

National
Museum of
Scotland



Museum 2 Go

Africa

Africa

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Africa

1 How to use Museum2Go Africa

This box contains a collection of over 20 real objects from across Africa, representing everyday life, which you are free to carefully handle with your class. The collection and these notes have been put together by pupils and staff from Methilhill Primary and Community School, Fife working with staff from National Museums Scotland. The resource is designed to be used to support a class topic on the subject of Africa or Global Citizenship and the classroom activities hit a range of outcomes and experiences across the Curriculum for Excellence.

These notes are provided to support your teaching and give you ideas of how to use the objects with the class.

Each object comes with its own object card which you will find in section 3, where you can find out more info about how it was used. These cards can be given out to pupils for them to use in their own research.

Section 4 has details of five suggested activities you could do with your class or group using the objects in various ways across the Curriculum for Excellence and building various capacities.

Section 5 contains information on how to make the objects into a class exhibition for displaying to parents, other classes or simply groups within the class.

Section 6 is a feedback form which we require to be photocopied, filled in and posted back to the address given below after each loan of the resource. This helps us to track its use and make repairs to the items as necessary. We would love to hear how you have got on using this box! Have fun!

Contact Details:

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Africa

2 Introduction to Africa

Take a journey through Africa. In the cities, towns and villages of more than 50 African countries, over 1000 languages are spoken.

Africa is a place of ancient chiefdoms and kingdoms, and is home to great religious and ethnic diversity. Believing in Christianity, Islam or ancestors, people may have very different lives, but still share many traditions and histories.

From Morocco in the North to South Africa, the distinctive arts of Africa - whether used everyday or only on special occasions – are expressions of the multitudes of beliefs, cultures and identities.



Africa

3.1 Drums Set



Pupil says: It's used to make music and you can shake it and hit it to make a loud noise.

- These drums are from Uganda. Drums are very popular in Ugandan Music. They come in lots of different sizes, but they are all made in the same way.
- Drums are made by fixing, tying or fastening animal skins on wooden frames. The frame is usually made from a tree-trunk after it has been cut to the size required by the drum-maker.
- The skins can be thick or thin – you can get light skin from alligators and lizards. Thicker skins come from cattle and goats.
- It is these differences that make the drums sound different.
- They were used in the mid 20th Century.

See



The drum is held tight by weaving strands of sinew through holes in the skin and pulling them taught and tying them off.

Touch



the fur of the large drum, which animal do you think it's from?

What are drums used for?

- 1 Communication: Drum beats can be used to summon people to gather for meetings, a hunt or for agriculture. Messages could be quite detailed saying where to meet or the type of hunting implements to bring.
- 2 Rituals: Drums are used in ceremonies of installing kings, or chiefs; traditional worship, therapeutic treatment, exorcism and twin ceremonies.
- 3 Dance: Drums are used for to make music for celebrations and festivals all over Uganda. Most homes would have at least one small drum.

Think



How do we make drums in the UK. What is the same? What is different?

Africa

3.2 Drum



- This drum is made from animal hide stretched across a wooden frame. The skin is held on with pegs hammered into the side.
- It was played by holding it between the knees and hitting the top with the hand. The holes in the side could be covered to adjust the sound.
- It would have been used for rituals, ceremonies and gatherings.

See



the shape of the drum. It has a ridge running around to make it easier to hold with the knees.

Touch



the smooth wood. How would they get the wood so smooth?

Think



What will happen if you cover the hole while you kit the drum? Try it and see.

Africa

3.3 Bow Harp



Pupil says: This bow harp is from the 20th century. It is made of wood and you ping the strings to make it work.

- It is a musical instrument in the category of cordophone, which means it is played by plucking.
- Strings are usually made from animal sinew or twisted hide. Skin covers the box, which is made from wood.
- It is from 20th Century.
- The strings are different lengths to produce different notes.
- The strings vibrate to make the sound, which is amplified by the box section at the bottom. There are holes for the sound travel through.
- The harp is used by musicians to make music at festivals and dances.

See



how the strings are tightened by turning the small pieces of wood.

