



AUCKLAND ART GALLERY TOI O TĀMAKI

Teachers' Pack Storytelling

Foundation Programme
Curriculum Level 1 – 4

SUPPORTED BY



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This guide provides all the information you need to prepare for your visit to the Gallery. Please read it thoroughly.

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Before your visit

Before you come to the Gallery, please complete the following:

Pre-visit Documents

- Please read through the pre-visit material emailed to you. This includes: this Teachers' Pack (with the RAMS form map and visit checklist); booking confirmations; and class rotation timetables. These documents outline what you need to do before, during and after your visit. Some of these documents need to be distributed to other relevant staff (see email for details).

Pre and Post-visit Activities

- This pack includes pre- and post-visit activities. It will greatly enrich the quality of the students' experience at the Gallery if they complete these activities.



Introduction

Foundation Programme

Storytelling

This education programme explores the theme of storytelling through artwork from our exhibitions. This unique programme will allow students to explore storytelling through artwork. Students will use critical thinking, discussion, observation and practical art-making skills to explore the many ways that artworks can tell stories.

In the Gallery, students will focus on a number of narrative artworks and identify the ways they tell stories. Links will be made to the ways writers create character, setting and plot within written texts. Students will also explore other ways in which artworks tell stories. This may include storytelling in exhibitions and in how different cultures approach storytelling. Common to these are the use of visual arts elements such as colour, shape, form and pattern, as well as context.

Year 1–2/3 students will explore a simplified version of this programme. In the studio, students will tell their own stories through art, in response to narrative artworks in the gallery. They will identify elements used in visual art (colour, line, shape, texture, form, etc) to add meaning to a story and incorporate these into their artwork, using a variety of techniques and conventions.

Supporting Your Teaching

In addition to the Gallery and studio programme, pre-visit and post-visit activities outlined within this pack, we are now offering free, innovative unit plans to support your teaching. Each unit includes curriculum-focused lesson plans, worksheets, Gifted and Talented extension activities, image resources and more. Lessons are cross-curricular and perfect for teachers with or without an art background. Each lesson in the unit provides unique and engaging activities for students to explore the theme of storytelling. Units are available for Levels 1–2 and 3–4

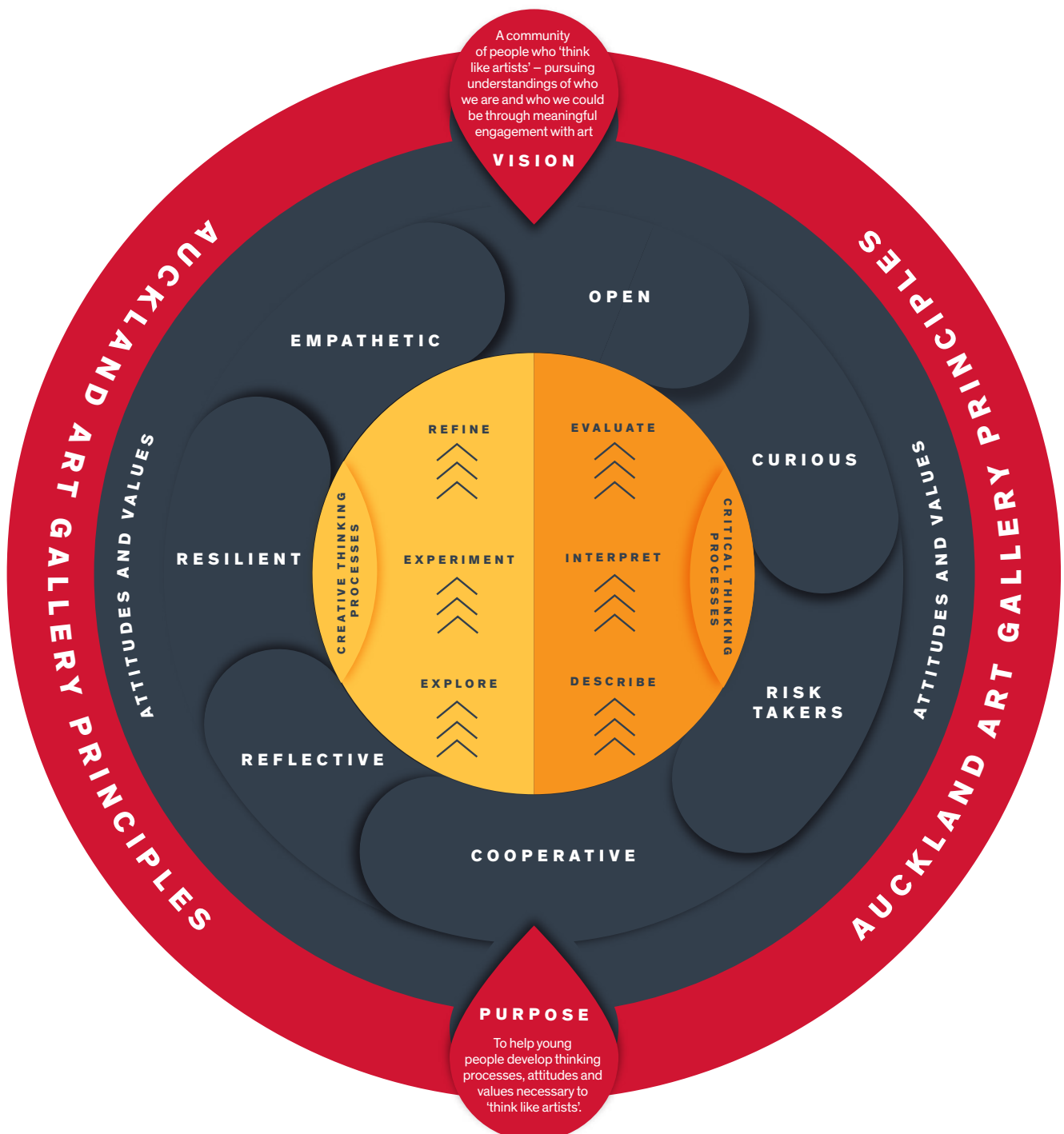
**Artists should always think
of themselves as cosmic
instruments for storytelling.**

