



MUSEUMS FOR INQUIRY-BASED LEARNING

Mansa Pande

TOPICS TODAY

- **Why Engage In Inquiry? Why Art? Why Museums?**
- **Close-looking and Open-ended Inquiry.**
- **Activities To Engage With Art.**
- **Connecting With Curriculum.**
- **Some Examples.**

WHY INQUIRY – BASED LEARNING ?

Inquiry-based Learning emphasizes learning by doing, encouraging students to build their knowledge through experience and exploration.

It keeps the students engaged and motivated by placing their questions, ideas and observations at the centre of the learning experience.

The approach IBL requires changing the learning environment from one of passive consumption of information to one of curiosity and critical thinking.



WHY ART?

Art is not what you see but what you make others see.

-----Edgar Degas

Art an excellent way to introduce inquiry based learning into any classroom.

Inquiry- based approach to teaching can be applied to any object or content in your classroom. It is not necessary to just have the inquiry around an art piece in the museum. Inquiry could be around a piece of music, a literature text, an incident in history.....

Teaching Yourself to Teach with Objects (pdf)- John Hennigar Shu- Scribd.com

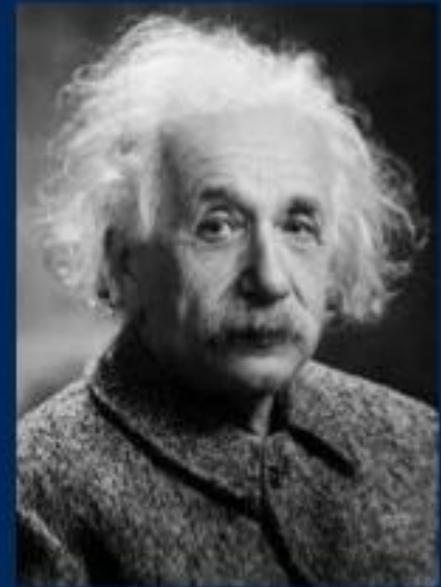
WHY MUSEUMS?



The increasingly prominent role museums are playing means that education no longer about conveying content or information about the collection, but is often intertwined with activities which aim to achieve intercultural dialogue, engagement, inclusion, community empowerment and to stimulate creativity.

Einstein!

“If I had an hour to solve a problem and my life depended on the solution, I would spend the first 55 minutes determining the proper question to ask, for once I know the proper question, I could solve the problem in less than five minutes.”



PROCESS OF AN INQUIRY-BASED CONVERSATION AT A MUSEUM

Step 1: Let students spend some time looking without any kind of prompting. (close looking through viewfinder)



PROCESS OF AN INQUIRY-BASED CONVERSATION AT A MUSEUM

Step 2: Get a discussion started grounded in their observations.

Step 3: Ask open ended questions at appropriate intervals using wait time and follow-up questions.

Information is another tool that you can insert in the conversation to help guide students and push their observations further. When relevant information is introduced in small amounts, it allows students to make connections and to consider new ideas.

OPEN -ENDED INQUIRY

The more open-ended questions you ask, the more ideas your students will be able to generate.

Open-ended inquiry also allows students to make personal understandings of the work, and generates deeper discussion.

Here are some examples of close-ended questions:

What colour is this? What is the subject thinking in this painting?

Here are those same questions translated into open-ended inquiry:

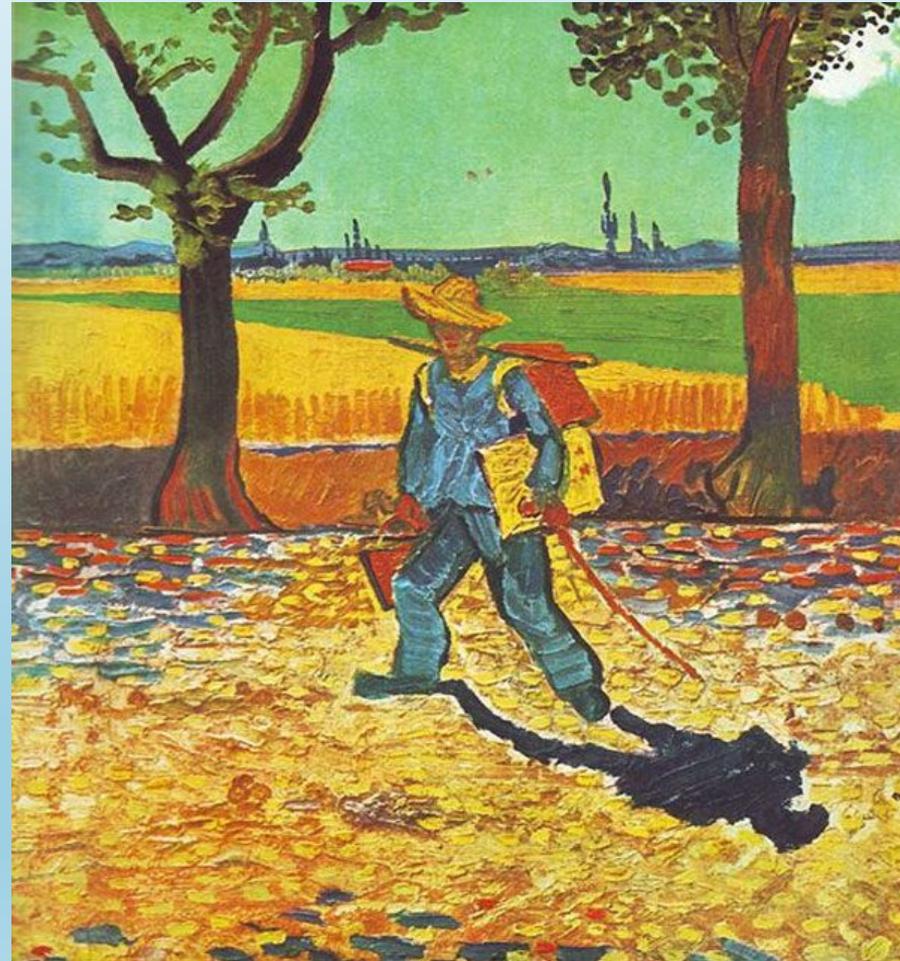
How would you describe this colour? What might the subject be thinking?

ACTIVITIES

Writing Activities:

- Generate a list of words to describe the art piece. Then pick words from the list to form sentences that outline your thinking.
- Write a postcard to a friend about this place shown in the artwork.
- Write a first-person narrative from the perspective of a character in artwork.
- Write a wall label for work of art.

The Traveller- Vincent Vangogh



ACTIVITIES

Sensory Activities for younger students:

- Imagine what it would be like to be physically in the environment depicted in the work of art. What can you hear/smell?
- What might the subject of the painting be thinking? Fill up the thought bubble.
- Make a drawing what happened before or after the events that are occurring in the work of art that you're looking at.



**The Sleeping Gypsy
by Henri Rousseau**

ACTIVITIES

□ Have students do a movement exercise such as take on the pose or gesture of figures in a work of art. These are also great ways to get students looking closely and contributing their ideas.

□ Have students create a soundscape based on what they see in a work of art.



WHAT DOES ARTS INTEGRATION LOOK LIKE?