Touch



the fur on the body of the harp and pluck the strings.

Think



can you think of instruments that you know of that work in a similar way?

Africa

3.4 Toy guitar



Pupils says: It is made of many different materials including sticks, animal hide and nylon strings.

- The round end of the guitar is made from gourd which is a fruit with a very hard skin. It is hollowed out, dried and can be used for a variety of purposes.
- This guitar is late 20th century as it has nylon strings and machine blue cotton below the bridge.
- It is used as a toy for children.

See



the different materials used. How do they compare with the materials used on the harp?

Touch



Pluck the strings. Do you hear the different notes?

Think



What differences can you see between this toy and other guitars you might have seen?

Africa

3.5 Trumpet



http://www.face-music.ch/instrum/uganda_instrumen

Pupil says: I think it's used to make music and scare wild monkeys so they don't steal crops.

- It is made of wood from the Pawpaw tree covered in cow hide.
- Wooden trumpets are used in ancestor, coming of age ceremonies and for royal ceremonies.
- It would have been blown on the side as shown in the picture.
- It is from 20th Century.
- This trumpet would have been one of a family of other sizes. Each had a different note, this trumpet was one of the lowest pitched.

See



the shape of the trumpet, does it look like other instruments you know?

Touch



the hairy surface and the rough stitches.

Think



What are the advantages of playing it sideways? Try it yourself. Is it easier to hold this way?

Africa

3.6 Thumb Pianos



Pupil says: It's small so if space is tight you can store it in a small place!

- This small instrument is played using the thumbs between two hands. The metal prongs are very stiff and hard so you have to use your thumbs to make it make a sound.
- The larger one has a hollow body to make the sound louder and holes to let the music out so you can hear it.
- They are made from wood, with metal prongs.

Extras: check out a video of Tawona and Ernest talking about and playing their Mbira (thumb piano) on the Museum2Go Africa webpage.

See



Look at the simple decorative pattern.

Touch



Pluck the metal prongs with your thumbs to make a tune.

Think



Does the length of prong effect the sound?

Africa

3.7 Rattle



Pupil says: The rattle was used for religious festivals.

- This percussion instrument was used in religious festivals and community dances for celebrations.
- In the centre there are blocks of wood that rattle against the edges making the sound when it is shaken from side to side.
- It is made of local wood.
- The rattle has little faces on either side carved into the wood which represent the gods of the people who used it.

See



Notice the darker colour of the handle in the middle.

Touch



the smooth wood of the handle.

Think



Do you think this rattle has been used a lot?

Africa

3.8 Rainstick



Pupils says: It's used to make music you can tip it upside down to make a sound.

- This is a percussion instrument with seeds inside.
- The spikes of the cactus have been pushed inside so that the seeds make a sound as they fall.
- It is called a rainstick because the sound produced sounds like falling rain.
- It was made in the mid-late 20th Century.
- It was used for to make music at ceremonies and celebrations of many kinds.
- It is made from wood from a cactus.

See



the length of the rainstick.

Touch



the smooth wood and holes where the cactus spikes go stick in.

Think



What would be the benefit of having a longer rain stick?

Africa

3.9 Box Rattle



Pupil says: This is a musical instrument that is made of reeds and little beads or seeds. The reeds are to hold the beads in.

- This is a percussion instrument which was played by shaking.
- It would have been used in ceremonies and dances.
- The edge is made from woven reeds, which have been dyed green with natural dye.

See



Look at the tight weave on the green edging.

Touch



the reed sides, can you imagine how the reeds would look as they grow?

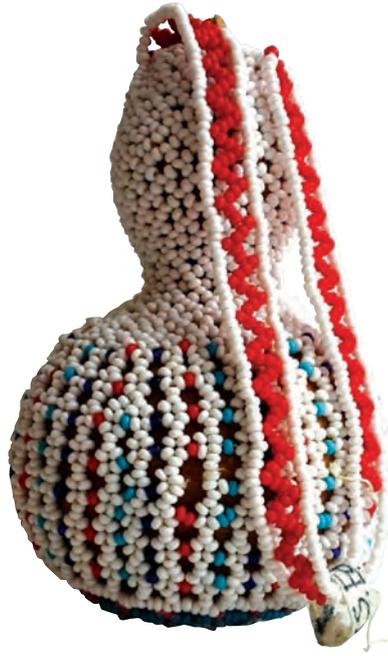
Think



What could you use to dye something green?