– Ted Lange



Vision and Purpose

This learning programme will assist you in achieving your goals of delivering educational programmes to a standard of excellence. It has been developed with the following inputs:



Pre-visit Activities

Activity 1:

What is a gallery?

Discuss students' expectations of what a gallery is and the reasons for having an art gallery in Auckland.

Complete a mind map/bus stop activity that focuses on visiting the Gallery. You could use the following questions:

- What do you expect to find at the Gallery?
- What do you expect to learn at the Gallery?
- What do you think the rules will be?
- Why do we need to take such care of the artworks in the Gallery?
- How does a Gallery tell stories?

Activity 2:

What makes a story?

Discuss:

- What is a story?
- What information does it need to include?
- Can artworks tell stories?
- What are some ways they might do this?

Explore:

- In groups, children look at Sheet A.
- Consider what stories are being told in these artworks.
- What parts of the artwork give us clues about the story?

Share:

- As a class students discuss their findings.
- Chart their ideas to refer back to after the Gallery visit.

Activity 2:

What stories can we tell about ourselves, our class, our school, our area where we live? Please note: students attending the studio session must participate in this discussion.

- As a class, brainstorm ideas for personal stories (for example: a holiday, a birthday, a sad moment, a new experience).
- Organise the class into a doughnut formation. Ask the children to think of a story from their life that they would like to share with a partner. Pair share personal stories.
- Share/feedback to class. Identify the narrative elements of the stories.

Note: Additional examples of artwork can be downloaded from the Auckland Art Gallery collection database at www.aucklandartgallery.com.

Post-visit Activities

Activity 1: Visual Arts, English

Students could spend time looking at a variety of artworks by different artists. (They could revisit the images explored in Activity 2 of the pre-visit activities.) Get them to apply what they learnt about in the Gallery programme to help draw out the various ways artworks can tell stories.

Activity 2: Visual Arts

Tell your own story through art.

Students will begin to tell their own story through their artwork completed in the studio portion of their visit. Back in the classroom, students could complete any unfinished work then discuss how best to display their work, remembering that shape and form (layout) can add to meaning.

The students may also decide to add to their work or develop their ideas.

Activity 3: Visual Arts, English

Write labels for artworks.

Students could then write their own labels for their finished artworks. To prepare, students could first write short labels for selected artworks in groups. Labels should be one or two paragraphs outlining what the work is about.

Curriculum Links

Composite of Levels 1 – 4

Visual Arts

Developing Ideas in the Visual Arts

- In response to a narrative artwork in the Gallery, create an artwork to tell a personal story, using the appropriate visual arts techniques and conventions.