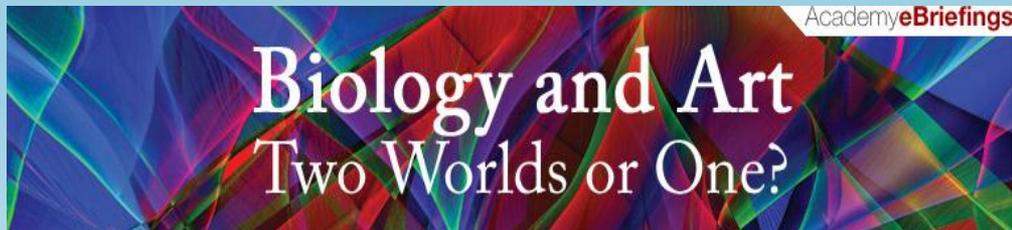


TWO RIVERS PUBLIC CHARTER SCHOOL



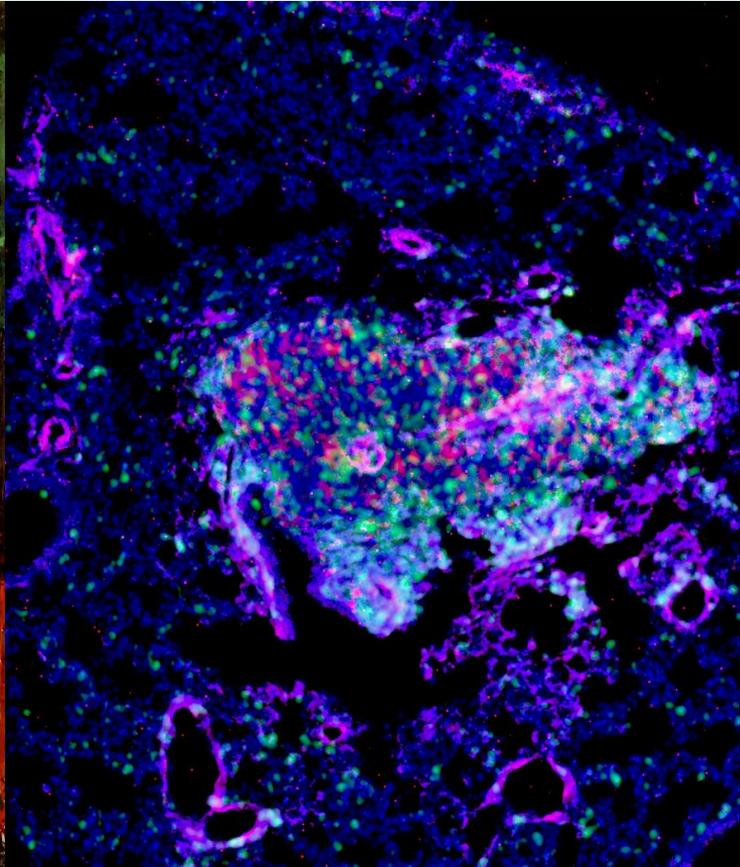
