

Gallery Teaching Book and Teaching Video

Final Written GTB Due:

Final Video clips Due:

Checkpoint dates:

-Two lessons first draft:

-Two lessons second draft and object information:

-Two lesson final draft, object information, and strategies draft:

The research and documentation project portion of the Museum Apprentice Program requires Apprentices to creatively-design a teaching handbook detailing information about their assigned gallery lesson and record an accompanying video with object information. In teams of two or three you will work together to assemble the cover and body of the packet and record your video. Wednesdays and Thursdays after teaching will be the designated research, writing and recording time. However, you will have time to work on your packet when you are not teaching in the galleries.

Learning Goal for Gallery Teaching Book (GTB): Apprentices synthesize knowledge learned throughout the year by compiling documentation of their camp group tour in to a written handbook accompanied by a video for other museum educators.

Skills include but are not limited to: teaching methods and techniques, public speaking, thinking critically, reflecting on teaching practice, formation and expression of ideas in various forms (verbally, written, and artistically), understanding of child development, communicating and working as part of a team, researching, maintaining a routine schedule and acting appropriately for work, understanding an art museum, understanding educational philosophies within a museum setting.

The INTERIOR of your book will be divided into SIX typed sections:

1. Lesson Introduction: A one paragraph summary of your lesson that includes the lesson objective, the goal(s) or learning objectives of your lesson and a list of the objects (including title, artist, date, accession numbers, and material(s)).

2. Lesson Plan 5-7 year olds:
This should follow the lesson plan format as follows:
 - Your Names
 - Lesson Theme
 - Galleries
 - Age of Campers
 - Length of Lesson (1.5 hours)
 - Lesson Overview
 - Learning Objectives
 - Artworks
 - Vocabulary
 - Materials
 - Welcome, Introduction, and Lesson Script (which includes questions, description of movement or sound activities and story*), and Wrap-Up**
 - Activity Worksheets and examples of additional materials used in lesson such as photographs, illustrations, and touch objects.**
 - Pair share discussion
 - Transitions
 - Wrap-up

*The lesson plan such include the story the way YOU modified and told it to the campers

**This lesson should include evidence of how you adjusted the lesson for a younger audience.

3. Lesson Plan 8-12 year olds:
This should follow the lesson plan format as follows:
 - Your Names
 - Lesson Theme
 - Galleries
 - Age of Campers
 - Length of Lesson (1.5 hours)
 - Lesson Overview
 - Learning Objectives
 - Artworks
 - Vocabulary
 - Materials
 - Welcome, Introduction, and Lesson Script (which includes questions, description of movement or sound activities and story*), and Wrap-Up**
 - Activity Worksheets and examples of additional materials used in lesson such as photographs, illustrations, and touch objects.**
 - Pair share discussion
 - Transitions
 - Wrap-up

*The lesson plan such include the story the way YOU modified and told it to the campers.

**This lesson should include evidence of how you adjusted the lesson for an older audience typed in a different color when applicable. Print out lesson for your GTB on the color printer.

4. Object Information:*

For **each** object include:

- A photograph or image of your object (available on our server)
- Accession number and label information
- 1-2 paragraphs describing what the object looks like (color, shapes, lines, textures, materials, descriptive words, etc.) You should write this in your own words.
- 2-3 paragraphs on the Contextual and Historical Information about the object and the time period, location, and culture.
- Bibliography references in MLA format. (Requirement: Must include books or information from the object files from BM Library. You may include web resources).

Video:

- One partner must present in the video.
- Video should include historical and contextual information
- No longer than 10 mins
- 3 objects

5. Strategies for teaching to day camp groups:

Show and explain some strategies you used on your tour in paragraph form OR by using illustrated photographs or a photo collage. Use the following examples as a guide. Choose 4-5 (or more if you wish) that are most relevant, applicable, and exciting for your group to include:

- If you tried different objects, changed your objects, or reversed the order of going to each object, which order worked the best and why?
- What main ideas or imagery tied together your theme?
- Describe modifications you made for older and younger groups and what worked well and what was a challenge.
- How did you divide your presentation of the objects with your partner? Who said and did what? Why? How did it go?
- What was something successful and why?
- What was something challenging and why?
- Compare an original story and how you made modifications to the original.
- Collect and include examples of the best work by campers
- What did you do for behavior management? What worked the best? What do you think is least effective?
- Any other relevant information you think is important
- Photographs/ Collage
- Quotes from your own journal (use reflection stems and other reflection exercises)
- Quotes from children

6. One copy each of your MAP reflection essay. (See questions in Senior MAP application)

COVER: The cover should be a manifestation of your tour. It should be creative and original. For example: If you are assigned Animals in Art, when I see your book from the outside, I should know that everything inside is about Animals and Art.

Additional REQUIRMENTS:

- You must divide and share the work equally.
- You must have important information typed when required and the make information neat and clear. For creative reasons, if you feel handwritten lettering will be better, it must be legible. Handwritten lettering may include quotes and reflections.
- You see how I gave myself credit at the bottom of this page as well as included my title and the date? You should do this too for all the documents you create. (Page numbers are good to use for multiple pages, such as lesson plans, but may not be necessary for a single page document.)
- Due dates and checkpoint dates are listed above. These must be meet. *Note:* checkpoints and completion of book will be used to evaluate your application for Senior Museum Apprentice, for those of you who are applying.