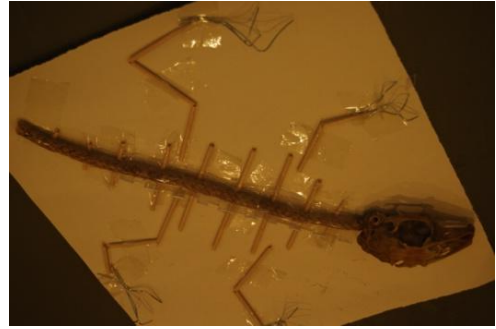




- I would like to see...
- Pictures of the animals in action
- The bones etc though a magnifying glass
- Little steps for small children to be able to clearly see the artefacts
- A wider range of presentations, e.g. organs in jars
- A multi media display
- Pictures of animals in their habitats
- Labels in simpler language

I was surprised ...

- We could touch the skeletons
- There were so many things
- I felt so free to create what I liked
- There is such a big collection here and that people are not aware that the museum exists (hidden treasure!)
- There were so many animals I never knew existed
- There were really excellent things we could handle and borrow
- We could come 'out of hours'



'I am interested in what I don't understand'
 The session began with a discussion:
 How can we work with our own curiosity and imagination when we first come into a collection? Why is exploratory play and hands on learning important?
 How do children learn?
 What is a generous environments?
 What do we mean by 'less is more' or working with open ended resources?



Creative Connections

**University of Cambridge
 Zoology Museum
 Facilitated by Idit Nathan
 9th June 2010**

* Palette of materials included: chalk, card, hoops, labels, white tack, string, acetate, paper till rolls, small boxes, gauze, masking and cello-tape, small sticks, small transparent bags, postcards, scissors, wire cutters.



The invitation was to use the materials provided* to make a response to the space and your chosen section/ idea/ object. It was appropriate to explore re-labelling, creating trails or narratives, making comments on and/or responses to collection. We discussed paying attention to the process and what learning takes place within it.

2010-06-15

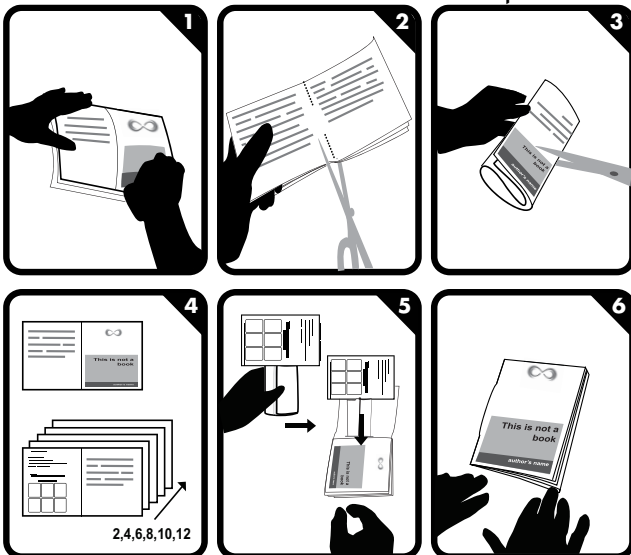
www.cambridgecandi.org.uk

For a film to help make this booklet please go to <http://www.cambridgecandi.org.uk/home/news/art/54>

We walked around and explored the Museum in pairs paying attention to its special features and qualities, its points of interest, focusing on one object or section that particularly caught our attention

We then 'washed our hands' accompanied by Allan Kaprow's words urging us to make the familiar unfamiliar and vice versa.

made with www.bookleteer.com from proboscis



I began to pay attention to how much this act of brushing my teeth had become routinized, nonconscious behavior, compared with my first efforts to do it as a child. I began to suspect that 99 percent of my daily life was just as routinized and unnoticed; that my mind was always somewhere else; and that the thousand signals my body was sending me each minute were ignored. I guessed also that most people were like me in this respect.¹

¹ Alan Kaprow, Art which can't be art (1986)



- I would like the Zoology Museum to...**
- Let children do that activity as a starting point to their own learning
 - Provide research resources to enable children to answer own questions
 - Employ staff full time!
 - Do more interpretation
 - Do web-cam conferences
 - Come into schools
 - Suggest workshops/starting points
 - Focus on particular exhibits to create information packs
 - Provide teacher resource packs for visits

Finally, we looked at our 'prompt cube' to take home.

My prompt cube following our session together says the following:

'Less is more' is worth sticking to (no postcards or paper next time)
The world of animals and animals of the world
Rich learning need not be expensive
Bone cartilage can look like lace
Animals can inspire beautiful artworks



- *Some skeletons are behind glass and others aren't?*
- *I didn't look at the museum in this light before?*

Our reflections included:

This session made me think that learning in museums can...

- *Be creative and bring subjects to life*
- *Be fun and engaging!*
- *Be stimulating*
- *Prompts further research or work to support the topic*
- *Take many different paths*
- *Just be a starting point to inspire interests*
- *Be spontaneous*
- *Happen however few materials are used*

I wonder why

- *Elks have such big antlers*
- *Does an elephant have such a big head/skull?*
- *All this stuff is here? How did it get here?*
- *The horns of the rhinoceros look like wood?*
- *The collection was started?*