Underwater FantaSEA
February 12 – May 29, 2016

GUIDED TOUR INFORMATION

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

Title 1 school group visits supported in part by

Title 1 School Bus Sponsor
TABLE OF CONTENTS

Guided tour information ......................................................................................... 3
Preparation your group for a museum visit.............................................................. 4
Museum manners and etiquette ............................................................................. 5
Information for chaperones ................................................................................. 5
Exhibition information .......................................................................................... 6
The Guided Tour ..................................................................................................... 7
Content Connections to Arizona Academic Standards........................................... 12
Suggested Booklist ................................................................................................. 14
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](http://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 20 children. Two adults per group of 20 students are preferred.
- 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.
- Food and drinks, including water, can be left on the bus or temporarily stored in our lobby 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.

CHAPERONES

- Chaperones play an important part in making a group’s visit to the Museum a safe enjoyable experience and educational success.

- Please prepare all chaperones that will accompany your group on your visit. Chaperones are required to remain with the group for the entire visit. A chaperone’s interest and attention add to the students’ tour experience.

- Chaperones and teachers are responsible for managing the group’s behavior, keeping the group together, and attending to special needs of the students.

- The students in the group will model a chaperone’s behavior in the museum. Please be sure that your chaperones are aware of all museum guidelines and manners/etiquette, so that they may serve as an example for the students to follow.

- We ask that chaperones refrain from bringing younger children (siblings) with them so they may give full attention to the needs of the students.
EXHIBITION INFORMATION

Ocean covers 71 percent of the Earth's surface and contains 97 percent of the planet's water. Without them, life on Earth would not be possible. They influence weather and climate, produce much of the oxygen we breathe, feed us and contain currents that connect humans around the globe. Something so essential and fascinating merits a closer look. Underwater FantaSea will provide an opportunity to learn about the importance of oceans, how they impact you, as an individual, and how you can do your part to keep them healthy--even if you live hundreds of miles from them. The exhibit includes approximately 60 thought-provoking artworks by 14 different artists working in a wide range of media such as painting, sculpture, textile arts, prints, photographs, and digital art.

Exhibition Learning Goals and Objectives

- Look critically at artwork in the exhibition and participate in a discussion about how artists have interpreted oceans and ocean animals in their artwork.
- Identify commonalities among the artists interpretation of oceans and ocean animals.
- 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.
- Identify real vs. imaginary in an artwork.
- Recognize and identify items that do not belong in the ocean.
- Identify ways in which plastic and other garbage can end up in the ocean.
- Investigate Arizona’s connection to the ocean.
- Define reuse, recycle, and repurpose.
- Develop and describe ways in which an object can be reused.
- Identify choices individuals can make to improve the integrity of the ocean.
- Identify and name 5 ocean regions on a world map.
- Describe characteristics of an animal habitat and compare characteristics of ocean and land based habitats.
- Compare and contrast characteristics of ocean animals.
- Explore and name 3 of the 5 senses. Be able to identify sight, touch, and hearing.
- Identify ways in which animals communicate using sound.
- Participate in an experiment to see and feel sound waves.
- Use descriptive words to describe sound as it is articulated through other senses.
- Use science inquiry method to predict the length of a blue whale. Compare results to predictions.
- Use non-traditional measuring tools to measure the length of a whale.
- Compare and contrast characteristics of fish and ocean animals.
- Describe a marine biologist's process for classifying animals.
- Identify characteristics of an animal featured in an artwork.
- Based on animal characteristics, describe and demonstrate animal movement.
• Compare different ways an artist interprets subject matter through different art techniques, i.e., photography, paint, sculpture, etc.

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 Academic Standards for Science, Social Studies, and Visual Arts will be addressed on the tour stops. Arizona’s Academic Standards that are met are listed in detail on page 13 of this packet.

Tour Stop 1: Responsibility to Our Oceans

Students will view and discuss familiar elements in artwork on display. Tour guide will use inquiry-based questioning to give students an opportunity to discuss the artist, their inspiration and the technique used to create the artwork. Guide will lead students through a discussion and activity to discuss the importance of recycling, repurposing, and reusing items that otherwise might be discarded. Tour guide will discuss with students the ways in which plastic and other garbage travels through water to end up in the ocean and how those items effect the oceans and ocean life. Even though we are far away from the ocean, children will discover how the choices they make can affect the ocean and ocean life. Guide will lead students in an activity to develop ideas for repurpose commonly discarded items.

Corrine Geertsen (Mesa, AZ)
The Fish Channel
Tour Stop 2: Exploring Oceans of the World

Tour guide will discuss photographs of ocean animals in this area and lead students in a discussion to identify familiar animals and compare/contrast characteristics of animals. Students will participate in a discussion about animal’s habitats and identify characteristics of an ocean habitat as compared to a land-based habitat. Group will discuss elements of a habitat that animals need to survive. Students will name and identify 5 ocean regions on a map of the world. Students will be able to name animals that are native to each of the 5 ocean regions.

Tour Stop 3: Ocean Giants

When looking at the artwork in this area, students will be able to look critically at two artworks to identify content, technique, and movement created by the artwork. Tour guide will lead students
in a discussion about the artwork in this area including the artist’s interpretation of whales, the artist’s technique (printmaking) and will point out features in the artwork that the artist has used to convey meaning. Students will participate in a discussion about whale communication and perception. Guide will introduce the term echolocation discuss the process by which whales navigate and determine the location of other animals and objects in the deep ocean. Students will participate in an experiment to hear, feel and see sound waves. Finally, students will have an opportunity to make predictions about the length of a blue whale and then use the scientific inquiry process to use nontraditional measuring tools (length of arms, steps) to measure the length of a whale and report on the results of the experiments.