Africa

3.10 Gourd Rattle



Pupils says: Gourds are types of hard-skinned fruit that are members of the cucumber family.

- A gourd is a kind of fruit with a very hard shell. It is inedible and the insides are scooped out so it can be used as a container.
- Hollowed out and dried gourds have been used by many people across the world in different ways.
- They can be grown in particular shapes by being tied with string or being shaped in a mould or tied with string as they were grown.
- The bottle gourd is one of the most commonly used species of plant in Africa. It has been used as a container for water, storing grain, churning butter and cheese or brewing beer.
- The bottle gourd is also used to make musical instruments – ranging from drums and rattles to wind and string instruments. This gourd has seeds inside it to make a rattle.
- Bottle gourds are less frequently used now - replaced with pottery, aluminium and plastic containers.

See



The colourful beading used to decorate the gourd.

Touch



Shake the gourd – what do you think is inside it?

Think



Can you think of anything that we use a hollowed out fruit or vegetable for?

We make Halloween lanterns from hollowed out pumpkins and turnips.

Africa

3.11 Fly Whisks



Pupil says: This Fly Whisk brings power when used in parades and ceremonies. It is also used to whip flies.

- The beating end of all of these is made from animal hair; mostly from cow or horse tail, because these animals were available locally.
- It is called a fly whisk but it was used to keep all insects away by batting them.
- It was made by binding animal hair around a stick with a piece of twine or string.
- The one on the left has a fine woven handle of leather and grasses it was probably used by someone of high status.
- The one on the right was probably owned by someone of high status as it has a specially carved handle. The face represents a god. This item could have been made for the tourist trade.
- The leather band goes around the wrist to help you to keep hold of the handle, this is important during ceremonies or parades where it would be whipped around the person using it.

See



Look at the differences and similarities between these flywhisks.

Touch



the animal hair, which animals do you think these came from?

Think



Why are there differences between each one?

Africa

3.12 Fork and Spoon



Pupil says: The fork is strong so it can pick up steak and other thick things.

- The fork was probably used for family meals to serve with.
- The ladle or spoon has elaborate carving – may have been given as a wedding gift and become a family heirloom.
- The spoon was from Somalia and is very similar to those made by the Boni people.

See



Look at the decoration on the spoon.

Touch



Hold the fork- could you use it to eat with or is it better for lifting food on to your plate?

Think



What do we call big forks like this in Scotland?

Africa

3.13 Fire Drill and Hearth Stick



Pupil says: You rub the thin stick on the thicker shaped one to make a fire.

- These tools would have been carved into shape from wood.
- They were made to start fires in a normal household.
- It wasn't used for ceremonies or special occasions; it was a normal domestic item.
- It was probably used in the early to mid-20th century.

How to use it:

- Put the end of the pencil shaped stick into the small hole in the other stick.
- Hold the pencil stick between your palms and move them forward and back in opposite directions.
- The nib of the pencil shaped stick gets very hot as it rubs against the other stick.
- Some pieces of dry grass are then put into the hole while rubbing.
- They get very hot and eventually catch fire.

See



The blackened marks on the sticks.

Touch



Feel the weight of the wood, is it light or heavy?

Think



How many things can you list that we use in Scotland to make fire?

Africa

3.14 Headrest



Pupil says: You lie your head on it all night and in the morning your hair will be the same!

- This type of headrest was used by the warriors of Southern African nomadic tribes to support their heads while they slept and protect their elaborate hairstyles.
- The headrest would actually have been placed under the neck.
- Most headrests like this are made from wood. They could be carved using regional styles and were sometimes custom-made for an individual.

See



The crisscross pattern carved on the headdress.

