



# *Arrive & Explore*

*A 7 step process to create a sense of arrival and exploration for SEND groups*



# What is Arrive & Explore?

Arrive & Explore is a 30-60 minute workshop to assist SEND groups in: arriving in the museum, settling and interacting with the objects they notice to make their experience: enjoyable, interactive, expressive and memorable. It involves 7 steps:

1. Settling
2. Sounding, moving & noticing
3. Singing
4. Travelling
5. Pausing, responding & interacting
6. Sharing & exploring
7. Exploring independently

# Music tracks

The session has a drone & music tracks to support each step but you can also deliver the session with the voice and body on their own.

The tracks can be downloaded as MP3 files or played through Garageband on an iPhone. There is a page and film at the end of this presentation explaining how this can be done.

The drone and music can be played through a BlueTooth speaker

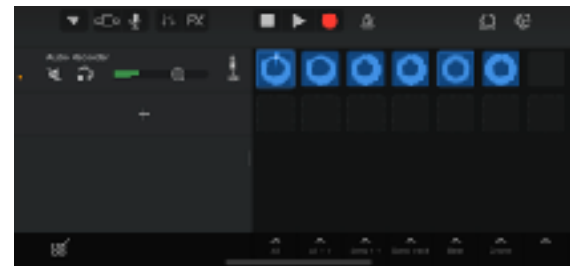


GarageBand

Make great music anywhere

★★★★☆ 14K

OPEN



# Introduction

# Step 1 - Settling

With the drone playing quietly in the background as the group arrive, explain to the staff and children that this is a 30-minute session to help them arrive and feel settled in the museum.

Do some simple and gentle moving together, for example:

- Hands
- Fingers
- Shoulders

Click to hear the drone.

# Step 1 - Settling

# Step 2 - Sounding, moving & noticing

**Free sounds** - Invite the group to make and free style swooshing, shu-shu-shu, sss and breathy sounds. Lead this with your arms moving in gentle wavy ways. Encourage them to enjoy making the sounds as a group.

**Articulated sounds** - Invite the group to make articulated sounds - 't' 'k' 'ch' 'p t t t". Lead this with your arms moving in short and angular ways. Encourage them to enjoy making the sounds as a group.

**Noticing & expressing** - First demonstrate by telling the group you are going to notice something in the gallery space and give it a made-up sound. For example - "I've noticed this wooden bowl. The bowl is round - I'm going to give it a whooa sound and move my arms and body in a circular way" Invite everyone to try that sound and movement. Now ask the group. What do you notice? Can you give it a sound? Can we all try it?

Click to hear the drone.

# Step 2 - Sounding, moving & noticing



# Step 3 - Singing

Tell the group you are going to teach them a song and begin by singing or saying the first phrases. The song tracks begins with four dings of a bell.

Docklands Museum  
Docklands Museum  
Docklands Museum  
Weeeee are hereeeee

Where will we go?  
What will we do?  
What's over there?  
What's over there?

Repeat this and gesture to the group to join in.

Click to hear the song.

# Step 3 - Singing

# Step 4 - Travelling

Tell the group - we are now going to try our song while travelling in a train through the gallery space. Let's form a train and sing the song as we go.

Docklands Museum  
Docklands Museum  
Docklands Museum  
Weeeee are hereeeee

Where will we go?  
What will we do?  
What's over there?  
What's over there?

It doesn't matter if all of the group aren't singing along. This step is to get the idea of travelling and using the song to hold the space. Later on, the school staff and/or children may sing it as they explore the museum independently. They may just sing it quietly to themselves. They may sing bits or phrases. It's not so much about singing or the song in a music and performing sense. It's a tool that holds and creates an atmosphere of exploration.

Click to hear the song.

# Step 4 - Travelling

# Step 5 - Pausing, responding & interacting

Pause the music and call out for the group to pause wherever they are. Invite the group to notice an object near them and give it some sounds and movements.