INTEGRATION OF ARTS AND SCIENCE

Pluripotent Series by Puneeta Mittal

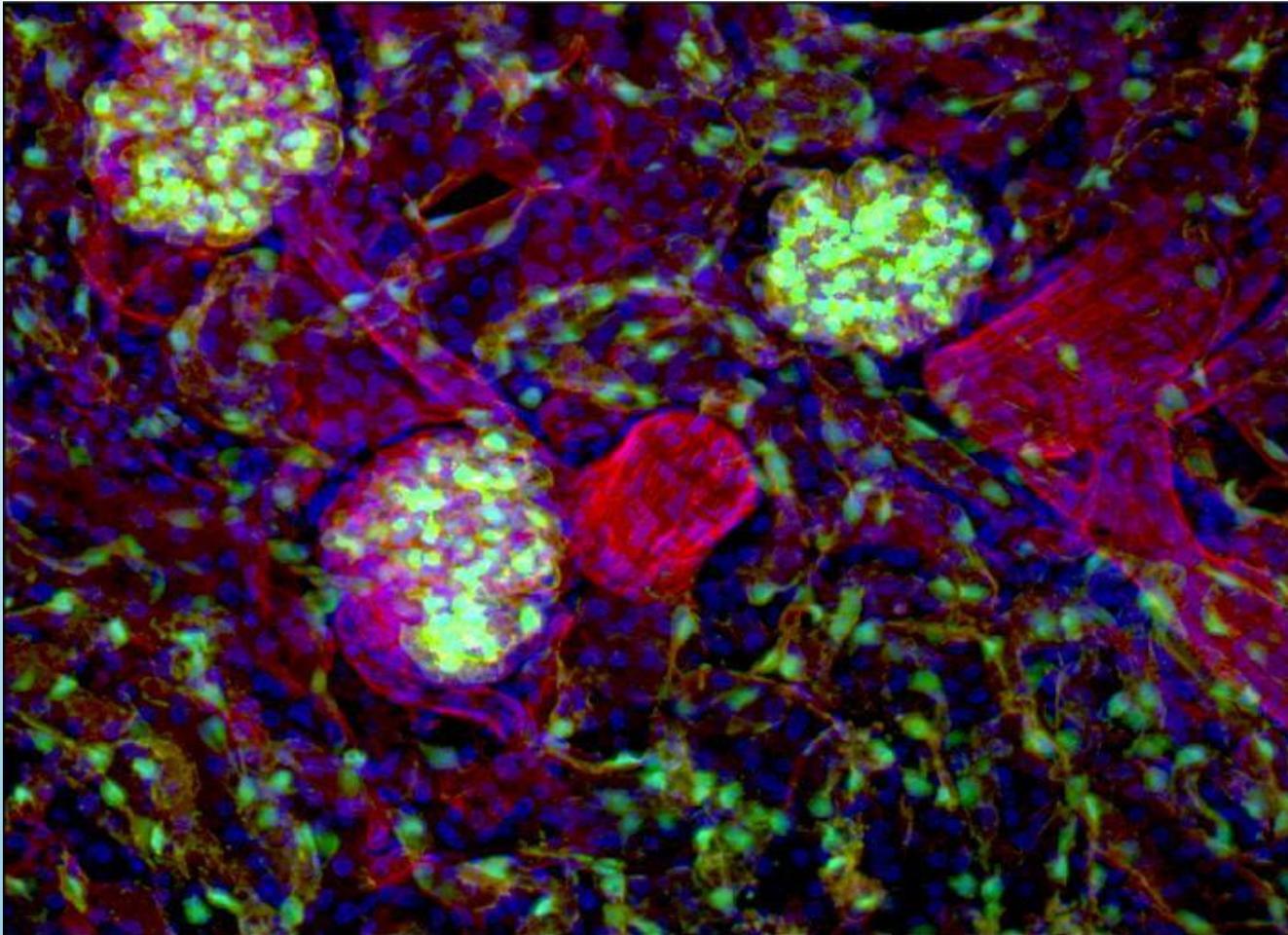




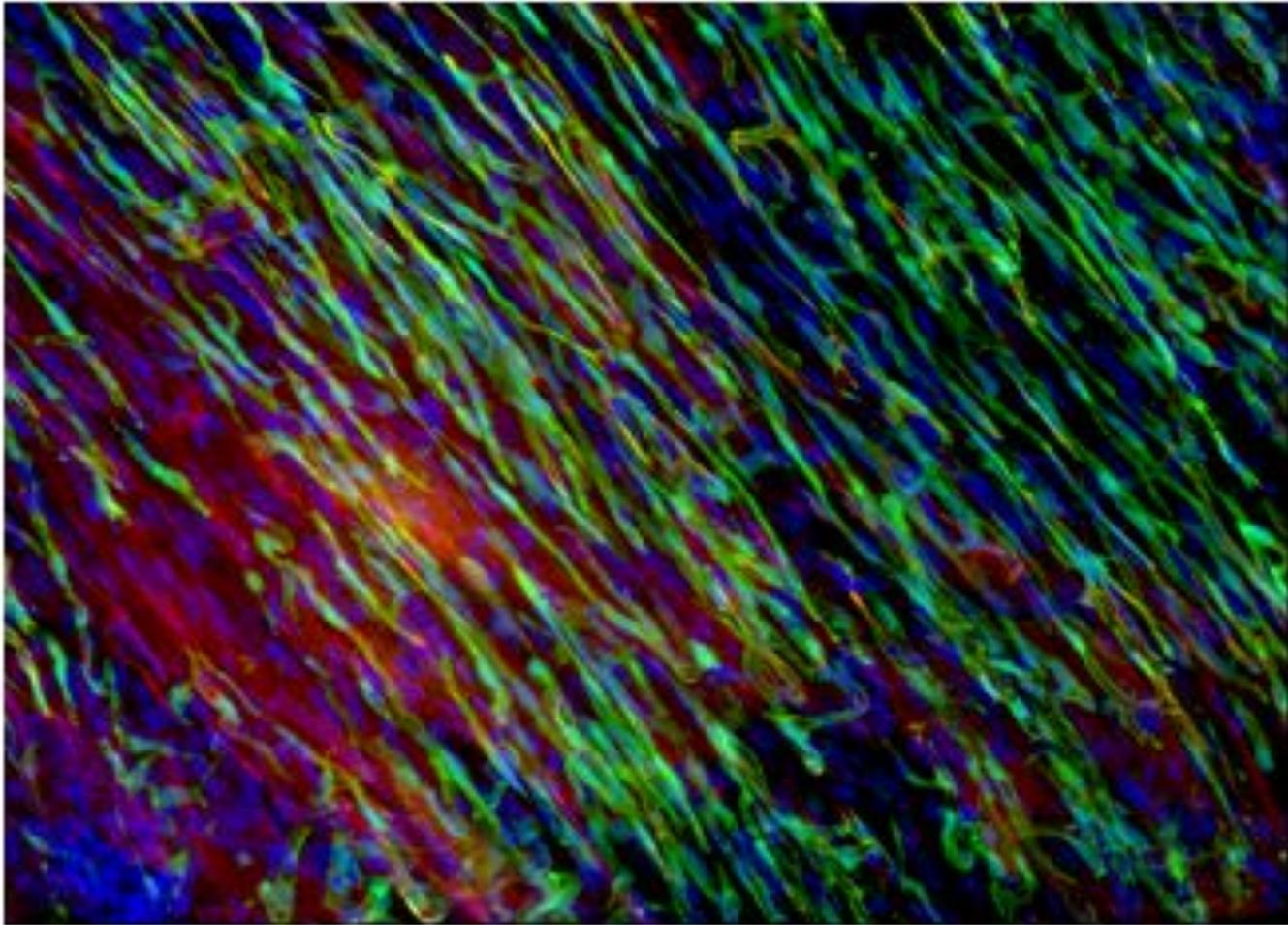
Pluripotent series