Touch



Pick it up. Although it is made of wood it is very light, not much heavier than a pillow.

Think



Do you think it would be comfortable to sleep on?

Africa

3.15 Comb



Pupil says: It is used as a hair decoration and as a comb.

- The comb is made out of local wood.
- It is most likely from West Africa.
- It is covered in dark black pigment or paint for decoration.
- It is very long and jaggy because it needed to be able to stay fixed in the hair if it was being used for decoration, or if it was being used as a comb it needed to go through thick, curly hair.

See



The patterned carving designs.

Touch



The long sharp spikes, used to hold the comb in the hair.

Think



Would this comb stick in your hair? Africans, in this region usually have thick curly hair.

Africa

3.16 Horn Charm



Pupils says: You fill it with herbs and you put it round your neck and you get good luck whenever you like.

- Whether going to work or school or travelling on a longer journey, many people will take some form of personal protection against harm. Some carry a prayer, others wear a pendant or take a lucky charm to keep them safe and well throughout their day.
- It is made from animal horn, which is a symbol of strength and is not easily broken.
- It can be used to store snuff or herbs, to make medicine, though it's main purpose is to protect the wearer from harm.
- The horn is cut off the dead animal – a cow, goat or sheep and hollowed out.
- It goes around your neck on the thread of a cord or on a waistband.

See



The ridges along the end of the horn and the hole for the string.

Touch



The smooth surface.

Think



This was a charm to protect against evil. Do you have any lucky charms?

Africa

3.17 Kohl Pot



Pupil says: This is an ink and eye makeup holder to make you beautiful!

- It is made from goat's skin, which has been shaped on a clay mould.
- It is made in the shape of a small bottle to be able to store and pour.
- It is small so that it would fit into a pocket or purse and could be easily stored for long journeys.
- It is used to store makeup for the eyes called antimony, which is a stone ground up to use like eye liner or indigo (blue) powder used to decorate eyes.
- The hair is goats hair.

See



The design on the Khol Pot using different coloured goat hair.

Touch



Touch the soft hair of the pot.

Think



Does it look similar to eye makeup containers used in Scotland?

Africa

3.18 Snuff Spoons



Pupil says: The women wore them in their hair, when they weren't using them. They could make interesting hairstyles.

- These spoons were used for sniffing up snuff, which is a drug made from finely ground tobacco.
- You can tell that it has been used for a long time as it has patina of age, which means the surface is discoloured by age.
- The spoons are carved from Ivory using hand tools.
- It was a special tool for taking measures of snuff, so it was not used for eating or measuring anything else.

See



The size of the spoon head, it is just right for one nostril.

Touch



Feel the smooth, hard surface of the ivory.

Think



Would these spoons stick in your hair?

Africa

3.19 Gourd Bowl



Pupil says: Gourds are types of hard-skinned fruit that are members of the cucumber family.

- A gourd is a kind of fruit with a very hard shell. It is inedible and the insides are scooped out so it can be used as a container.
- Hollowed out and dried gourds have been used by many people across the world in different ways.
- They can be grown in particular shapes by tying with string or being shaped in a mould as they were grown.
- This is a bowl which has been made from a gourd.
- It is decorated with carvings and painted with pigments.

See



Look at the cracks on the bowl, do you think the bowl has been used?

Touch



Feel the weight of the bowl, is it lighter or heavier than bowls we use? Why would this be important to some African tribes?

Think



Imagine how big the Gourd which this bowl is made from would have been.

Africa

3.20 Kanga



Pupil says: A Kanga is an everyday piece of clothing worn by women all the time and by men indoors only.

- A Kanga is a piece of printed cotton fabric about 1.5m x 1m, which usually has a border along all four sides.
- The word Kanga comes from the verb ku-kange, which means to wrap or to close.
- Special Kangas are made to mark special occasions. This one is a Barack Obama US Presidential Inauguration commemorative Kanga .
- This Kanga is from Kenya.

See



Look at the colourful design – what can you see?

Touch



Wrap the kanga around you. Do you think it would keep you warm in Scotland?

