



AUCKLAND ART GALLERY TOI O TĀMAKI

Teachers' Pack *Gallery Explorers*

Foundation Programme
Curriculum Level 1

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

Gallery Explorers

Welcome to the wonderful world of the Gallery ... a place to explore and describe artworks, experiment with ideas and materials – and to create!

This programme is written especially for juniors. It uses play-based activities to help children creatively and critically make meaning of their own and others' art through knowledge from the Arts, English and beyond.

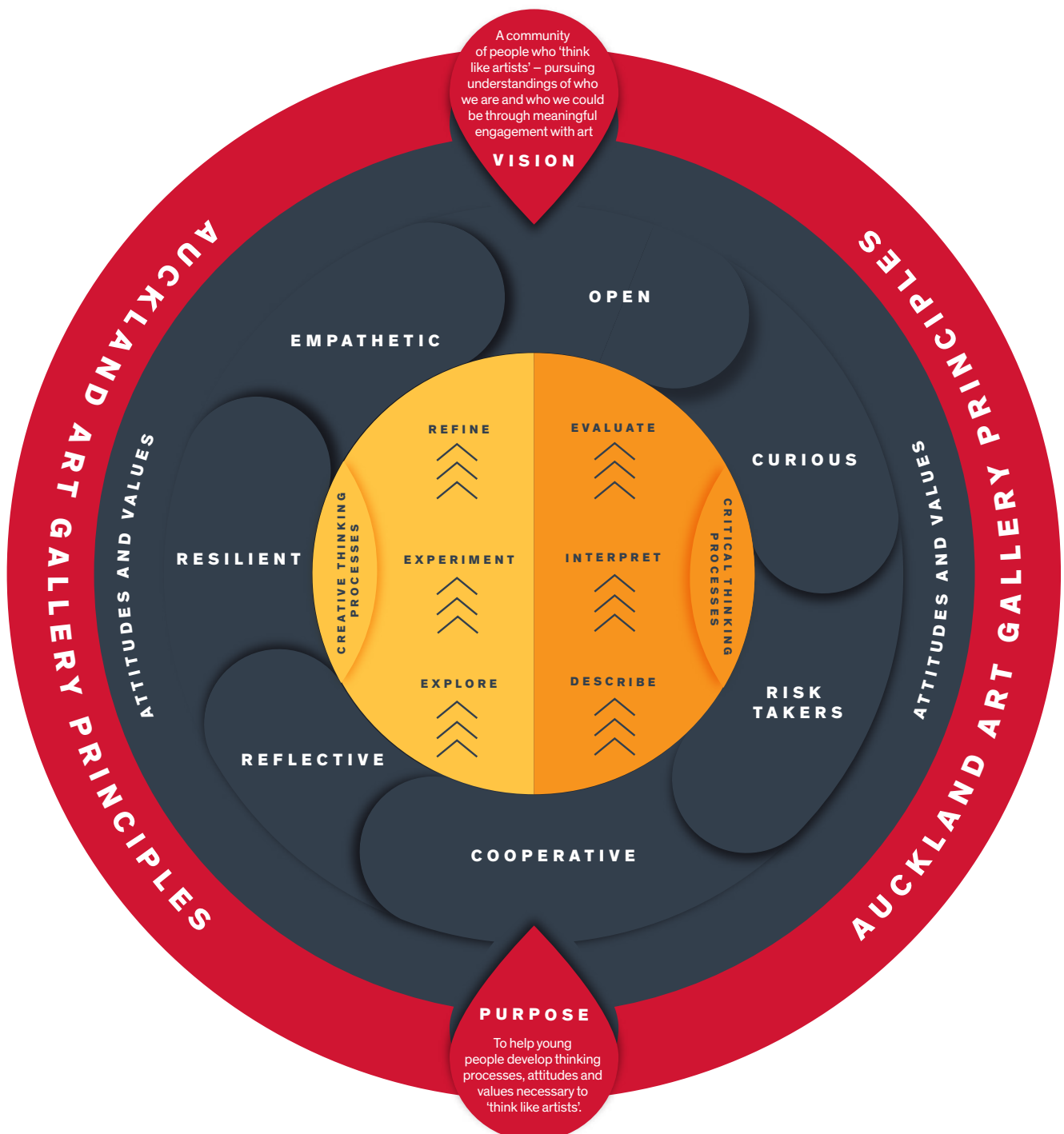
In the gallery spaces, educators will introduce a range of activities, including storytelling, art making and drama to help students describe and interpret what they see when looking at artworks.

In the studio, students will experiment with ideas and materials inspired by their visit to the Gallery, and create their own art pieces.



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:



Achievement Objectives

Visual Arts

- Share/describe/explore the ideas, feelings, and stories communicated and/or interpreted by their own and others' objects and images (*Communicating & Interpreting*)
- Investigate visual ideas in a response to a variety of motivations, observation, and imagination. (*Developing Ideas*)

Drama

- Contribute and develop ideas in drama using personal experience and imagination. (*Developing Ideas*)

English

- Use sources of information, processes, and strategies with some confidence to identify, form and express ideas (*Processes and Strategies*)

Health

- Demonstrate respect through sharing and co-operation with others. Express their own needs, wants, and feelings clearly and listen to those of other people. (*Relationships with Other People*)

Maths

- Sort objects by their appearance (*Geometry and Measurement: Shape*)



Pre-visit Activities

Activity 1: Visual Arts

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 see at the Gallery?
- What do you expect to learn at the Gallery?
- What do you think the rules will be and why have these rules been chosen?
- Why do we need to take such care of the artworks in the Gallery?

Activity 2: Visual Arts, English

What are stories? How do we tell them?

