Connections Tour – movement and emotion

(50 minutes total) grades 3-6

As you lead this tour, please note:

- There are no "right or wrong" ways to make connections to art. Be cognoscente of word choice and acknowledge different interpretations.
- Show enthusiasm while you explain and demonstrate! If you seem engaged, the students will more likely engage in activities.
- Encourage the students to go deeper with their thinking- WHY? Can you tell me MORE?

Rationale: The ability to develop and identify personal connections to objects, ideas, and people creates "buy-in" within a situation and promotes a sense of validity and belonging. We want students to continue coming back to the FAC with their friends and family and to think of the museum as a safe and welcoming space. Thus, by encouraging them to connect to the art, we hope students feel a sense of belonging and desire to further explore their to connections to art within the museum and between each other.

TIME AND LOCATION	ACTIVITY DESCRIPTION	IMPORTANT DIALOGUE	MATERIALS
	Intro Activity-		
Tactile Gallery	Scarf Game:		
	-Speed round of names, sitting		
5 minutes	in a circle	"This scarf activity was	
	-Hide the scarf (that one docent	meant to help you practice	
	was previously wearing), and ask	observing! We want you to	*Colorful
	about its colors and patterns	be able to notice the colors	scarf
		and patterns in the art just	
		like you noticed them in this	
		scarf."	
3 minute		"What similarities can you	
5 minute	Introduce Activity 1 :	find between the lines of	
	-		
	Both docents work together to	our bodies and the lines in	
	represent a piece of art in the	the art?"	
	gallery with their bodies –		
	students guess the piece of art.	NO "right" or "wrong"	

	Then docents split the group into two. Walk to next location	"Keep your eyes out for art with interesting colors and patterns while you walk."	
Group One: Chihuly "Hornet" Group Two: Chairs and table in Loo Family Room			
5 minutes	Activity 1: Docent #1 takes half of the students to the Chihuly room and prompts them to model the chosen art piece with their bodies (as a group). Docent #2 does the same with the other half using the table and chairs in the Loo Family Room.	"What lines and shapes do you notice in the art? How could you represent these with your bodies?"	
5 minutes	Docent #2 leads their group into the Chihuly room, and the students stand by which art they think their peers are representing. Then switch rooms and do the same.	Discussion: "What similarities do you see between the bodies and the art?" "Why could chairs and tables be considered art?" Ask for MORE details	
3 minute	TRANSITION: Walking upstairs to the Migrant Series by Don Cohen	"On your way upstairs, keep your eye out for other art that we could represent with our bodies."	

Migrant Series – strawberry picking painting 2 minute	Activity 2: Give students a few minutes to look at the painting.	"What is going on in this painting? Keep your ideas in your head and we will share soon." "This next activity is all about emotional connections. Do you remember that purpose	Emotion Card Stacks (5-6 cards per stack)
		from the beginning of our tour?"	
2 minutes	Explain emotion cards, and both docents model activity – both docents hold up an emotion card, and then they model an effective pair share conversation using evidence.	"Evidence is so important! If you are excited, tell me WHY this painting makes you excited. What do you SEE that makes you feel that way?"	
10 minutes	Pass out card stacks and give students a moment to choose a card. Count down, and students hold up cards. Pair Share- students share with	"Look around at how many colors are in the air! This painting makes us feel so many different things, and they are all valid!"	
	someone who has a different emotion than them.		
	Share with the group	Ask for more details to promote deeper thinking	
Migrant Series	Closing Activity:		Handout
10 minutes	Circle, Triangle, Square Assessment Have students practice making a circle, triangle, and square with they're hands – docents don't model	"Notice how many different ways there are to make these shapes!"	with shape descriptions: Circle = something you're still thinking about.
	model	these shapes:	Triangle = something

Have students hold up one	"Keep in mind activities	that stood
shape they want to talk about	from the entire tour!"	out to you.
and pair share. Then share as a		Square =
group.		something
	"When you come back next	you learned.
Restate goals- emotional and	time with your family or	
physical connections	friends, think about the first	
	thing that you want to show	
	them! Share which artwork	
	you would take them to	
	first!	