Nicola Barsaleau
Oceans Harmony

Tour Stop 4: Fish or Marine Mammal?

At this stop, students will be able to look critically at artworks by two different artists to compare their interpretation of the subject matter and their techniques. Guide will discuss animal characteristics and ask students to identify differences among the animals featured in the artwork. Guide will introduce the process by which scientists classify and sort animals based on similarities and differences of their individual characteristics. Guide will lead students in a discussion to compare the differences and similarities of fish and marine mammals, mostly specifically cetaceans (whales, dolphins, and porpoises). Finally, students will be able to look closely at fish and marine mammals and their individual characteristics, and decide how each animals may move through the water, given the size and shapes of their bodies. Guide will lead students through a movement activity to encourage students to “move” like an ocean animal.
Tour Stop 5: Studio Art-Making Activity

The 30-minute art-making portion of the tour will take place in our atrium classroom.

Sea Life Prints

Students will have an opportunity to look at examples of the artwork they viewed on display in the exhibition, and create an artwork using the printmaking technique that is inspired by the artwork in the exhibition.

Artwork:
Nicola Barsaleau  
*Oceans Harmony*

Johnathan Marquardt  
*Coastal Red*

Materials:
- Paper
- Scratch board
- Scratching tool
- Inks
- Brayer
- Pencils

Technique:
1. Sketch their design on paper. (If time allows)
2. Carve into the scratch board to create the final design.
3. Use brayers to apply ink to the board.
4. Write names on paper and then press the paper to the scratch board to transfer the ink.
5. Leave artwork on drying rack.
Content Connections to Arizona K-12 Academic Standards

The guided tour and suggested curriculum activities sections of the exhibition *Underwater Fantasea* with its content and activities, is designed to address several of Arizona’s Academic Standards.

Arizona College and Career Ready Standards

SOCIAL STUDIES

Strand 4: Geography

Concept 1: The World in Spatial Terms
PO 5. Locate physical and human features using maps, illustrations, images, or globes:
   a. physical (i.e., continent, ocean, river, lake, mountains, islands)  
   b. human (i.e., equator, North and South poles, country)

Concept 3: Physical Systems
(Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)

Science Strand 4 Concept 3 Identify, compare, and describe plants and animals in various habitats.

Concept 5: 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.

SCIENCE

Strand 1: Inquiry Process
Concept 1: Observations, Questions, and Hypotheses
Observe, ask questions, and make predictions.
PO 1. Compare common objects using multiple senses.

Strand 2: History and Nature of Science
Concept 1: History of Science as a Human Endeavor
PO 2. Identify science-related career opportunities.

Strand 4: Life Science
Concept 1: Characteristics of Organisms: Understand that basic structures in plants and animals serve a function.
PO 2. Compare the following observable features of living things:
   - movement – legs, wings
   - protection – skin, feathers, tree bark
   - respiration – lungs, gills
   - support – plant stems, tree trunks
PO 3. Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.

Concept 3: Organisms and Environments: Understand the relationships among various organisms and their environment.

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

Strand 5: Physical Science

Concept 3: Energy and Magnetism

Investigate different forms of energy.

PO 3. Demonstrate that vibrating objects produce sound.

Visual Arts

Strand 1: Create

Concept 1: Creative Process - The student will develop, revise, and reflect on ideas for expression in his or her own artwork.

PO 001. Contribute to a discussion about ideas for his or her own artwork.

PO 102. Make and explain revisions in his or her own artwork.

PO 203. Develop plans for his or her own artwork, (e.g., sketches, models, and notes).

Concept 2: Materials, Tools and Techniques - The student will use materials, tools, and techniques in his or her own artwork.

PO 001. Identify and experiment with materials, tools, and techniques in his or her own artwork.

PO 002. Use materials, tools, and techniques appropriately in his or her own artwork.

Concept 3: Elements and principles – The student will use elements of art and principles of design in his or her own artwork.

PO 001. Identify and use elements in his or her own artwork.

Concept 4: Meanings or Purposes - The student will express ideas to communicate meanings or purposes in artwork.

PO 001. Describe and explain his or her own artwork.

Strand 2: Relate

Concept 1: Artworlds – The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions.

PO 002. Discuss how an artwork is used to communicate stories, ideas, and emotions.

Concept 2: Materials, Tools, and Techniques – The students will identify/analyze the use of materials, tools, and techniques in artwork.

PO 001. Identify the relationship between tools, materials, and/or techniques.

Concept 4: Meanings or Purposes-- The student will interpret meanings or purposes of artwork based on contextual information.

PO 001. Interpret meanings and/or purposes of an artwork using subject matter and symbols.

PO 002. Demonstrate respect while responding to others’ artwork.

PO 102. Discuss themes in artworks that illustrate common human experiences that transcend culture, time, and place.

Strand 3: Evaluate

Concept 2: Materials, Tools, and Techniques - The student will reflect on, and determine how
materials, tools, and techniques affect meanings, purposes, and value in artworks.

PO 001. Describe the visual effects created by an artist’s use of tools, materials, and techniques in an artwork.

Suggested Book List

A selection of books that are featured in the Underwater Fantasea exhibition and used for related programming. The following books can complement classroom curriculum related to the study of oceans.

*Baby Beluga* by Raffi

*Big Al* by Andrew Clements

*I’ll Follow the Moon* by Stephanie Lisa Tara

*Let’s Explore Coral Reefs* by Michael Patrick O’Neill

*Let’s Explore Sea Turtles* by Michael Patrick O’Neill

*My Very Own Octopus* by Bernard Most

*National Geographic Little Kids First Big Book of the Ocean (National Geographic Little Kids First Big Books)* by Catherine D. Hughes

*The Pout-Pout Fish* by Deborah Diesen