

Interactive science galleries



Planet Warriors

Experience the inspiring world of Planet Warriors. Take up the challenge and complete the mission to become a Planet Warrior. Discover through our classroom session and interactive exhibition that making small changes to the way we do things can have a big impact on the health of our planet. Let us help you explore the sustainability of New Zealand's unique ecosystems.

Programme:
Classroom session, Exhibition tour and Mission Card Challenge.



Exscite

The Exscite Gallery is jam-packed with great interactive ways to learn about science.

Programme:
Classroom session (tailored to your group), Exhibition tour and interactive fun.

Long term exhibitions



Te Matara o Te Haerenga

Te Puea and Te Pou o Mangatawhiri

In 1921 Te Puea Herangi created Te Pou o Mangatawhiri, a professional kapahaka (performance) group, to tour the country to raise money to build Tuurangawaewae Marae. This is their story.



Ngaa Pou Whenua

The Land, The People, The Dreams

A modern exhibition on the four iwi of the Tainui waka - Waikato, Hauraki, Raukawa and Ngati Maniapoto.



Te Winika

View the majestic Te Winika, a 200 year-old carved waka taua (Maori war canoe) in Te Whare Waka, gifted to Waikato Museum by Te Arikini Dame Te Atairangikaahu in 1973.



Never A Dull Moment!

Hamilton Stories

A quirky history exhibition that explores tales of Hamilton's past. Discover Hamilton's journey from camp to city through objects, interactives and more! Follow this up with our History Detective Walk around Hamilton Central.

Our programmes

All our education programmes explore and develop the curriculum through classroom based sessions, exhibition tours and activities.



TE WHARE TAONGA O WAIKATO

1 Grantham Street Hamilton 07 838 6830 waikatomuseum.co.nz



With Bold Needle and Thread

1920 – 1960 Vintage Needlework From the Rosemary McLeod Collection



Fantastic Mr. Knitted Fox
Rosemary McLeod Collection

2014

15 March – 15 June 2014

Teacher Resource Booklet



TE WHARE TAONGA O WAIKATO

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Our Vision

Waikato Museum, Te Whare Taonga o Waikato is the artistic and cultural heart of our city. We value and celebrate our rich and diverse cultural heritage and our region's artistic vibrancy and flair for scientific innovation.

Waikato Museum is an ideal place for learning and enrichment.



Our programmes extend the learning environment beyond the classroom for both students and teachers. We have developed relevant and useful teachers' notes and can tailor unique classes to meet the needs of our visiting education groups. These provide stimulating learning experiences related to the exhibitions and tours described.

Introduction

Perhaps best known as a columnist and commentator, Wellington-based Rosemary McLeod is also an avid collector. Or as she calls herself a 'rescuer' - she rescues vintage needlework from tea towels to toys. However, she not only rescues but covets these wonderful pieces of by-gone era domestic craft.

Ranging from 1920 to 1960, when so many objects were lovingly made at home, this

exhibition showcases a wide range of objects from Rosemary's personal collection. Many of the works are supported with the original patterns and stories of how Rosemary sourced them. There is also a section of Rosemary's own work - based on vintage designs - and made lovingly in a more contemporary context.

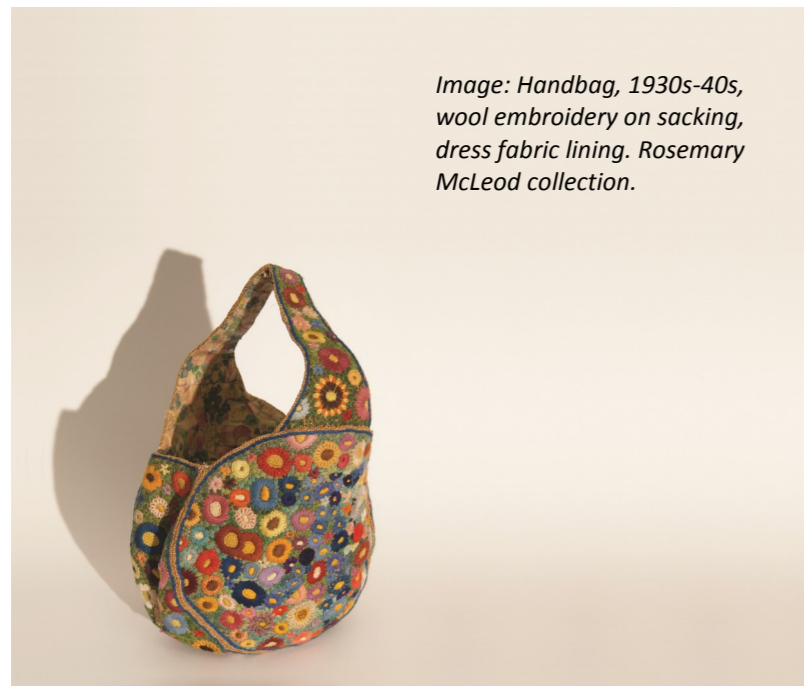


Image: Handbag, 1930s-40s, wool embroidery on sacking, dress fabric lining. Rosemary McLeod collection.

what's on at waikato museum education 2014



Roman Machines

Julius Caesar - Military Genius and Mighty Machines

25 January - 4 May 2014

Interact with 30 hands-on machines and experience virtual reality displays, reconstructed scaled models, recreated artwork and frescos. Our education team have developed four focus areas for years 1-10. Specific NCEA programmes are available.

