**SCHEDULE**

* 10:30-10:45 AM Socializing & Warm Up Activity 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 table (worksheet & markers)
* Pass out social story hardcopies (in portfolio)

**LESSON OBJECTIVE**

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| 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. |  |
| Welcome to the Yale Center for British Art  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.  Warm-up: Today we are going to look at something used today as well as a long time ago. It can be found in our pockets and purses…. What is it? Coins?  Review the parts of a coin.  Design our own coin worksheet  Transition: Let’s go into the galleries and look for coins and medallions, which are bigger than coins, in the Sculpture Victorious Exhibition. | Schedule  Talking Star  Social Story Part I  warm-up  Worksheet of coin parts and design your own coin worksheet | Volunteer leads students up to 2nd floor via stairs; another via elevators |
| In the *Sculpture Victorious* exhibition; coins from Hong Kong, Canada, Jamaica, and India | 25 mins. |  |
| * Direct students to sit on dots and pair with an adult. * Look at and describe what we notice what we see. * What do you see? What colors? How many? * What are they made of? * How do you think the artist made this?Why this image? Portrait?   Pass around different coin examples and material samples.  Students will look at the coins and draw their own in on the handout. | Seating Dots  Architecture squares for materials  Handout with 3-circles and foam with pencils (not sharp tips) | Volunteers bring supplies & dots down to DR. |
| **Art-making Activity** | 25 Mins |  |
| Particpants draw 2 designs—one for obverse and one for reverse on pre-cut foam pieces or photocopy circles. Stress simple lines &and shape within their coin designs. IMPORTANT: All letters/numbers must be done in reverse.   * Once the design has been drawn(embossed into the foam) peel paper off the back of foam and stick to tabletop keep it in place. Go over their lines if they aren’t deep in the foam. Trace the outside circle as well. * Each student will need a ball of clay. Have them roll the clay ball in their hands, then flatten it against the tabletop or between their palms. * Lay the clay against one Printfoam embossing and press so that the clay covers the outer circle of the coin design. * Place the second foam design over the top and line up the edges. Use tape to secure both foam pieces together and applypressure by hand or with a rolling pin or heavy book. * Peel foam away from the clay and carefully trim away excess with scissors. * Brush with metallic paint and let dry. | Foam cutouts  Pencils  Model magic clay –preshaped balls  Metallic paint  Brushes  Water | Volunteer helps as needed  Scissors and tape available but not passed out |
| **Sharing of artwork & Conc.** | **10 mins** |  |
| Each child that wants to, shares their coins with the group.  Next date is Sept. 20. We hope to see you then! | Thank you and Goodbye! |  |
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