

WONDER KNIMERS

Chambers of Wonder – Guidelines for Teachers

'Chambers of Wonder' is a permanent interactive exhibit at Kunstmuseum Den Haag. It is accompanied by a digital museum game: an entertaining, accessible and active way for students to work independently and make a wide range of discoveries about fine art, the decorative arts, fashion and architecture. In addition, the game inspires them to assume the role of an exhibition designer and plan their own individual 'chambers of wonder'. The students receive all the necessary instructions for the game via a tablet – the 'Wonder Guide'.

Group support and guidance – your role as teacher

'Chambers of Wonder' is classified as an 'independent group visit'. This means that you and your colleagues are expected to provide your students with whatever educational support and guidance they require. We expect supervision on a ratio of 1 schoolteacher to every 15 students.

The Chambers of Wonder support staff – known as the 'Wonder Crew' – are there to welcome you and to provide information and technical support. The Crew will hand out tablets, turn on the introductory film and the museum game, and be available to answer questions and provide assistance, for example by explaining how the game works. The role of the gallery attendant is to guarantee the safety and security of visitors and art objects.

How to play the museum game

Step 1: The students watch the introductory film in the reception area ('Wonder Start').

Step 2: The 'Wonder Guide' (tablet) directs the pairs of students from room to room. There are 13 separate and unique 'chambers of wonder', each with its own distinctive atmosphere and theme relating to fine art, the decorative arts, architecture or fashion. In each of them the students perform educational tasks and earn points.

Step 3: The points they have earned entitle the students to a bronze, silver or gold design package. They explore the art exhibition in and around the

'Labyrinth' (the central exhibition space) and select 3 artworks that they find inspiring.

Step 4: With these artworks as the starting-point, students design their own 14th 'chamber of wonder' in accordance with their own tastes and ideas. Finally, all the 'chambers of wonder' designed by the students are uploaded to a mysterious space in the Labyrinth, the 'World of Wonders', creating a spectacular audio-visual experience for the whole group.

Educational goals

- Students gain insights into the various collections of Kunstmuseum Den Haag: fine art, decorative arts, architecture and fashion.
- Students familiarize themselves with key terms and concepts in these disciplines and learn to apply them.
- Selecting the 3 artworks makes students aware of their own tastes.
- Designing a 'chamber of wonder' makes students reflect on three-dimensional design.
- Students learn to handle new media and to distil information from media sources.
- Students work as teams.

Practical information

Opening hours

Tuesday – Friday,
10 a.m. – 5 p.m.

or by telephone:

+ 31 (0)70 33 81 120 (during office hours).

Group size

Maximum 50 students

Preparation

Students will work in pairs, sharing one tablet. To save time, it is important to pair off your students into teams before your visit. Familiarize your students with the house rules (given below).

Supervision

Active supervision by teachers from the school, on a ratio of 1 teacher to every 15 students.

Advance booking

Visits must be booked at least 3 weeks in advance: by e-mail: reserveringen@kunstmuseum.nl

Cost

€230 for groups of 30 students max.
€345 for groups of 50 students max.

Programmes

- Museum game in 2 languages: Dutch or English
- Duration of the museum game: 2 hours (or shorter by prior agreement)
- Museum game at 2 levels: basic or plus

Museum game - 'Basic' level

Target group: VMBO and year 1 of HAVO and VWO.

Students play the museum game at the normal basic level.

Museum game - 'Plus' level

Target group: from year 2 of HAVO and VWO.

This is an enrichment of the basic level of the museum game in the form of bonus assignments.

Visiting Chambers of Wonder

Arrival

15 minutes before the time agreed for your visit, report with your group to the information desk in the entrance hall of Kunstmuseum Den Haag. Staff will tell you where your students can leave their bags and jackets. Get your students to use the toilets in the entrance hall before they start their visit to the Chambers of Wonder. Remind them of the house rules if necessary. A member of staff will escort your group from the entrance hall to the Chambers of Wonder section.

Wonder Start

The students will sit down in the Chamber of Wonder reception area ('Wonder Start'). A member of the Wonder Crew will welcome them and explain the overall procedure for the visit. The tablets will then be handed out and the introductory film will begin. You (the teacher) go to the Wonder Start reception desk and provide your (preferably school) e-mail address. This is necessary to enable you to download the results of your students' work after the visit.

Playing the game

The students will then work in pairs, following the instructions provided on their tablets. The museum game will lead them through the different chambers of wonder and the art exhibition in and around the Labyrinth. The final task is to design their own chamber of wonder and upload it to the World of Wonders. You and your colleagues should support and encourage students throughout the visit and, if necessary, correct



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any bad behaviour. The Wonder Crew will be available to offer information, answer questions and – if necessary – provide technical support.

After the visit

A link will be sent to your (preferably school) e-mail address to enable you to download the results. Then you can discuss and evaluate them in the classroom.

Suggestions for follow-up tasks

- Write an article about the chamber of wonder designed by your team, explaining your design decisions.
- Write a review of the chamber of wonder designed by another team of students.
- Write a piece explaining why you selected those particular 3 artworks/ objects from the Labyrinth.
- Write a PR text advertising Chambers of Wonder.
- Design a poster for Chambers of Wonder.

House rules in Kunstmuseum Den Haag

Generally

- Large bags, umbrellas etc. are not allowed into the museum. Bags, jackets and caps should be left in the coach if possible and otherwise stored in the special lockers available for this purpose in the entrance hall.
- Visitors are not allowed to eat, drink, smoke or chew gum in the museum.
- Visitors must not touch artworks or get too close to them.
- Photography is allowed but use of flash is not permitted.