Communicating and Interpreting in the Visual Arts

- Explore the different ways artists tell a story through artworks. Make links to the narrative conventions of character, plot and setting, and identify the visual arts elements and principles used to convey meaning.

Understanding the Visual Arts in Context

- Explore how artworks and groups of artworks tell stories (context). Find connections between artworks (both in subject matter, use of elements and media), and uncover main and supporting themes which are the key stories running through the exhibition or the artwork. Identify cultural references and storytelling through narrative artworks.

Practical Knowledge

- Use elements such as texture, shape, line, pattern, form and colour to add meaning to an artwork, using a variety of media and techniques.

English

Processes and Strategies: Listening, Reading, Viewing; Speaking, Writing, Presenting

- View visual stories and listen to stories as they explore the exhibition.
- Students will discuss, debate and express ideas in response to artworks.

Purposes and Audiences: Listening, Reading, Viewing

- Articulate an understanding of how artworks are made for different purposes and audiences.

Ideas: Listening, Reading, Viewing

- Make connections, infer, compare and contrast while exploring a diverse range of artwork through the framework of storytelling.

Social Sciences

Identity, Culture, and Organisation:

- Learn about society, communities and individuals through the examination of artworks and their makers..

Place and Environment:

- Learn about how people perceive, represent, interpret and interact with place and environments to understand the relationships between people and the environment.

Curriculum Links

Composite of Levels 1–4

Key competencies

Thinking

- Use creative and critical thinking to make sense of the information, experiences and ideas explored in the classroom and gallery environments
- Foster intellectual curiosity by asking and answering questions
- Challenge the basis of assumptions and perceptions

Relating to Others

- Interact and share ideas with others in the classroom, gallery and studio
- Listen to others and their ideas

Participating and contributing

- Participate in the community by visiting the Gallery and contribute to the learning experience by sharing responses to artworks
- Work effectively together, and come up with new approaches, ideas and ways of thinking

Managing self

- Reflect on their own identity and environment through varied responses to artworks
- Act appropriately in the classroom, gallery and studio environments

Using Language, Symbols and Text

- Draw out meaning from artworks in the classroom and gallery and use spoken, visual and written language to respond to these visual texts
- Become familiar with some of the specialised language of the art world.



Glossary

Abstract	Work that is abstract does not look realistic in the traditional sense. Abstraction could include images that are morphed or changed to look unrealistic, or works that are non-representative and therefore not based on anything in the real world.
Character	The people depicted in a story, image or elsewhere.
Colour	Colours are characterised by three attributes: hue or tint (the common name for colour – ‘blue’ or ‘red’); tone (relative darkness or lightness of the colour); and intensity (degree of saturation of the colour – pale or deep, for example). In this programme, we will refer mainly to words such as: bright, dull, dark, light.
Composition	The arrangement of elements in an artwork.
Contrast	To compare in order to show unlikeness or differences; note the opposite natures, purposes within an artwork or between artworks.
Form	The compositional structure of an artwork, determined by the organisation of and relationship between the visual arts elements within the work; or the physical shape and dimension of an object within an artwork.
Harmony	A consistent, orderly or pleasing arrangement of parts in an artwork.
Mood	The feelings created by a story or image.
Narrative	A story or account of events, experiences, or the like, whether true or fictitious. A narrative artwork represents stories or events pictorially or sculpturally.
Overlapping	Layering of images such that they partly cover each other. This is a means of showing depth in a picture.
Portrait	A portrait is a work of art that represents a person's physical appearance and/or aspects of an individual's personality.
Representational	An artwork is representational when it shows a recognisable subject such as a human figure, a place or an object that exists in the real world.
Symbol	A recognised sign, object or image that represents something other than itself within a particular cultural context.
Texture	The tactile quality of the surface of an artwork.
Visual arts elements	The basic qualities of two-dimensional, three-dimensional and time-based compositions (line, point, tone, texture, colour, form or mass, shape, space).
Visual arts principles	Concepts such as balance, harmony, rhythm, tension and contrast; achieved in an artwork by organising and arranging visual arts elements.

Risk and Management Safety Checklist for Group Visits

The checklist identifies hazards and provides safety guidelines for groups taking part in Auckland Art Gallery Learning Programmes. The following is a general guide only and we strongly suggest a familiarisation visit. Our Learning Programmes staff are happy to meet with you at this time.

