

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

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|   | <p>Then docents split the group into two.</p> <p>Walk to next location</p>  | <p>“Keep your eyes out for art with interesting colors and patterns while you walk.”</p>  |  |
| <p>Group One: Chihuly “Hornet”</p> <p>Group Two: Chairs and table in Loo Family Room</p> <p>5 minutes</p> | <p>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.</p> | <p>“What lines and shapes do you notice in the art? How could you represent these with your bodies?”</p>  |  |
| <p>5 minutes</p> <p>3 minute</p>  | <p>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.</p> <p>TRANSITION: Walking upstairs to the Migrant Series by Don Cohen</p>          | <p>Discussion: “What similarities do you see between the bodies and the art?”</p> <p>“Why could chairs and tables be considered art?”</p> <p>Ask for MORE details</p> <p>“On your way upstairs, keep your eye out for other art that we could represent with our bodies.”</p> |  |



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