Bookings are essential. Call now 838 6830 or email us.

Created by The Artisans of Florence International.



Prelude

A concise history of stringed keyboard instruments

1 March - 18 May 2014

Take a closer look at some early keyboard instruments. Celebrate their construction and the compositions written for them. This is a wonderful opportunity for senior music students.



With Bold Needle & Thread

1920 - 1960 Vintage Needlework from the Rosemary McLeod Collection

15 March - 15 June 2014

Perhaps best known as a columnist and commentator, Rosemary McLeod is also an avid collector of vintage needlework. This is an opportunity to view domestic craft of a by-gone era.

tauranga art gallery



Smither!

Michael Smither works from the Collections

11 January - 13 April 2014

This is a rare opportunity to view Michael Smither's early works from the 1960s including rarely exhibited working drawings.



Ida Carey

In 15 Easy Pieces

6 February - 9 March 2014

This exhibition celebrates Ida Carey's legacy and complements Campbell Smith's play *QUITE A WOMAN!* Ida Carey. Painter.

Our programmes

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Managing Your Visit

Before you arrive

- ◆ We will confirm your booking. Health and safety guidelines and RAMS forms are available to download through our website.
- ◆ Please discuss with the Education Manager your timetable and organisation for your visit.
- ◆ Please arrange for your group to leave their bags at school or on the bus as we have limited storage in the museum.
- ◆ Discuss with the Museum educators whether photographs or video may be taken in exhibitions as there are different conditions for every exhibition

When you arrive

- ◆ Bring your group to the School Entrance at the top right of the Museum. Your educator will meet you at that door.
- ◆ Bus parking is available near the school entrance on Grantham Street. Three hour paid parking is situated in the Museum car park off Victoria Street, or in the Knox Street car park building.
- ◆ We supply any pencils, paper or other equipment that you may need for your visit however students, teachers and supervisors are encouraged to bring I.T. devices to support their learning.

Late arrivals

- ◆ We regret that in most cases we cannot extend your lesson time beyond the time that has been booked as our educators may have multiple commitments throughout a day.

At the conclusion of your visit

- ◆ Please sign off the numbers of children in your group and details of payment with the front-of-house host
- ◆ We appreciate knowing what we are doing well and to hear any suggestions you may have for improvement. We encourage students to communicate with us about their learning and experiences of their visit and we request that you complete the on-line evaluation form.

<http://waikatomuseum.co.nz/education/evaluation-form/>

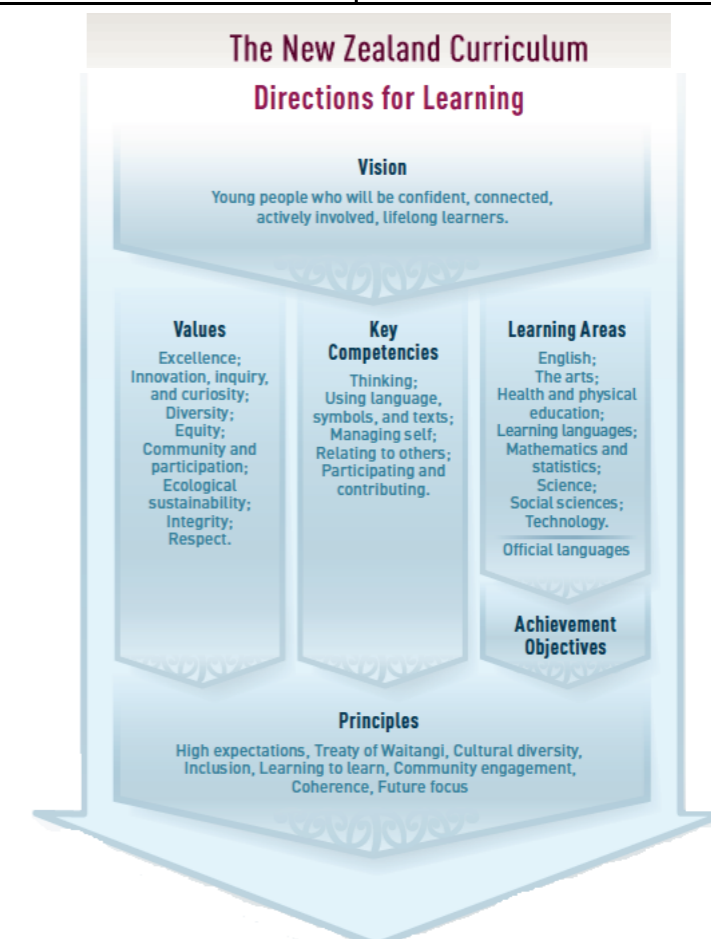


Image: Daffodil Doily
1930s-40s.
Rosemary McLeod collection.