Oil on Panel



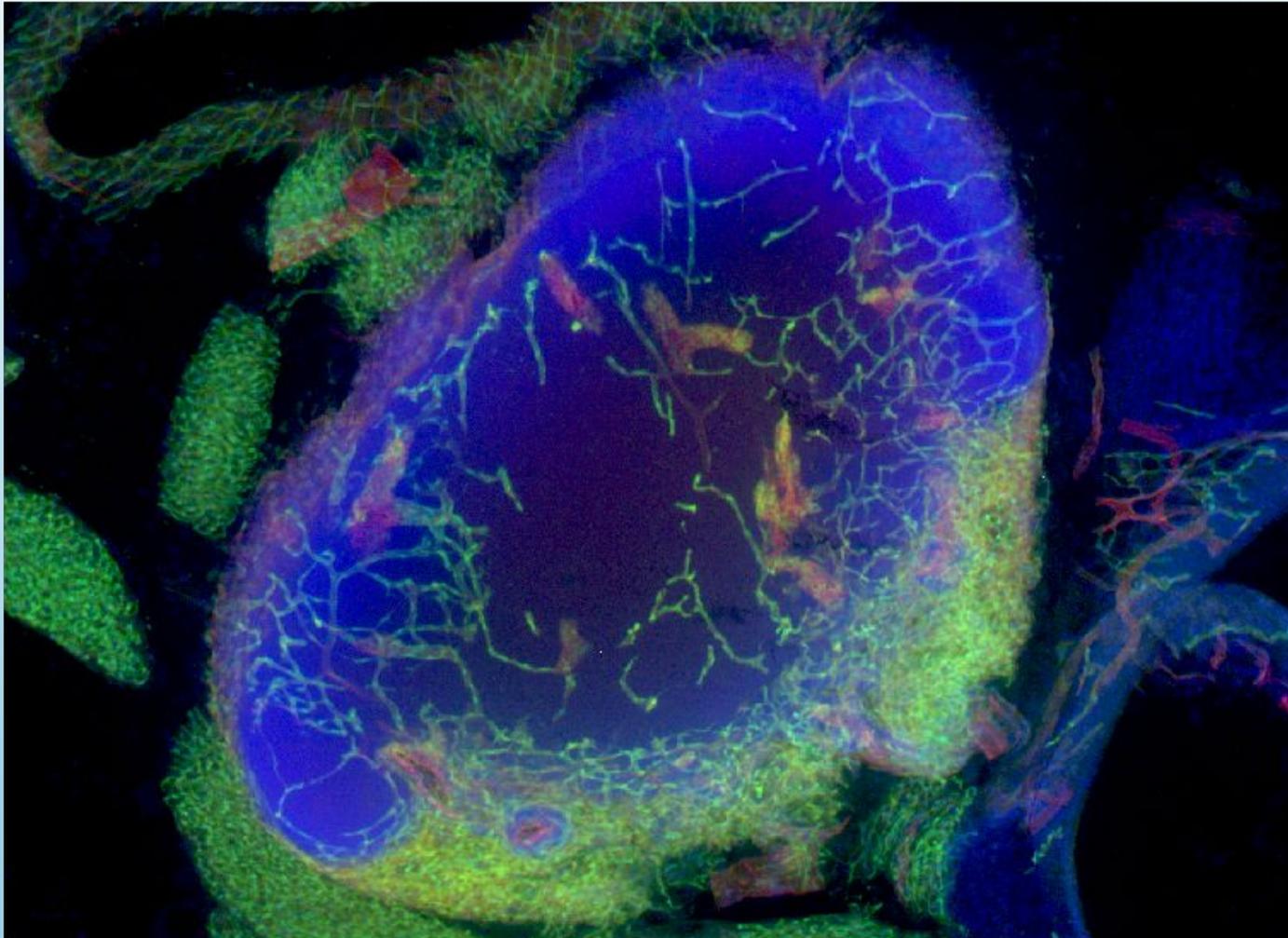
Immunofluorescent
microscopy of metastasis



