tap into young children's natural tendency towards playfulness and imagination by infusing a sense of wonder, whimsy, and humor into our programs.
- **Grown-ups play a critical role.**
While we design our programs for children, we also aim to engage their accompanying "grown-ups"—family members, chaperones, and teachers—in the experience. Among our goals is equipping adults with what they need to build bridges between the museum and children's school and family life.
- **Delivery is key.**
We place great emphasis on setting a welcoming tone that is respectful, not "talking down" to children but meeting them where they are as human beings. When interacting with children, we strive for an inquiry-based, child-centered dialogue that incites curiosity and an intrinsic desire to learn more.

Six main findings drove the design of the Pre-K school field trip experience:

- **Empower students in the museum.**
We designed the field trip to support students feeling comfortable and empowered to actively engage while at the museum, meanwhile giving students opportunities to develop autonomy and self-regulation, a big emphasis in developmentally-appropriate practice.
- **Explore themes that are concrete and universally relevant.**
Early childhood curriculum varies widely district to district and school to school. To appeal to all curricula, including prescribed and emergent models, we have chosen a theme that is concrete and universally relevant to all children.
- **Utilize the DAM's cross-cultural collection as an opportunity to explore similarities and differences.**
Research points out that understanding similarities and differences and perspective-taking are essential life skills that should be fostered in children at an early age. Our global collection is an incredible asset that should be utilized.
- **Design formats with multi-sensory, multi-modal components.**
When we asked teachers to envision a field trip to the art museum, they focused on the importance of students being actively engaged through hands-on, minds-on strategies. This notion was of greater importance than specific themes of the tour, as they recognize the different modalities of learning styles in this audience and all learners.
- **Support English Language Learners.**
Given the overall public school student population in Denver and surrounding areas, we have thoughtfully considered how to best support students with limited English Language abilities. With the use of visual representations, opportunities for non-verbal response through movement, and differentiated vocabulary introduction, the tour sequence and lesson plans provide for a similar experience for all students regardless of their language abilities.

- **Set up for extended exploration.**
Early childhood educators expressed interest in making the museum visit a part of a greater exploration in the classroom. Our chosen theme of innovative art materials can naturally be built upon by teachers and we will provide them with the resources they need to extend the field trip experience, such as online lesson plans and a follow-up hand-out to distribute to parents.

TOUR GOALS

Creative Explorers is an hour long introductory tour for preschool students. We hope that during a *Creative Explorers* tour, students:

- **Enjoy** a learning experience that is appropriate for students of all levels and with diverse needs;
- **Expand** their understanding of artists, learning students can be artists, too, and have the power to make their own choices to turn any material into a piece of art!
- Be **exposed** to art from diverse cultures in a variety of media; and artists use a variety of materials, colors and shapes, and their imaginations to make their art; and
- Have an **experience** that they are excited about and that makes them want to return back to the DAM to share it with their friends and families.

STUDENT LEARNING OUTCOMES

- **COMFORT:** Students, teachers and chaperones will feel comfortable at the museum, have fun, and build lasting tools that empower them to engage fully in any museum.
- **SPARK:** Students, teachers and chaperones will see and experience things unlike they have before, and their visit will spark a curiosity to learn more. Teachers and chaperones will have the tools they need to build upon the museum experience in school and family life.
- **WORLD CULTURES:** Students, teachers and chaperones will be exposed to cultures around the globe, and the museum will provide a prime opportunity to make connections among the similarities and differences of our world.
- **CREATIVITY:** Students will have open-ended interactions with artworks that allow for exploration of artists' choices and hands-on experimentation with the creative process.

AGE CHARACTERISTICS OF PRESCHOOLERS

Four Year-Olds (Preschool)

Physically and Socially

- Need lots of physical activity
- Able to sit still only for short periods
- Often clumsy
- Friendly, talkative

Language and Cognitive

- Like to talk, enjoy experimenting with language
- Love being read to
- Have short attention spans
- Learn best by moving large muscles

SUGGESTIONS FOR WORKING WITH PRE-K STUDENTS WITH SPECIAL NEEDS

These suggestions are useful for any Pre-K students, not just one with special needs!