Think



Why would people in Africa be celebrating an American president?

Africa

4 Classroom Activities

4.1 African Life Drama

In groups pupils use real objects to re-enact a fictional drama about everyday life in a part of Africa of their choice.

Learning Intention

e.g. We are learning about life in Africa by role playing various characters.

We are learning to perform dramas which are true to life in Africa today or in the past, while being entertaining.

Task

We will devise a drama in teams based around a particular scenario, at a particular location. We will perform this drama to the rest of the class. We will give constructive feedback on each other's dramas.

Success Criteria

Pupils will perform a pre devised drama of at least 3 minutes length to an audience and ask for feedback and answer questions on the content.

CFE Level

1 or 2

You will Need

Handling Objects from box relating to each drama - it is recommended that all objects, are used very carefully during any drama.

Before the wedding

- 3.14 Headrest
- 3.8 Rain Stick
- 3.15 Comb
- 3.11 Fly Whisk

At home

- 3.11 Fly Whisks x2
- 3.12 Fork and Spoon
- 3.13 Fire Drill and Hearth Stick
- 3.19 Gourd Bowl

Making music

- 3.1 Drums Set
- 3.2 Drum
- 3.3 Bow Harp
- 3.4 Toy Guitar
- 3.5 Trumpet
- 3.6 Thumb Pianos
- 3.7 Rattle

Going out

- 3.15 Horn Charm
- 3.16 Kohl Pot
- 3.17 Snuff Spoons
- 3.19 Kanga

You will also need a room large enough, or enough space to accommodate dramas and performance.

Africa

CfE Capacities

- Successful learners; this activity will enable pupils to demonstrate enthusiasm and motivation for learning, working as part of a group to link and apply different kinds of learning in new situations.
- Effective contributors; this activity will give the pupils opportunity to communicate in different ways and in different settings, to take the lead and create and develop their ideas as a team.
- Confident individuals; this activity gives pupils the opportunity to use and develop their ability to relate to others and manage themselves and foster a sense of self-respect and achievement.

CfE Outcomes

I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. **SOC 1-04a**

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

EXA 0-01a / EXA 1-01a / EXA 2-01a

I enjoy creating, choosing and accepting roles, using movement, expression and voice. **EXA 1-12a**

I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. **EXA 2-12a**

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

EXA 0-13a / EXA 1-13a / EXA 2-13a

I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. **EXA 1-14a**

I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.

EXA 2-14a

Africa

Teacher / Pupil Instructions

Pupils are divided into four teams. Each team is given their props (listed above) for each different location. A different scenario is presented to each group around which they will have to devise a drama:

1 Before the wedding

Scenario: Someone has forgotten something important.

Characters you could include: Bride, groom, tribal chief.

2 At home

Scenario: the farmer and his family are preparing a meal, but something interrupts them!

Characters you could include: Mum, Dad, brothers and sisters, neighbours.

3 Making Music

Scenario: It's time for a big festival in the village, but who is going to perform the dance?

Characters you could include: Musicians, audience.

4 Going out

Scenario: A girl is getting ready for a big night out.

Characters you could include: Girl, her friends, her dad and mum.

Give the pupils 20 mins to come up with their dramas and do a few rehearsals. Each drama should be performed to the rest of the class and feedback from the class given. The pupils should be asked to evaluate the plays for historical/cultural accuracy and the quality of the storytelling/performance.

Extension

With further research and practise time a full scale African soap opera could be developed. With multiple scenes at the same locations until a resolution is found in each scene.

Africa

4.2 African Band

Pupils put together their own African band, using the instruments. Can they make some authentic sounding music?

Learning Intention

e.g. We are learning how to put together a musical piece from another culture.

We are learning to play unfamiliar instruments.

We are learning to make musical instruments.

Task

We will compose a piece of music and perform it in groups.

Success Criteria

The piece of music will be from one minute to five minutes long and include varying dynamics and rhythm.

CfE Capacities

Successful learners; this activity will enable pupils to demonstrate enthusiasm and motivation for learning, working as part of a group to link and apply different kinds of learning in new situations.