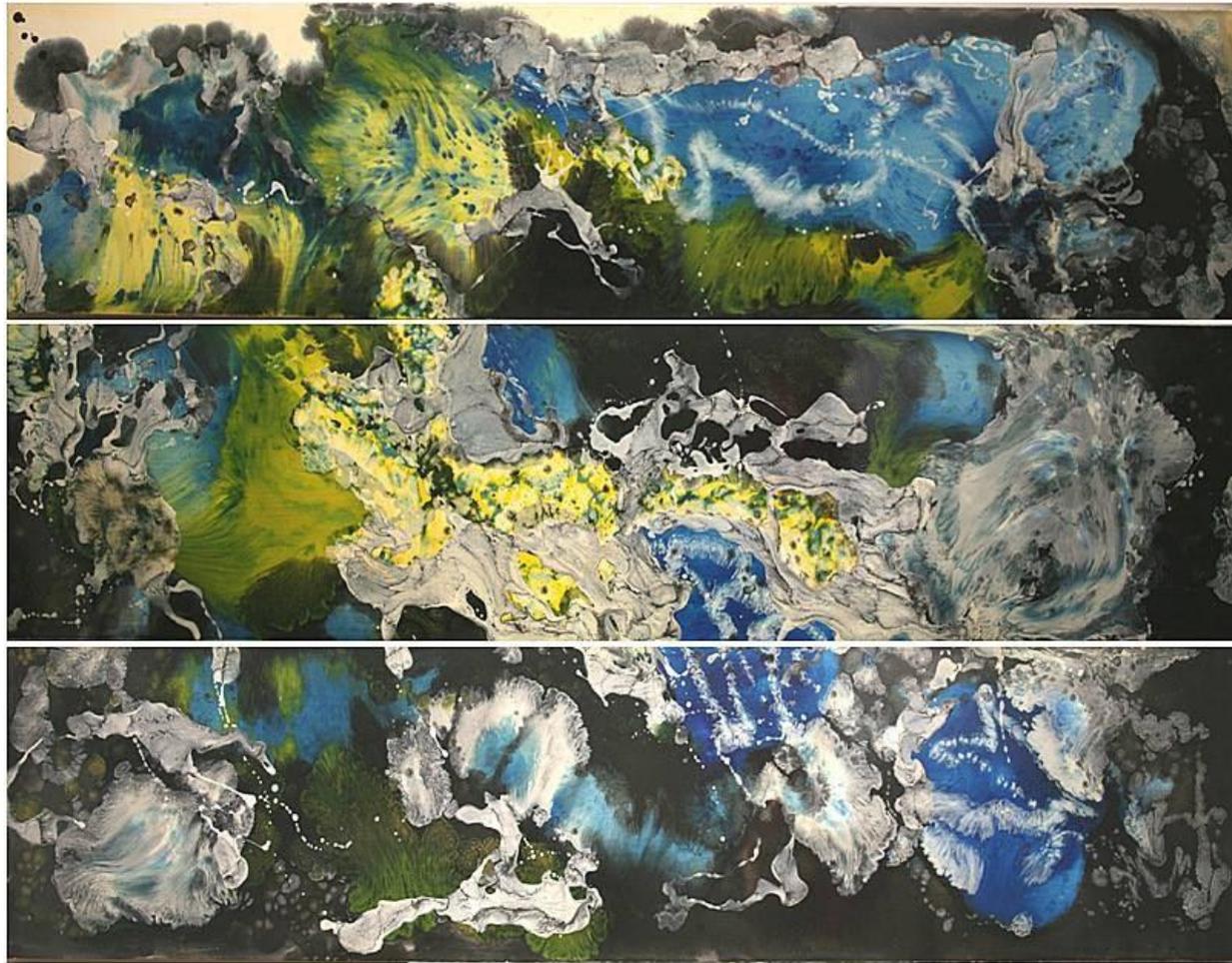
Section of Kidney



Section of Heart



Section of Thymus



Internal Space Oil on Panel







Pluripotent IX

Oil on Panel



Pluripotent X

Oil on Panel



The Space Within

Oil on Panel, Ceramic with Acrylic Polymer



Dendrites