- **Use Visuals.**
Auditory is often more difficult and visuals are especially important for this age group. The Visual Agenda will be very useful in helping with pacing throughout the visit.
- **Use simple language and visible body language.**
Speak slowly and clearly, and be concise when giving instructions. Use hand gestures to illustrate what you are saying. Get on students' eye level when possible, and sit or crouch down to do so.
- **Give Choices.**
If a student has trouble settling into the visit give him/ her direct choices (e.g. "You can either hold my hand or walk next to a friend")
- **Have the student sit close to an adult.**
Be direct and friendly (e.g. "Peter, I'd like you to sit next to Ms. Annie")
- **Utilize the Teaching Assistant**
Often special needs students have a teaching assistant who accompanies them on visits. This TA knows the student very well, and knows what works and what is challenging for him/ her. Follow the TA's lead and work together to ensure that the student has the best possible experience.
- **Prepare students for what comes next.**
Transitions can be hard for students, so give them a sense of what to expect (e.g. we will take a walk, then get in an elevator, then go into a room with pictures.)
- **Realize that anxiety levels can be very high in a new setting.**
The museum can be over-stimulating for a special needs student. Pay attention to your pacing and avoid over stimulating galleries if you sense that he/she is experiencing anxiety.
- **Try to understand their frustrations.**
For students who have limited communication skills, aggressive or non-compliant behavior may be the only way to communicate wants or needs or to exercise control over their environment. Try to think for a moment about what

might be aggravating their outburst - did you just walk into a gallery with increased electronic stimulation, with a lot of people, etc.

- **Acknowledge when they need a break.**
A special needs student might need a “break.” Ask the chaperone to walk with him/her to a different area or perhaps get a drink of water. Be sure to make this suggestion in a positive manner, such as “I know of a great place where you could take a little break.”
- **Redirect challenging behaviors.**
If a student is engaging in challenging behaviors, take a minute to re-direct them or even the whole group. Ask everyone to stand up and sing a song together or say the “I Touch My Head” chant, then try engaging in the activity again. This can work wonders when your tour seems to be going downhill!

GROUP MANAGEMENT TECHNIQUES & ATTENTION GETTERS

The following are ideas for keeping your group together, grabbing students’ attention, and managing their energy levels. Select whichever strategies feel most comfortable to you... or use your own tried and true tricks!

1. Staying Together When Moving Through the Galleries - Docents need to use a transition between each activity and stop

- **PLAY I-SPY as you walk to your next stop:** Tell students: On the way to our next adventure, I want you to be looking for objects that are (small, big, tall, blue, shiny OR types of cups, bowls, or boxes) and let me know. You can let me know by giving me a thumbs-up! So, let’s start...
- **MUSEUM BREATHING or other Transition routine to settle into new spot:** Using an object that you saw during your walk to the next stop, or a nearby object, take five deep breaths with the group. Use the objects you saw creatively—you could take five heavy breaths that a jaguar might take, elephant breaths, etc.
- **Play Freeze in order to get to new spot:** Tell students: As we travel to our next object, you might hear me say the word, Freeze! What do you think that I want you to do when I say “freeze”?

[responses]

Yes, I want you to freeze your body, but when you freeze your body, I want you to look at the object I’m pointing to and freeze your body to look just like it! So, let’s try it. If I point to this sculpture, and say “freeze,” show me how you would freeze your body. Awesome! Let’s get moving, and don’t forget to freeze your body when you hear me say that word!

- **The Train:** Have the students form a train. Ask them to walk in pairs, holding hands. You will be the conductor and start off by saying “All Aboard!” Ask the students to make their chugga-chugga-choo-choo sounds when you’re ready to depart the station!
- **The Sandwich:** Tell the students that together you are going to make a Museum Sandwich. You will be one piece of bread, and the chaperone will be the other piece of bread. Choose what kind of bread you will be (e.g. white, wheat, rye, pumpernickel) and ask the chaperone what kind he/she would like to be. Then ask the students to line up in between, and ask them to choose (and share) what part of the sandwich they will be (e.g. turkey, salami, cheese, pickle).

2. Attention-Getters

It is also a great idea too, for the Caller to ask the teacher what Attention-getters he/she uses in the classroom - that way you will not need to take time to introduce a new Attention-Getter to the students.