Effective contributors; this activity will give the pupils opportunity to communicate in different ways and in different settings, to take the lead and create and develop their ideas as a team

Confident individuals; this activity gives pupils the opportunity to use and develop their ability to relate to others and manage themselves and foster a sense of self-respect and achievement..

CFE Level

1 or 2

You will Need

Instruments from the handling collection:

- 3.1 Drums Set
- 3.2 Drum
- 3.3 Bow Harp
- 3.4 Toy Guitar
- 3.5 Trumpet
- 3.6 Thumb Pianos
- 3.7 Rattle
- 3.8 Rainstick
- 3.9 Box Rattle
- 3.10 Gourd Rattle

Boxes, tins, dried beans, rice.

Africa

CfE Outcomes

Music

I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions. **EXA 1-16a**

I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation. **EXA 2-16a**

Description

Divide the pupils into groups of no more than 4 pupils and divide the instruments out between the groups. Ensure there are a variety of different types of instrument for each group. If there are more pupils than instruments the group can spend some time making their own instruments, using a variety of recycled materials. Elastic bands stretched across a shoebox with a hole cut in it can make a great improvised guitar. Dry beans or lentils inside a jar can make a quick percussion instrument. Give the pupils 20-40 mins to “jam” and come up with their composition. Groups can perform to the rest of the class.

Extension

More time can be given and musical notation introduced to further extend the activity. Perhaps integrating some of the instruments into a regular music lesson.

Web Resources

For making your own instruments:

<http://www.youthmusic.org.uk/musicispower/Make-Music/Music-at-Home/Make-your-own-instruments.html>

<http://www.dsokids.com/athome/makeinstrument.aspx>

www.nms.ac.uk/museum2go

Africa

4.3 Mystery Item Challenge

Pupils research mystery items using their own reasoning, books and the internet.

Learning Intention

e.g. We are learning how to research using a variety of sources.

We are learning how to present information in a clear way.

Task

We will create a fact file about our object as a group.

Success Criteria

Our fact file will clearly answer the who, what, where, when, why and how questions you can ask about an object.

Everyone will work together well as we put it together.

CfE Capacities

Successful learners: Opportunities for demonstrating motivation for learning, using technology and working as part of a group to make reasoned evaluations.

Responsible Citizens: learning about another culture, helps develop knowledge and understanding of the world and Scotland's place in it.

Effective Contributors: Pupils develop their ability to communicate in different ways in group work and apply critical thinking in a new context.

CfE Outcomes

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. **TCH 2-03b**

I can use primary and secondary sources selectively to research events in the past. **SOC 2-01a**

I can convey information, describe events, explain processes or combine ideas in different ways. **LIT 2-28a**

CFE Level

2

You will Need

A selection of the handling items; Fly whisk, Fire Drill and Hearth Stick, headrest, kohl pot, snuff spoons and horn charm.

Access to the internet for research.

Access to books that would have suitable information.

Africa

Description

Pupils work in groups – each group has one item. Pupils use search engines and relevant books to research background info. Each pupil could consider one of the who, what, where, when, why and how questions, or they can work to find as many facts as possible in a certain time frame.

The correct answers are to be found in the object information cards, which would be hidden from the pupils until the end.

This could be followed up by a class discussion around what was surprising about the objects and is there anything similar we use in our daily lives.

Extension

The fact files produced could form part of an exhibition about the objects. Please see the Create Your Own Exhibition section for more details.

Africa

4.4 Creative Writing Response

Pupils use the items as a stimulus to write an imaginative story.

Learning Intention

We are learning how to write an imaginative story.

We are learning how to communicate facts, while writing a compelling story.

Task

We will write a short creative story.

Success Criteria

Your story will contain a main character, an obstacle or issue they have to overcome and a dramatic ending.

It will be interesting to read.

It will be at least one A4 side.

CfE Capacities

Successful Learners: Pupils will have motivation for learning, using literacy skills to think creatively and apply their learning in a new context.

Confident Individuals: Pupils experience the mental and emotional benefits of creativity, building their sense of well-being.