Key Competency Outcomes

People use these competencies to live, learn, work, and contribute as active members of their communities. They are the key to learning in every learning area.

<p>Thinking:</p> <p>Use creative and critical thinking to make sense of the information, experiences and ideas explored in the Museum.</p>	<p>Using Language, Symbols and Text</p> <p>Students will make meaning of the language, symbols, text and specific terminology of the Museum.</p>
<p>Relating to Others</p> <p>Interact effectively with a diverse range of people in different and new contexts.</p> <p>Listen actively and share ideas in the Museum.</p>	<p>Participating and Contributing</p> <p>Understand the role of the Museum in the local and wider community.</p> <p>Develop a sense of belonging and confidence to participate within new contexts.</p> <p>Make connections between exhibitions and their relevance to local, national and global environments.</p>
<p>Managing Self</p> <p>Students will see themselves as capable learners who develop strategies for meeting challenges.</p> <p>Students develop a can-do attitude with increasing independence.</p>	<p>Museum learners will become confident, connected, actively involved, life-long learners.</p>



Visit Focus: The Process of Making Art

Specific Learning Experiences

Students will...

- ◆ View and discuss selected works in the exhibition
- ◆ Develop an understanding of the changing roles of women in society 1920– 1960
- ◆ Develop an understanding of how ideas and concepts can be explored through the medium of textile artefacts of the past
- ◆ Discuss and share ideas, as well as create their own textile creation in response to the exhibition

Objectives

Yr 1-2

Students will:

- ◆ Share ideas about how and why their own and others’ works are made and their purpose, value, and context.
- ◆ Explore a variety of materials and tools and discover elements and selected principles.
- ◆ Investigate visual ideas in response to a variety of motivations, observation, and imagination.
- ◆ Share the ideas, feelings and stories communicated by their own and others’ objects and images.

Yr 3-4

Students will:

- ◆ Share ideas about how and why their own and others’ works are made and their purpose, value, and context.
- ◆ Explore a variety of materials and tools and discover elements and selected principles.
- ◆ Investigate visual ideas in response to a variety of motivations, observation, and imagination.
- ◆ Share the ideas, feelings and stories communicated by their own and others’ objects and images.

Yr 5-6

Students will:

- ◆ Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.
- ◆ Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.
- ◆ Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination supported by the study of artist’s works.
- ◆ Explore and describe ways in which ideas can be communicated in their own and others’ work.

Yr 7-8

Students will:

- ◆ Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.
- ◆ Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.
- ◆ Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination supported by the study of artist’s works.
- ◆ Explore and describe ways in which meanings can be communicated and interpreted in their own and others’ work.

Pre-Visit/ Investigation

Lesson 1

Learning Intentions: What was life like in the 1920s—1960s?

Curriculum Links:

Social Sciences—Identity, Culture and Organisation.
Continuity and Change
English— Speaking, Writing, Presenting

Skills:

- ◆ Identify prior knowledge
- ◆ Analysis

Activity:

- ◆ Research the role of a housewife in the mid 20th Century
- ◆ Compare how women’s roles have changed today
 - What jobs did women have in the mid 20th Century?
 - What big world events happened in the mid 20th Century?
 - What does the term “making do” mean?
 - Where did clothes and toys come from?
 - What materials did women use to make things?
 - What are ration books?

Visit—Introduction

- ◆ Selected work in the Exhibition will be used to discuss life in the 1920s through to the 1960s.
- ◆ A drawing based activity in the Exhibition to copy one of the artworks in order to familiarise students with the subject matter.

Practical Activity

Students will create their own vintage toys using recycled/up-cycled materials.

Post-Visit Activities

Lesson 1

Learning Intentions: Reflection

Curriculum Links:

Visual Arts—Communicating Ideas, Understanding in Context
English— Speaking, Writing, Presenting

Skills:

- ◆ Identify prior knowledge
- ◆ Work cooperatively in a group
- ◆ Describe an artefact
- ◆ Learn how to talk about an artefact
- ◆ Compare and contrast

Activity:

- ◆ Have a look at your pre-visit ideas about what you think needlecraft is.
- ◆ Write a story about a family from the 1940s or 1950s. Describe how they lived: Where did food, clothes and toys come from?

Lesson 2

Learning Intentions: Reflection and consolidating understanding developed during visit to the Museum.

Curriculum Links:

Visual Arts—Communicating Ideas, Understanding in Context
Technology—Outcome development can evaluation

Skills:

- ◆ Remembering and reflecting
- ◆ Sketching
- ◆ Describing how people lived and how that has changed
- ◆ Practical skills

Activity:

- ◆ Draw a picture of a 1950s kitchen.
- ◆ Draw a sketch of a toy from the exhibition.
- ◆ Design a dress for a vintage housewife.
- ◆ Take old materials and reuse or up-cycle them into something useful like a bag or pencil case.