Supervision of children and young people

Please carry lists of children and young people at all times. Ensure that supervising adults are fully briefed as to their responsibilities. We require the following ratios of adult to children and young people:

Years 1–4/ Ages 5–9, 1 adult to every 6 children

Children and young people must remain in groups with their accompanying adults at all times.

Emergency procedures and first aid

Hazards	Fire, earthquake, bomb alert.
Controls	Emergency evacuation – this is signalled by an unmistakable warning sound. Gallery guides will provide directions and assistance during evacuations. Identify those who need special assistance and inform a gallery guide. Keep your students calm – walk, don't run. Gallery staff will direct you and your group to assembly areas. If relevant, check your roll and report anyone unaccounted for to the Gallery fire wardens.

Hazards	Accidents and illness.
Controls	Please ask a gallery staff member for trained first aid assistance. Any risks in studio-based sessions are minimised by the programme's design and supervision.

External environment

Hazards	Pedestrians amid vehicle traffic flow in a busy area of the city.
Controls	The pre-visit information we supply you with includes a map of the Gallery and its environs. Bus stops and assembly points are marked on this map. All crossings listed on the map are controlled by traffic lights.

Hazards	Groups gather outside the Gallery. Wet weather could result in a slippery surface on the paved areas.
Controls	The pre-visit information we supply you with includes instructions for group assembly that minimise risk. Please ensure supervisors are familiar with where to gather. With children and young people, please ensure supervisors are constantly in charge of their students while in this space.

Internal Art Gallery environment

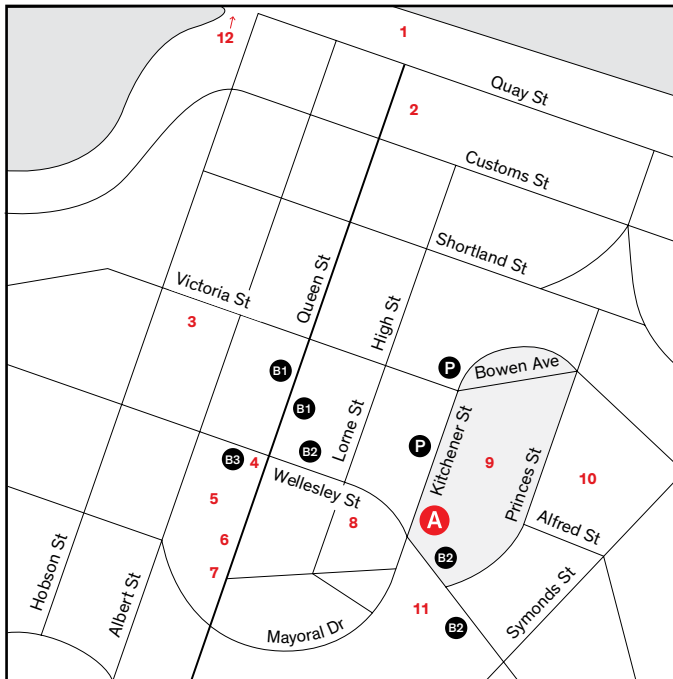
Hazards	Security of personal belongings.
Controls	Wherever possible, do not bring valuables. Schools: We request bringing as few belongings as possible. The Checklist for a Successful Visit gives the specifics of what you are allowed to bring. Other groups: Please check your bags into the cloakroom at the front desk.

Hazards	Stairs and lifts.
Controls	Accompanying adults must carefully supervise children and young people. All Gallery building floors and toilets are accessible by lifts and ramps. Lifts are only to be used by those with limited mobility.

Hazards	Access to building for people with limited mobility.
Controls	All galleries and facilities are wheelchair accessible. Assistance dogs are welcome. Please feel free to ask our gallery guides for help.

