

Exploring Artism: A Program for Families at the Yale Center for British Art

Date: Jan. 18, 2014 Theme: Bears

SCHEDULE

- 10:30-10:45 AM Socializing & plate prep in Docent Room
- 10:45-10:55 AM Introduction/Welcome in Docent Room
- 10:55 – 11:30 AM Gallery Activity
- 11:30 – 11:50 AM Docent Room Activity
- 11:50 – 12:00 PM Share artwork and Good-Bye

SET UP

- Welcome table and Registration checklist
- Nametags for participants and instructors (marker)
- Easel with welcome sign outside room and post schedule on easel
- A/V PowerPoint ready & iPad with images and social stories loaded
- Brown paper covering on table (table in U shape open to door)
- White paper/newsprint taped down to mark each student’s stations (student writes name on station)
- Prompt activity on tables (plate and plate with eye holes?)

LESSON OBJECTIVE

Looking at Nicola Hick’s *Black* sculpture

Lesson Plan	Materials	Accommodation /Modifications
Socializing and Structured Play (Image and prompts laid out on table and schedule for parents w/ bathroom info	15 mins.	
Welcome	10 mins.	
<p>Welcome to the Yale Center for British Art</p> <ul style="list-style-type: none"> • Introductions: Introduce talking star. Hi my name is _____, What is your name? (be sure to gesture) • Review Images from Social Story including museum rules & schedule. <p>Warm-up: What is a mask. What does a mask allow a person to do? Paint paper plate with eyeholes</p> <p>Transition: Let’s go into the galleries and look at what one artist’s bear. The bear is on the fourth floor.</p>	<p>Schedule</p> <p>Talking Star Social Story Part I</p> <p>Sponge brushes, brown paint Plate pallete</p>	<p>Volunteers help paint plate and collect used brushes. Someone cleans brushes.</p> <p>Volunteer leads students up to 4th floor via stairs; another via elevators</p>

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<p>Hicks' "Black"</p>	<p>25 mins.</p>	
<ul style="list-style-type: none"> • Direct students to sit on dots and pair with an adult. • Look at and describe what we notice about "Black." • How is the bear standing? Can you stand up like the bear? • What do you think the bear is feeling? • Did you ever see a real bear? Where? • We have a song about someone who saw a bear, do you want to hear it? Repeat after me... Bear Song <ul style="list-style-type: none"> • What material did this artist use to make this sculpture? • Why? How did she make it? Since we can't use clay and bronze in the gallery we are going to make a "tear bear." We are going to tear up pieces of paper and create a bear around a piece of felt—the bear's belly. <p>Demonstrate starting, tearing, and glueing the paper to the white sheet.</p> <p>Transition: Now that we finished out "tear bears" let's say good bye to "Black" and return to the docent room to make ourselves into bears. Remember what we have waiting down there for us... (the painted plates)</p>	<p>Seating Dots</p> <p>Example tear bears</p> <p>Volunteers pass out materials bags, glue stix and white paper to each</p>	<p>Volunteers help tear and glue as needed.</p> <p>Volunteers bring supplies & doots down to DR.</p>
<p>Art-making Activity</p>	<p>25 Mins</p>	
<p>To the dry brown plates, participants begin to glue parts to make a bear mask.</p> <p>Add shredded paper as the last step.</p>	<p>Supply bags</p> <p>Markers</p> <p>Tacky glue</p> <p>Direction sheet</p>	<p>Volunteers help with gluing/cutting and as needed.</p>
<p>Sharing of artwork & Conc.</p>	<p>10 mins</p>	
<p>Each child that wants to, shares finished artwork with the group.</p> <p>Next date is Feb.15. We hope to see you in 2014!</p>	<p>Thank you and Goodbye!</p>	