- **If you can hear my voice, put your hands on your head!**
 - Regardless of what students use in their classrooms, they will stop what they are doing know what to do when you say, “If you can hear my voice, put your hands on your head) as you instruct them. You can also switch out the ending for different motions (e.g. put your hands on your hips, clap once, look at me, etc.)
- **Whisper**
 - Students are curious about what you have to saw, so whispering and action like what you have to say is really special will be much more effective than raising your voice.
- **Quiet coyote**
 - Many schools use quiet coyote or other hand motions to signal students to get quiet. You can ask a teacher, or just introduce the quiet coyote at the beginning of the tour.



- **Call and Response (This will need to be introduced)**
 - You can use any variety of a call-and-respond word pairing to get students attention. You will say one word and they will respond with a pairing word. This routine will need to be introduces to students unless their class uses one that you can just adopt for the tour.
 - **Possible Pairs**

Docent: Art!	Students: Rocks!
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Docent: Macaroni and Cheese
Docent: All set?
Docent: Ready, set

Students: Everybody Freeze!
Students: You bet!
Students: Let's Go!

3. Getting Student to Sit Down Calmly

- Criss-cross Apple Sauce
- Criss-Cross, Be your own Boss (Students sit criss-cross and cross their arms over their chest)
- Peanut Butter, Jelly and Spread Out (When students need to spread out and give you some space sitting on the floor, use this chant to tell them to spread out)
- **I Touch My Head** *[do the motions with your body]*
I touch my head
I touch my toes
I shake my hands
To see them go
I fold my arms
I cross my feet
I nod three times (1,2,3)
And take my seat.

4. Easy Songs (Great for When You're Waiting for the Elevator) *

Children at this age are fast learners when it comes to songs. They are likely to know the ones below, but if they don't, just start singing and ask them to sing along if they know it. Use body motions as you sing and they will move along right with you even if they don't know the words. Have fun!

- **Open Them, Shut Them**
Open, shut them, open, shut them. *[Open and shut your hand]*
Give a little clap, clap, clap. *[Clap]*
Open, shut them, open, shut them. *[Open and shut your hand]*
Put them in your lap, lap, lap. *[Pat your legs]*

Big and small. Big and small. *[Spread your hands out wide, and then put them close together.]*
Big, big, big, big, small, small, small.
Big and small. Big and small.
Big, big, big, big, small, small, small.
- At the museum, at the museum. *[Use index fingers to trace a square.]*
Hands to myself. *[Pull your fists to your chest.]*
I use my eyes *[Point to eyes]* and imagination *[Point to head]*
For the stories that I tell. *[Put hands on mouth, then gesture outwards.]*
Video: <https://www.youtube.com/watch?v=M55R32lQvLg>

- **Row, Row, Row Your Boat** (Perhaps before or after you travel to a new gallery)
Row, Row, Row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream

Row, row, row your boat
Down the jungle stream
If you see a crocodile
Don't forget to scream [*Scream!*]

- **Shake My Sillies Out** (When there is a lull in energy and students need to get moving!)
Gotta shake, shake, shake my sillies out [*Shake your body*]
Shake, shake, shake my sillies out
Shake, shake, shake my sillies out
And wiggle my waggles away [*Wiggle your hips*]

I gotta clap, clap, clap my crazies out [*Clap*]
Clap, clap, clap my crazies out
Clap, clap, clap my crazies out
And wiggle my waggles away [*Wiggle your hips*]

I gotta jump, jump, jump my jiggles out [*Jump up and down*]
Jump, jump, jump my jiggles out
Jump, jump, jump my jiggles out
And wiggle my waggles away [*Wiggle your hips*]

I gotta yawn, yawn yawn my sleepies out [*Yawn*]
Yawn, yawn yawn my sleepies out
Yawn, yawn yawn my sleepies out
And wiggle my waggles away [*Wiggle your hips*]

Gotta shake, shake, shake my sillies out [*Shake your body*]
Shake, shake, shake my sillies out
Shake, shake, shake my sillies out
And wiggle my waggles away [*Wiggle your hips*]
And wiggle my waggles away
Video of Raffi (Go to 26:20)

<https://www.youtube.com/watch?v=2hHglQC6OeY&list=PLQPslhsh6qDTPllS1NcYrPtoq q7F7Dil2&index=9>

- **Oh, Mr. Sun**
Oh Mister Sun, Sun. [*Hands over head, forming a circle, swaying*]
Mister Golden Sun.