Discuss:

- What is a landscape?
- What is not?
- What do you know about landscape in art?
- How could we create a landscape artwork? What materials, colours, textures could we use and how could we use them?
- How have landscape artworks changed over time?

Record ideas and refer back to these after the Gallery visit.

Activity 3: Maths

How does art use colour and shapes?

Discuss and List:

- What colours do you know? Practice describing these. Eg bright, soft... etc
- What shapes do you know? Practice describing these. Eg three sides, pointy... etc
- How do we make patterns?
- Look at some examples of artworks from the internet or a book. What colours and shapes can you find? Use some of your describing words to describe them more. Did you find any patterns? Describe these too.

Post-visit Activities

Activity 1: Visual Arts

What was the gallery like?

Discuss students' experiences in the gallery

Complete a mind map/bus stop activity to compare with the pre-visit task. You could use the following questions:

- What did we see at the Gallery?
- What did we learn at the Gallery?
- Why do we need to take such care of the artworks in the Gallery?

Activity 2: Visual Arts, English

What are stories? How do we tell them?

Discuss:

- Artworks don't usually use words. What are some ways that artworks tell their stories?
- What sorts of stories can they tell?
- Some of the artworks you looked at had characters in them. Who were the characters in the paintings you remember?
- What story was the artwork telling?
- How did the characters feel? Use your body to show what they were doing that told you that. Then describe how they felt, and what they were doing with words that showed this to a partner.

Draw and write:

- Draw a picture of what was happening, and write a story about what is going on.

Activity 3: Maths

How does art use colour and shapes?

Discuss and list:

- Review what shapes you saw and used in artwork at the Gallery. Explore putting patterns together in different groupings to see what happens (shapes from your maths area could be useful here). Make patterns. Think about trying to share an idea/story through these.
- Look at examples of Māori art. What shapes are present? What patterns can you see? What ideas are they talking about in their images? How do the shapes and patterns help to show these ideas?

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 visual arts and maths



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

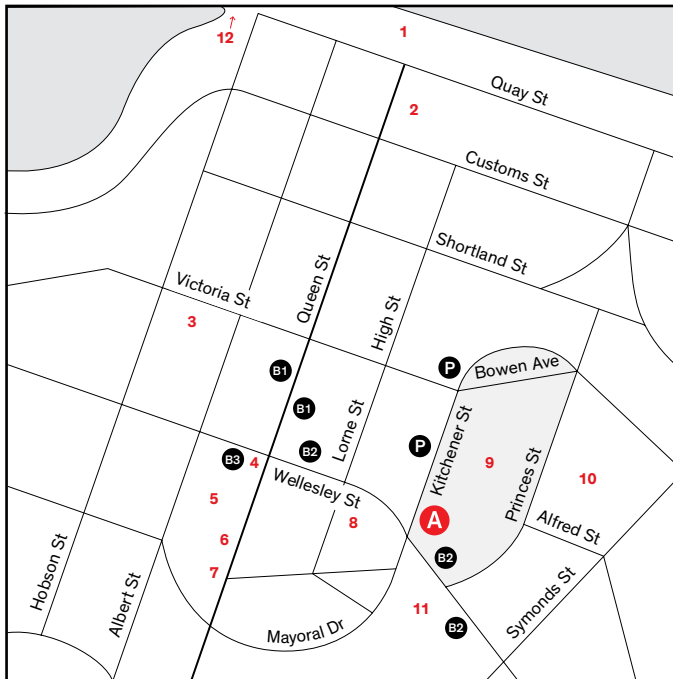
Hazards	Security of personal belongings.
Controls	Wherever possible, do not bring valuables. Schools: We request bringing as few belongings as possible. The Checklist for a Successful Visit gives the specifics of what you are allowed to bring. Other groups: Please check your bags into the cloakroom at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

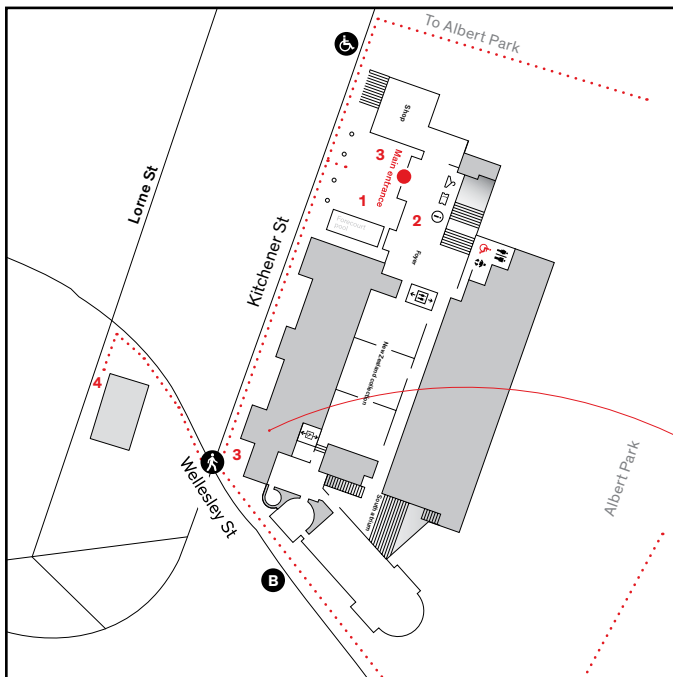
City centre



- 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

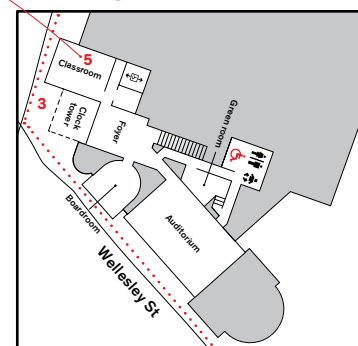
Ground



- 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.