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

**Date: October 20, 2012 Theme: The Sense of Hearing: Making sound**

Schedule

* 10:30 – 10:45 AM Structured Play & Socializing
* 10:45 – 10:55 AM Introduction/Welcome
* 10:55 – 11:25 AM Gallery Activity
* 11:25 – 11:50 AM Art-Making in Classroom
* 11:50 AM – 12 PM Share artworks and Good-Bye

SET UP

* Welcome table & Registration checklist
* Nametags for participants and instructors (marker)
* Easel with welcome sign and post schedule on wall
* A/V Powerpoint ready and on iPad > Photos > Artism
* Brown paper cover on table (tables in U shape open to TV)
* White paper/newsprint taped down to mark each student’s station (student writes name on station)
* DR: sketch paper/crayons on table for early arrivals (write child’s name at station)
* Image maker sheets
* Flashcards and vocabulary
* iPad with images, music apps and social stories loaded

LESSON PLAN

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| **Questions** | **Materials** | **Modifications** |
| **Socializing & Free-Drawing (Image & prompts laid out on table & schedule for parents w/ bathroom info; play music softly in background** | 15 min. |  |
| **Welcome** | 10 min. |  |
| * Welcome
	+ Yale Center for British Art – *Has anyone been here before?*
* Power Point
* Theme: Music: The Sense of Hearing
* Introductions
	+ *Hi, My name is Jaime, What is your name?*
* Images from Social Story including museum rules
* Review icebreaker prompt: what is your favorite sound?
* Transition to 4th floor gallery
 | ScheduleSocial Story Part I |  |
| **The Sense of Hearing by Phillippe Mercier, 1744** | 30 min. +/- |  |
| * You don’t need to know anything about art to have a good time today. All you need to do is use your eyes to look at the art, use your mouth to answer questions, and use your ears to listen to what other people have to say.
* Look at the artwork, guided looking: what do we see?
* What instruments do we see?
* Do you know what sound each instrument makes? (go through each)
* Demo sounds on the ipad
* How do you play the instrument, or get it to make a sound?
* Play piece of music that includes multiple instruments depicted and allow participants to pick an instrument to “play” while the music is playing.
* Before there were instruments, people could use their hands and mouth to make sounds. What is a sound that can be made? (go around to each participant for a sound.)
* Volunteer to pass out sound flashcard sets to each family.
* Open your flashcard set, and you are going to create your own sound pattern.
* Demo each card and what sound it makes. Model making a sound pattern that is repeated back by the families.
* Allow for each family to create a sound pattern.
* Each family to present their sound pattern together.
* All together sound “symphony.”
* Participants will pick up seating dots and give to volunteer before leaving the gallery. Participants will clean up sound cards and take them home.

Transition: Let’s go down to the classroom and make our own instrument.  | Seating dots, talking stariPad instrument image cardcolor copy of painting | If child begins to act up, assure adult that it’s okay and they can walk around. Use flip camera?TO MAKE IT HARDER:Ask child to think about how this painting is similar/different to the others in the bay. How do they relate? Tell child you will discuss privately at the end of the lesson. TO MAKE IT EASIER:volunteer models “playing instrument” one-on-one with child- provide color copy of painting for responding through pointing |
| **Art-making activity – Docent Room** | 25 minutes |  |
| Demo the process to put together the Drum Robot t instrument.Clean-up and share artworks around the room. Play instruments together. | Play Social Story Part II (activity instruction images) | Parents may help. |
| **Conclusion** | 5minutes |  |
| We will be sending you a feedback survey. Next date.Hope to see you again! | Thank you and Good-bye! |  |