Won't you please shine down on me? *[Wave hands towards head]*

Oh Mister Sun, Sun.

Mr. Golden Sun.

Hiding behind the tree. *[Hands in front of face]*

These little children *[Fan hands outward]*

are asking you. *[Point fingers up to the sky]*

To please come out *[Wave hands towards head]*

so we can play with you. *[Point fingers up to the sky]*

Oh Mister Sun, Sun. *[Hands over head, forming a circle, swaying]*

Mister Golden Sun.

Won't you please shine down on me? *[Wave hands towards head]*

Video of Raffi: <https://www.youtube.com/watch?v=2NdhcYnC-V8>

- **Give me a clap!** (To the tune of the Addams Family Song)
Give me a clap! *[Clap, clap]*
Give me a clap! *[Clap, clap]*
Give me a clap, give me a clap, give me a clap! *[clap, clap]*

Give me a snap! *[snap, snap]*

Give me a snap! *[snap, snap]*

Give me snap, give me a snap, give me a snap! *[Snap, snap]*

Now fold you hand and put them down, into your lap!

TOUR FORMAT

Creative Explorers consists of an introduction, three activities, and a conclusion with an optional activity at the end which will depend on your group's attention span and how quickly you move through the activities.

- Introduction: Welcome & Museum Manners (5-10 min)
- Activity 1: Explore & Sort (10-15 min)
- Activity 2: Storytelling (10-15 min)
- Activity 3: Artmaking (15-20 min)
- Closing: Closing (optional 4th activity: Postcard) (10 min)

REQUIRED

TOUR INTRODUCTION

1. As soon as you pick up your group, introduce yourself to students, and mention that you are going to be taking the group on an adventure in the art museum today.
2. *Closer to the galleries, find a comfortable spot that is in a space with minimal sensory input (i.e. elevator lobby of the floor you are visiting, Discovery Libraries, etc.) for a lengthier introduction.*

3. Tour Theme Introduction

Welcome students again and ask how many of them have been to the art museum before. Tell them that you are so glad that they came to visit today because you need them to be Creative Explorers today. Ask them if they brought their explorer eyes with them? Great! They will be using their explorer eyes to look closely at a lot of different kinds of art today.

Ask students if they can tell you what art is. Do they make art in their classroom? At home? What materials do they use? Today they will be looking how artists make art out of anything!

4. Museum Manners Introduction

You will need to cover basic museum rules with the group and let the chaperones know how you would like them to help (e.g. keeping the group together). There are many ways to do this—choose a method that is the most comfortable for you. Be direct and concrete with the students - lead a short discussion that leaves them clear about what you want them to do with their bodies (e.g. use calm, walking feet, soft inside voices, hands to themselves).

- **Possible Museum Manners Strategies**

- **Museum Pledge (use hand motions)**

- | | |
|-------------------------------|---|
| I look with my eyes | <i>[make binoculars with your hands]</i> |
| I keep my hands to myself | <i>[pull your hands close to your body]</i> |
| I use my inside voice | <i>[whisper into your hands]</i> |
| For the stories I tell. | <i>[gesture arms outward in a V]</i> |
| I walk with my feet | <i>[march in place with your feet]</i> |
| And stay with my friends | <i>[gesture arms in a circle]</i> |
| And don't forget to have fun! | <i>[gesture arms straight up]</i> |
| And come back again. | <i>[gesture coming back]</i> |

- **Head and Shoulders, Knees and Toes**

Introduce Museum Manners as part of the familiar “Head, Shoulders, Knees and Toes.” Ask children what they think they need to do with each body part (e.g. They need to use their heads to think, use calm shoulders and keep their hands to themselves, walk with their knees and toes, etc.). Then, sing the song together, including a lightening round (fast version that will get the kids laughing!)

(Touch the body part as you say it)

Head, shoulders, knees and toes

Knees and toes

Head, shoulders, knees and toes

Knees and toes

Eyes and ears and mouth and nose

Head, shoulders, knees and toes

Knees and toes

5. Introduce Group Management Techniques

It would also be helpful to introduce whatever group management techniques (e.g. train, sandwich) you will be using and any attention getters. There are several ideas on page 11 of this manual.

