



## *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-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

# 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

# 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?

# 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

Repeat this and gesture to the group to join in. Then carry on with the next section.

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.

Docklands Museum  
Docklands Museum  
Docklands Museum  
Weeeee are hereeeee

The third part of the song is a fun whole body and sounding pattern to get the body moving and give the group a brain break.

Mu mu mu museum  
Mu mu mu museum  
Mu mu mu museum  
Mu mur mu mur mu mur mu-se-um

Now sing the whole thing through with the group. Not everyone needs or may be able to sing the song but that is ok, it still has its effect of helping them arrive in the museum.

# Step 4 - Travelling

Tell the group - we are now going to try our song while travelling 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.

# **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.

# **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 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?



# 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.