The group will be around the gallery space in no particular order. They may be alone, in pairs, with a teacher, in small groups or as a whole group. Allow them to be as they are and call out invitations. Can you give your object a sound and some movement?

The invitation is very free, encouraging the children to notice, explore and take their noticings into their body and sounds in any way they choose. Creating a playful dialogue between the child and the object.

When you feel its time, invite everyone to travel again and sing the song.

Click to hear the song.

# Short film

# Step 6 - Sharing & exploring

Bring the group back together.

Invite individuals to share the sounds and moves they created for the objects they noticed.

Invite the whole group to try them.

This step is an opportunity to explore the objects in a deeper way, if you wish, however you as leader choose.

# Step 6 - Sharing & exploring



# Step 7 - Exploring independently

Tell the group - you now have a song that you can use to help you travel through the museum wherever you go, and you have an invitation to create any sounds and movements for the objects and stories you find.

As they leave encourage them to travel and sing the song.

Docklands Museum

Docklands Museum

Docklands Museum

Weeeee are hereeeee

Where will we go?

What will we do?

What's over there?

What's over there?

Click to hear the song.

# Step 7 - Exploring independently

# How to access the electronic tracks

## Short film

Click to hear the song.

# Use it in any way you like!

Please feel free to use all or parts of this workshop process in any way you like.

The steps have been well thought through and designed to create a sense of arrival and exploration but you can use them as a tool kit. Modify, extend or adapt it to suit your practice. Go for it! Be inventive.

Please share any ideas. We are all exploring and finding new ways to tell the story of the museum.

[Click to hear the full track.](#)

I've had a stream of positive feedback about the Quiet Day which I'm very keen to share with you all – please see below 😊 Thank you all so much for giving these teachers and pupils such an inclusive, welcoming experience.

"Thank you so much for such fantastic service, my class have extremely high needs and it was so seamless, perfect and inclusive. It's rare to have every child stay until the end of a trip without emotional meltdowns or having to leave due to emotional or medical needs. Your service and wonderful activities made this possible for every child to be included. Thank you so, so much! I will be sure to recommend to everyone."

"They loved it, and it was so inclusive. Behaviour was great because their needs were met. All children were able to stay the entire day which is huge "

"Thank you so much for inviting us to the quiet day , WE HAD SO MUCH FUN! Apologies we weren't that quiet! Georgia was amazing meeting and greeting and joining us on a workshop, Charlotte was an amazing guide and considering it was her first time guiding she was exceptional – she joined in with the sessions and really bonded with the pupils – a total superstar! Luke's workshop was fantastic; we were singing all around the museum. And Victoria craft was great – from that I've decided to do to origami with the class next term! The sensory room was great fun dressing up. I've forgotten the name of the lady running the touch session , really nerve wracking my end, but she handled it brilliantly!

The students love coming to MOL and it is a place that they have actually remember and talk about in school often. Some comments from them during the trip:

1. This was the best day ever! It's so much fun!
2. Mr Chris when are we coming back?!
3. Do we HAVE to go back to school?
4. I loved singing around the museum. I sung the song to my mum when I got home
5. It's so quiet its spooky Mr Chris A very big impact they love coming to MOL and it is a place/venue they have actually remembered and talk about in school."

"The whole day was just magical, we started with music and movement workshop and were delighted to see Luke who has come to our school before and we just love him. The song was lovely and just perfect for our pupils , short and simple but direct we were still singing the song when we left! Next we went onto object handling which was fantastic , pupils had to guess what the objects were used for and this really got them thinking. Next was the sensory room, any chance of dressing up and my pupils go crazy! they loved smelling the teas and coffee as well as stopping at the beigel shop ( which led to pupils wanting lunch! ) after lunch ( which was lovely and quiet) we did spring blossoms craft which the pupils loved and it was lovely to see Georgia and Charlotte join in with the pupils. So no, I don't think you could have improved anything – it was just delightful."

# **Any Questions?**

**Please remember to complete your evaluation form before you leave.**

**Any feedback is very welcome and any ideas you may have in shaping this session.**

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