6. Introduce the Visual Agenda

Tell students that it is their schedule for the day. Walk through each picture in the order that you plan to do it. Move the “At the Museum” picture to the bottom to indicate that you just completed it.

REQUIRED

EXPLORE & SORT

10-15 min

Key Ideas:

- **Build students' ability to sort and classify things around them, an important building block of curiosity and learning.**
- **Explore together how artists use a variety of colors, materials, and shapes in the art.**

Location: Choose an object that is visually engaging and has various connections to the materials in the Explore & Sort tub.

1. **Take time to look at the object at your first stop.** Have students look closely at the object. Encourage them to walk all the way around it or look at it from a different angle, if appropriate.
2. Ask students what they notice about it. What do they see?
3. Support students' sharing by introducing new vocabulary.
4. Introduce that we can use color, material, size, shape and features to talk about art objects.
5. Take out the Explore & Sort tub and have children sit in a semi-circle around you.
6. Remind students that artists use a lot of materials and that art can be made out of anything. Introduce the tub and tell them that there are many different art materials inside.
7. Tell students that they will have a chance to choose something from the tub that reminds them of something in the art.
8. Model the activity for them. Choose an object and talk through why you selected it. For example: "I chose this shiny red ribbon because it reminds me of the bright red flowers in the middle of the painting."
9. Ask the students to each pick a material out of the tub and look at and touch it. What does it look like? Feel like? Sound like? Smell like?
10. Have them each share about their object—Why did they choose it?
11. Now, ask students to take a look at everyone's object, and tell them that it is time to sort them. There are many different ways to sort (e.g. size, color, shininess, texture, etc.)—you choose! Put your object in the middle. Choose a child and ask him/her—is your material smaller or bigger than mine? Where should it go? Put everyone's object in order, one-by-one.
12. If there is time, try making a collaborative sculpture with the students. Have them take turns adding their material to create a group artwork. As they add their pieces, reinforce the tour's theme by talking about how they are all artists helping to make the sculpture and they are all making different choices just like all artists do.

If you're short on time, you can just ask students to hold up their materials after you ask different questions (e.g. How many of you have shiny materials? Who has the biggest material? Smallest?)

Helpful Hints:

- Focus on **artist choice** as a centralizing theme and aspect.
- Artists use normal materials (e.g. paper bags, buttons) in completely **unusual** and **unexpected** ways.
- Think about the art that you select. Think about pieces in the galleries that would generate interesting discussion and observations about materials and artist choice.

Take out the Visual Agenda and celebrate completing this activity by moving the picture to the bottom.

You know you are successful if:

1. Students are looking closely at the artwork and connecting the objects in front of them to artworks
2. Student collaborate
3. Students practice sorting objects
4. Students notice a variety of colors, materials, and shapes in the art

REQUIRED

STORYTELLING

10-12 min

Key Ideas:

- **Build early literacy skills by modeling how to read (and enjoy!) a story.**
- **Support students' understanding that the imagination can be a tool that helps you look at materials in unexpected ways.**
- **Emphasize how artists make choices about the materials they use.**

Location: Choose an object that you can connect to the story in some way, such as an artwork that has a stick-like object in it, has strong lines, or uses materials in unexpected ways.

1. Take time to look at the object at your second stop:
 - Can you make its shape with your hands/trace it in the air?
 - What color is it?
 - What materials do you notice?
 - What do you notice about its decoration?
 - Tell me about its size.
 - What is it made of?
 - What do you think this object was or is used for?
2. After giving students the opportunity to identify material, color, etc., ask questions that prompt their deeper thinking:
 - Why do you think the artist chose this material, color, shape, etc.?
 - How would this object be different if...(the size, shape, color, material)...was different?
 - If you were creating this artwork, what size, shape, color, material, etc. would you use? Why?
3. Allow for sharing
4. Introduce the story:

We have a story to help us think a little more about using materials creatively. I have a storybook I'm going to read. Do you think you could help me out? You are going to have to use your imaginations to help me tell the story.
5. Read *one of five books provided* using read aloud techniques.