Ceramic, Horse Hair



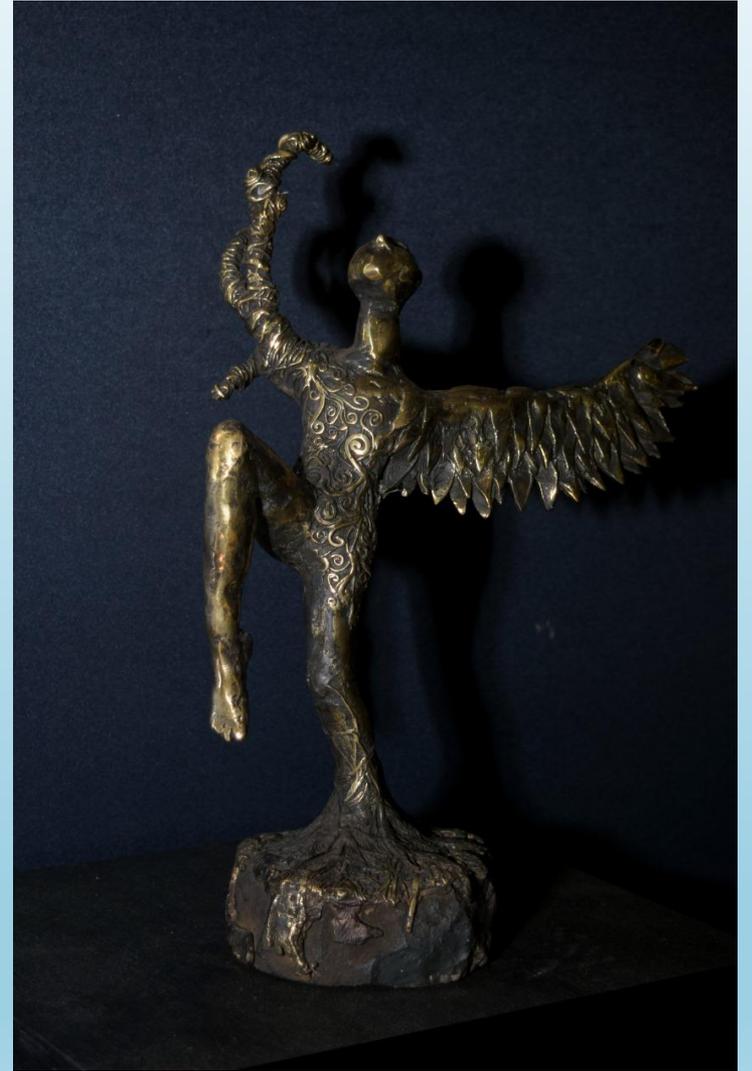
Axons

Pit fired Ceramic



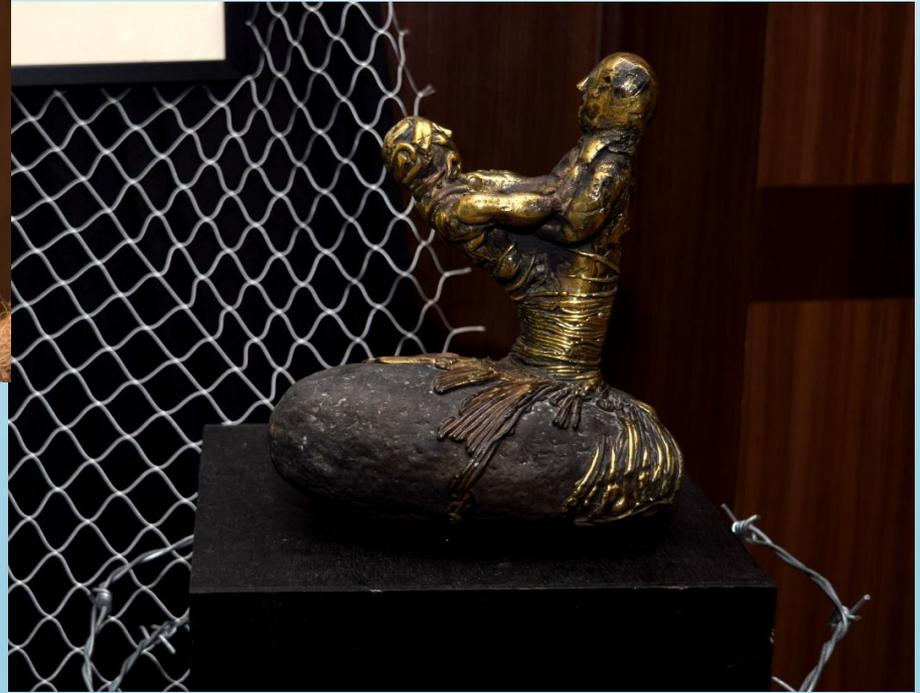
DEVRAI ART VILLAGE- PANCHGANI



















**We have art in order
not to die from the
truth**

FRIEDRICH NIETZSCHE

MANSAPANDE@GMAIL.COM

8826326211