Responsible Citizens: Creatively putting themselves into another culture will help pupils understand different beliefs and cultures.

CfE Outcomes

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.

LIT 1-20a / LIT 2-20a

I can convey information, describe events, explain processes or combine ideas in different ways. **LIT 2-28a**

CFE Level

1 or 2

You will Need

A variety of the handling items and their object information cards.

Africa

Description

Begin with a class discussion around one object. Help pupils to imagine how it might have been used or involved in a story, ask for suggestions from the class.

Give a brief overview of the five elements of a good story, namely: characters, setting, plot, conflict and resolution.

Help them to understand how to make characters and places seem realistic by using real facts from the object information cards.

Extension

The stories could be rewritten and used as a performance piece, using the object which inspired them as a prop. These could be performed to the rest of the class, or others in the school, to help teach about other cultures.

Web Resources

Elements of a story:

http://www.katiekazoo.com/pdf/KK_FiveEssentialElements.pdf

Africa

4.5 Object Art

Use these genuine objects to inspire artistic interpretations, in a range of media.

Learning Intention

We are learning about how to visually present objects using different materials.

Task

We will create a picture of at least one object using a range of different materials.

Success Criteria

The picture will be pleasing to look at and resemble the object which inspired it.

CfE Capacities

Successful Learners: working cross curriculum, pupils build their enthusiasm and motivation for learning.

CfE Outcomes

Art and Design

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**

I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**

Description

Think about the story behind the object and how it would have been used. Pupils might like to include someone using the object in the picture. Once the composition of the picture has been decided. Using pencils and paper pupils make an initial sketch of the object to capture its outline and form. After carefully considering the colours and textures of the object they can select appropriate media to complete the picture.

Afterwards pupils could discuss in groups why they chose to put the picture together as they did and what they would like to communicate through the picture.

Extension

These pictures could contribute to an exhibition of the objects, please see the Create Your Own Exhibition information in Section 5.

CFE Level

1 or 2

You will Need

Various art and craft materials
Drawing pencils
Paper

5. Create Your Own Exhibition

This section is designed to help you put on your own exhibition, using the objects in this box, or any objects of your own which you have collected. It comprises an introduction, “Why do we put on Exhibitions?” which you can give to the class, using the powerpoint presentation on the CD. There is then a series of tasks, where the pupils take on the various roles in a museum to complete their own exhibitions. To do this you can divide the class into four groups and divide the objects between them. You may wish to keep similarly themed objects together, or split them up.

Notes for Introductory Powerpoint

Slide 2: Why do we put on Exhibitions?

We put on exhibitions to show people old things, items they would not normally get to see and so that visitors can learn about different topics. For example looking at items from the Victorian days can help you learn about what life was like at this time. Or an exhibition about dinosaurs can help you learn what dinosaurs were like.

Slide 3: Who works at the museum?

- Curator – they are experts in their fields. For example we have curators of natural science, covering everything in the natural world, curators of World Cultures who know all about different cultures around the world and curators of Scotland and Europe.
- Exhibitions Officer – these people are responsible for organising and pulling together exhibitions. They work closely with curators and designers.
- Researcher – these people find and check facts to go into the exhibitions.
- Designers – take the information provided by the curators and researchers and make sure it is displayed properly.
- Marketing Officers – promote the exhibition to the public so that lots of people come to see it.
- Guides – help people as they are visiting the museum.

You will Need

- Introduction to museums and displays powerpoint, from enclosed CD
- Thick card or cardboard to make the display case (at least 75cm x 50cm)
- Shoe boxes or other smaller boxes to act as stands in display
- Material and coloured paper to cover boxes and make boxes look attractive
- Paper, pencils and pens for writing object cards, story panels and drawing pictures and maps.

Africa

Slide 4 Look closely at this display what can you see in it?

- Objects
- Pictures
- Text – story panels
- Object labels (numbered section at the bottom, each object has a label attached)

Slide 5 For your exhibition how will you find out about the objects?