Location Map

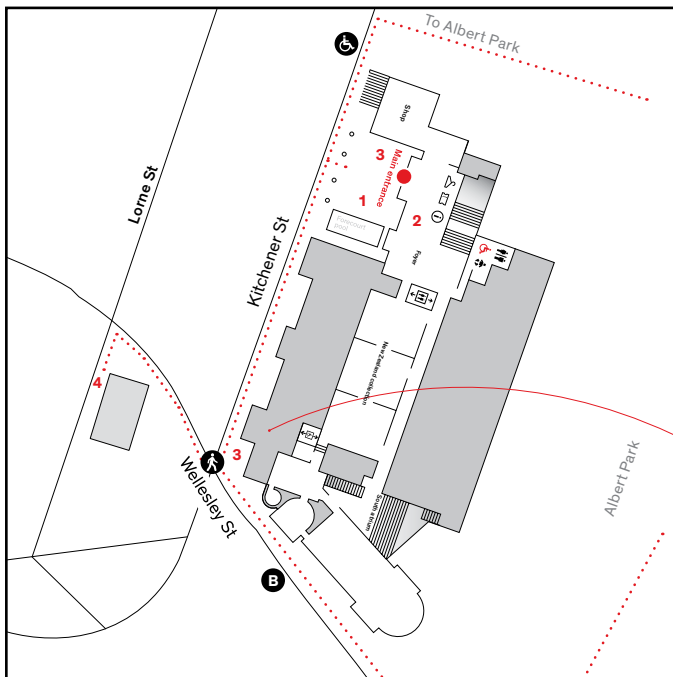
City centre



- A** Auckland Art Gallery Toi o Tāmaki
- 1** Ferry Building
- 2** Britomart Transport Centre
- 3** Sky Tower
- 4** Civic Theatre
- 5** Aotea Centre/Aotea Square
- 6** Auckland Town Hall
- 7** Q Theatre
- 8** Central City Library
- 9** Albert Park
- 10** University of Auckland
- 11** AUT University
- 12** Voyager New Zealand Maritime Museum

- P** Parking
- B1** City LINK bus stop
- B2** Outer LINK bus stop
- B3** Auckland Explorer bus stop

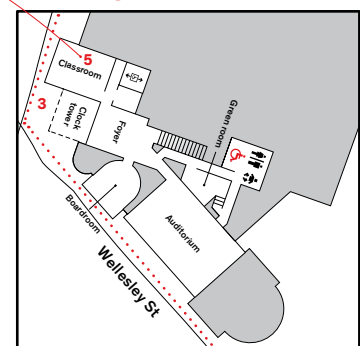
Ground



- 1** Forecourt
- 2** Foyer
- 3** Wheelchair access
- 4** Central City Library
- 5** Classroom

- ♿** Mobility parking bay
- B** Bus/coach stop
- ⋯** Safe walking routes
- 🚶** Traffic controlled crossing

Lower ground



Year 1 – 8 Checklist for a Successful Visit

This quick checklist will help make your visit an enjoyable experience for both teachers and students. Please tick each circle when complete.

Prior to arrival – several weeks before your visit

You should have received and read through the following documents:

- ☐ Booking confirmation. Check information is correct. This includes our cancellation policy.
- ☐ Teachers' Pack. A description of the programme including curriculum links, pre- and post-visit ideas, a RAMs form, and a map of the Gallery and surrounds.
- ☐ Rotation timetable/s. Where and when for your groups.
- ☐ The programme support resources. Relevant only to some programmes, see your confirmation email to identify if your programme has support resources.

All teachers with students in the programme must receive copies of all the above documents.

You will need to organise:

'Your Choice' time, if it is part of your programme.

Parents and other helpers for the visit. Adult supervision of students is essential at all times.
The following adult: student ratio applies:
Yrs. 1 – 4: One adult to every six children

Discuss the following guidelines with your group:

- ☐ Works of art and their frames cannot be touched (a 'keep one metre away' rule works well).
- ☐ Always move carefully when in the Gallery. Walk only, and be aware of what is around you at all times.
- ☐ The Gallery is a shared public space so please behave considerately to people around you.
- ☐ If you would like to take photographs during your visit please check with your host upon arrival (in some cases works cannot be photographed). Always turn your flash off in the Gallery.

On the day:

- ☐ Students must wear legible name tags.
- ☐ Each child must bring food and drink in a named plastic bag. These will be collected and put in large bags by the gallery.
- ☐ Have students divided into their designated groups and ready to meet gallery staff on the forecourt of the Gallery.
- ☐ Payment. We prefer to invoice your school after your visit. If you need to pay by cheque, you can do so on the day. Speak to the cashier while you are at the Gallery to clarify your choice, and to give exact student numbers for your visit.

WELCOME TO AUCKLAND ART GALLERY TOI O TĀMAKI, WE HOPE YOU ENJOY YOUR VISIT.