

Subject of the class scenario:

A meeting with a story – discover the museum.

Author: Martyna Sianko

Time of performance: 45 mins

Participants: children aged 7 – 12

General goal: The participants know what a museum is and what roles it plays.

Specific goals:

Cognitive goals

- The participants know what functions are performed by a museum.
- The participants know the everyday activities of museum workers.

Training goals

- The participants practice listening/reading comprehension.
- The participants develop their imagination.
- The participants develop their artistic activity.

Didactic goals

- The participants get accustomed to the museum space – the museum becomes a familiar and friendly place.
- The participants know how to behave at the museum and in other public places.
- The participants use polite phrases.
- The participants control their emotions and develop their personality traits, e.g. patience.
- The participants obey the instructions of the educator.

Methods of work

- talk;
- mind map;
- work with a text;
- performance of tasks from the worksheet;
- artistic work.

Forms of work:

- individual;
- collective.

Teaching aids:

- text of the *Chaos at the Storeroom* fairy tale by Martyna Sianko – included in *Tales from the Museum* by E. Ślącza-Poskrobko and M. Sianko (the book including the fairy tale under consideration is available as a hard copy at the Alfons Karny Museum of Sculpture)

- or as an audiobook on: www.sztukabezgranic.muzeum.bialystok.pl;
- worksheets;
- Bristol paper or a blackboard;
- stationery;
- art materials: white paper sheets of at least A4 size, paints, paintbrushes, water.

Course of the class:

1. The educator greets the participants and gives a brief presentation of the subject of the meeting.
2. The educator holds a conversation with the children about their experiences connected with visits at the museum. The participants speak whether they have ever been at a museum, what they have seen there, in what forms of museum activity they participated, e.g. exploration of exhibitions, participation in interactive classes, displays or historical reenactments.
3. The educator writes the word *museum* in the central part of a Bristol paper sheet or blackboard. The children name other words they associate with this word. The educator asks guiding questions to the participants:
 - What are museums created for?
 - What do they collect?
 - Who works at museums?
4. The participants familiarize themselves with the content of the fairy tale *Chaos at the Storeroom* and subsequently perform the tasks included in the worksheet. The educator informs that there are often many interesting stories behind items from museum collections. Referencing the adventures of the fairy tale characters, the educator shows the children that work at a museum can be surprising, requires creativity, commitment and flexibility in action.
5. The children perform an artistic work inspired by the content of the fairy tale they have become acquainted with. The picture discovered by the custodian was an example of abstract painting. The educator explains the term *abstraction* to the participants, as a work of art by which the artist does not imitate the nature and the created picture does not show anything that really exists. The children's task is to paint a picture according to the description in the story:

Gentle patches combined with bold lines. Edges as sharp as broken glass. Lines like knife cuts – sharp, distinct. (...) It is hard to say where is the top and the bottom of this painting. When turned upside down, it looks like (...) a waterfall. (...) Looking straight, it may show a chaos, but upside down, it resembles harmony.

To perform the task, the participants will need: white paper sheets at a size of at least A4, paints, paintbrushes and water.