- By looking at them and sometimes doing tests on them.
- Doing research on the Internet.
- Ask experts.
- Books or other information.

Africa

Activity 1: Become a Curator

In this task you become the expert on your objects. You will have to research your object by; looking closely at it, reading the object card and having a good think. Afterwards then you have to make an object label.

An object label is a few lines about your object, usually saying what it is and something interesting about what it was used for or where it was found. This card will sit in front of your object or have a number on it which will match up to a number beside the object on display so that people know where to look to find out what it is.

Remember to be careful with your object – it could be very valuable. Hold it with two hands and always over a table.

Think about: what it is made from? And what it was used for?

Now write an object label

- Use the object card to find out some information about the object.
- Write it by hand
- Keep it short and simple
- Only write the facts

Activity 2: Write a Story Panel

A Story Panel introduces the theme of your exhibition. Why are you presenting these objects together? What story do these objects tell? Working in your group, do a mind map of what your story panel should include. Then one member of the group can write (or type) it out for display, while the others get on with the next task.

Activity 3: Become a design team

The design team has a few different roles which different members of the team can do in pairs or by themselves.

Illustrator: Draw a picture of your object. Draw a picture of your object being used. If it is incomplete why not draw the rest of it? Was it from a different country? You could draw a map of where it was found.

Case builder: Use thick card or cardboard to build a case. This can sit on top of a table for display and should be open at the front and top so that people can easily see the objects. It must be sturdy enough to protect the objects and attractive to show off the objects at their best.

3D Designer: As a group, arrange your objects in a case. You can use shoe boxes covered with material as stands to make small objects more obvious. Remember to make sure you can see all the objects. You also need to stick up your pictures and story panels, making sure it all looks nice together.

National Museum of Scotland

Africa

Activity 4: Become a Marketing Officer

The Marketing Officer's job is to make sure people know about the exhibition. There are many ways to promote your exhibition.

- Posters
- Leaflets
- Newspaper advertisements
- Internet
- Television
- Invitations

Depending on how much time you have and who you would like to come to the exhibition you can do whichever of these suits best. Make sure everything you create has the following information on it:

- Name of Exhibition
- Brief info about the content
- Date
- Cost
- Location
- Contact details if people have more questions

Now you are all set to welcome people into your exhibition. On the day, your group can take on different roles in your own mini museum. Why not be a curator or tour guide and explain your exhibition to the visitors? Maybe you could be a security guard to protect the precious objects!

Africa

Curriculum Links

Literacy & English

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a**

As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.

LIT 2-05a

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.

LIT 2-07a

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a**

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a**

I can convey information, describe events, explain processes or combine ideas in different ways. **LIT 2-28a**

Expressive Arts

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. **EXA 2-04a**

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. **EXA 2-06a**

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 2-07a**

Social Studies

I can use primary and secondary sources selectively to research events in the past. **SOC 2-01a**

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. **SOC 2-06a**

People in society, economy and business

By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. **SOC 2-22a**

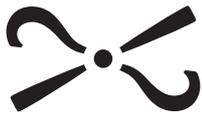
Technologies

During practical activities and design challenges, I can estimate and measure using appropriate instruments and units. **TCH 2-13a**

I can use drawing techniques, manually or electronically, to represent objects or ideas, enhancing them using effects such as light, shadow and textures. **TCH 2-15a**

Throughout my learning, I experiment with the use of colour to develop an awareness of the effects and impacts it can have. **TCH 2-15b**

Africa



National
Museums
Scotland

6 Feedback Form (please photocopy and return)

Please fill in this form to let us know how you got on using the box and send back to:

Museum2Go Africa
Learning and Programmes
National Museums Scotland
Chambers Street
Edinburgh
EH1 1JF

0131 247 4041
schools@nms.ac.uk

It is important that we receive a completed form from each group which uses this resource in order to track its condition and record user numbers. Thanks!

Contact Name	Ages and numbers of pupils who used it
Address of Group	
Email	
Telephone	

What did your group enjoy most about this resource? Why?

What did you group enjoy least? Why?

Do you have any suggestions for improvement?

