



All Saints Church, Alrewas

YOUNG CURATORS

A MUSEUM

A building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited

A MUSEUM CURATOR

A Curator (from Latin: curare, meaning “to take care”) is a manager or overseer. Traditionally, a curator or keeper of a cultural heritage institution (e.g., gallery, museum, library, or archive) is a content specialist charged with an institution’s collections and involved with the interpretation of heritage material.

YOUR TASK

1. Bring an item of interest in from home (you must ask permission). The object can be very old or quite new. Ideally it should be quite unusual
2. Swap objects with other children in the class and...
 - Ask them to draw a detailed picture of it.
 - Say what it is and what it is used for.
 - Estimate when the object was made.
3. On a postcard-sized piece of paper write:
 - What the object is.
 - What it is used for.
 - When it was made.
4. You will now turn your class into a museum.
 - Set out the tables like a museum (you decide).
 - Lay the class objects out on tables.
 - Put your information cards underneath the objects.
 - Invite other classes in to look at your objects.
 - Ask them to guess what they are, what they are used for and when they were made.
 - Talk to them about your object and show them the card.

Teacher's Notes

Aims:

1. To understand what a museum is.
2. To understand what a museum curator is.
3. Recognise interesting and historically curious objects they may have at home.
4. To make a detailed sketch of an object.
5. To be able to describe an object.
6. To ask question about an object.
7. To be able to talk to and inform others about an object.

Target group(s):

Upper Key Stage One

Key Stage Two

Activity outline:

1. Class discussion about museum they have visited:
 - What kind of places have they been to? Indoor/outdoor? Theme?
 - Why did they go?
 - What did they think about it? Was was good? What was not so good?
 - What kind of museum would they like to go to?
2. Discuss what objects they might bring into school. Stress that permission must be sought.
3. Follow instructions on front page.

National Curriculum

English:

Lower KS2

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)

Organising paragraphs around a theme

In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Upper KS2

Plan their writing by:

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Noting and developing initial ideas, drawing on reading and research where necessary.

Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

History:

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

Art:

KS1

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

KS2

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]