- Introduce the title and author of the book.
- Ask students to predict what the book may be about.
- Have them act out parts of the story (e.g. lifting the heavy weight, fishing, etc.).
- Comment on how the how creative thinking is connected to the story.
- Help students make a connection between the book and the artwork you are looking at together

Take out the Visual Agenda and celebrate completing this activity by moving the picture to the bottom.

You know you are successful if:

1. Students enjoy the story, making predictions, observations, and connections.
2. Students see how the artwork connects to the story.
3. Students see how creative thinking applies to them.

REQUIRED

ARTMAKING

10-12 min

Key Ideas:

- **Empower students to make their own choices and think creatively about how they can use materials.**
- **Create wearable art inspired by what you have seen and to help students remember their visit.**

Location: Choose an object that has a variety of materials.

1. **Take time to look at the object at your third stop and review everything that you have seen**
2. Ask students if they can tell what it is made of. Discuss the materials and artist choices in this piece. Compare and contrast to other objects you have seen, or that are nearby.
3. Prompt students to gather mental pictures in their brains of the things you have seen so far. Model remembering of different objects, focusing on the color, shape, materials, etc. For example: “I remember the big colorful box we saw - it was made out of soft fabric and was painted many different colors.”
4. You can also continue to discuss how the artist made choices and used different tools when they created the artworks. If time and verbal/ language ability allows, have kids share what they remember.
5. **Introduce the artmaking activity:** Get the artmaking caddy out of your bag and ask the students to sit in a circle around you (if they aren’t already).
6. Present the pipe cleaner and explain that they will be creating art that they can wear. Model how to consider different materials and how they could remind you of what you saw and discussed. Model how different choices will make their art different (e.g. a jingle bell will create sound, whereas a bead will add color).
7. Give one pipe cleaner to each student. Remind them of the materials they can use, and ask them to work together and be kind to each other as they share the materials.
8. Give a tag and a colored pencil to each student. Remind them of the materials they can use, and ask them to each take 4 things to place in their lap for starters. After students are done with their four items, invite them to choose additional materials.
9. Give students time to work on their projects. Hold the art-making caddy in front of each student and ask them to each take 4 things to place in front of their lap for starters. After students are done with their 4 items, invite them to choose additional materials.

10. Be sure to invite chaperones to assist if students need help threading materials onto the pipe cleaner, and, when they are finished, helping students hook the pipe cleaner ends together to make a bracelet.

Helpful guiding questions:

****As students work, move around the group and model questions about their artwork, such as:**

- I see you chose _____ material, can you tell me why you wanted to add this to your artwork? Did this material remind you of anything from your visit today?
- What types of things did you choose to add to your bracelet art? How did you decide on these materials?
- How do you anticipate that your bracelet art will respond if you were to dance or run? What if you were in the sunlight or in a dark room?

Take out the visual agenda and celebrate completing this activity by moving the picture to the bottom.

You know you are successful if:

1. Students make their own choices and think creatively about how they can use materials.
2. Students Create wearable art inspired by what you have seen and to help students remember their visit.

OPTIONAL

POSTCARD

Key Idea:

- **Help students bring it all together and make it more likely that they will remember and share their visit with friends and family.**

Location: At a fourth object (or object that is close to third object, dependent on timing).

Note: If you change locations, be conscientious of transition techniques.

Depending on time, choose to do all or some of this activity:

1. Introduce the postcard activity with a personal story or relating to capturing memories with postcards, such as how you like to collect postcards to help you remember places you have been.
2. Ask students to think of one thing that they want to remember from their time at the museum.
3. Give time for reflection.
4. Give students each a blank postcard. Get out the bin miscellaneous materials and glue dots. Ask the students to choose a material that will help remind them of something they saw at the museum today.

Use the Visual Agenda and celebrate completing this activity and completing the tour.

REQUIRED

CONCLUSION

1. Thank the students for coming to the museum today
2. Ask them to share about their time at the museum
3. Tell them, “I want you to be art explorers and keep your eyes open for the cool materials around you! Art can be made out of anything and you are all artists”
4. Ask them to come back to the museum, “I hope you’ll come back to the museum to see how many other materials you can find and also experience other fun things you can do with your families”
5. Remind them about Kids Free, “Don’t forget to tell your families that kids are free! Thank you!”