Chambers of Wonders

- Work together, enjoy yourselves and have lots of fun!
- The museum has gone to a lot of effort and expense to create the Chambers of Wonder exhibit; please treat it with care.
- The 13 rooms surrounding the central exhibition space are specially designed to allow you to touch many of the exhibits. But artworks and objects on display in and around the Labyrinth must not be touched.
- No writing implements are allowed in the Chambers of Wonder section.
- Don't shout, run or slide on the floors.
- Listen to what museum attendants and the Wonder Crew tell you.

Liability

As soon as your school party leaves the Chambers of Wonder section (and before any other group enters it), the Wonder Crew will carry out a careful inspection. If there is any damage – for example, to exhibits or tablets – the school will be contacted immediately. The museum reserves the right to hold the school financially responsible for any damage that may occur during a visit by its students.

The thirteen chambers of wonder and their themes

A peek into the past

These two interconnecting spaces are full of weird and wonderful amalgams of furniture, old-fashioned and modern. The theme is interior design. Students choose which of the two appeals to them – the style of the 19th or the 20th century. They are presented with three short films about three different style periods. After each film, the Wonder Guide asks them identify the piece of furniture not in the style of period concerned.

Tell me a story!

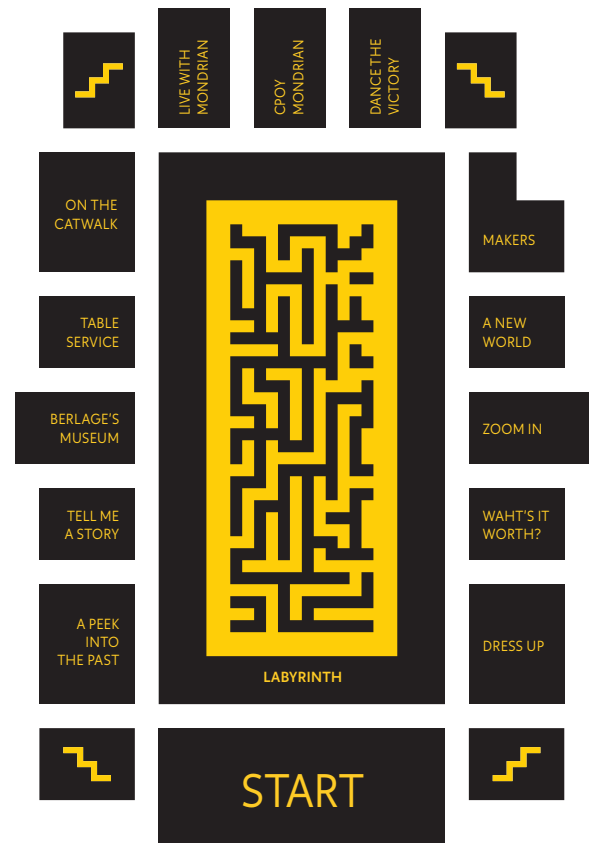
The decorative painting on ceramics tells a story. The objects in this fairytale room come from five different cultures. A Dutch delftware plate is decorated with a Bible story and an Italian dish with a tale from Classical mythology. Students select their favourite. The chosen story is then brought to life in an animation film shown overhead. Finally, there is a quiz. To answer one question, students have to use information from the film. Another can be answered by taking a careful second look at the object concerned.

Berlage's museum

This room with the original architectural drawings for the museum on display is the perfect setting for students to imagine themselves as apprentices of Kunstmuseum's original architect, Berlage. They are given information about the principles adopted by Berlage in the design of the museum, then challenged to design a pavilion to stand in the museum's garden. The more closely the design reflects the distinctive characteristics of Berlage's building, the more points they earn.

Table service

This exhibit focuses on sets of tableware dating from the period between the 17th-century and the 1980s. Changes in taste and eating habits have influenced the style of tableware and even what pieces are included in the sets. Who uses a soup tureen or a fish strainer these days? Students pick a set that appeals to them. Then they create a virtual table setting for a special occasion, selecting the parts of the chosen table service they require. The game teaches them the intended use of the different pieces of tableware. Finally, the scene on the virtual table comes to life.



On the catwalk

Fashion is also part of design! Fashion designers deliberately accentuate particular parts of the body, from broad hips in the 18th century to broad shoulders in the 1980s. Hanging in this room are 6 outfits created especially for Chambers of Wonder. Each student chooses an outfit and puts it on. While modelling it on the catwalk, s/he receives audio-information about it. Half-way down the catwalk there is a photo opportunity and the assignment ends with a quiz.

Life with Mondrian

Photos and a short film give an impression of the periods Mondrian lived through and how his art gradually developed over time. It was influenced by the cities where he lived and the art movements of each successive period. After watching a film, students are presented with a 'storage rack' of mini-reproductions and asked to identify 1 artwork from each period. They are given tips to help them. Finally they use a touch screen to drag and drop the pictures into the right chronological order.

Copy a Mondrian composition

People often think that paintings like Mondrian's can't be hard to make. A few coloured blocks and lines, anyone could do that. A digital Mondrian tells in an engaging way how he went about it. Then students try their hands at reconstructing a Mondrian composition. Even with one to copy, it's not so easy! And Mondrian had to do it from scratch.





Dance the Victory

During the Second World War, Mondrian escaped from Europe and sought refuge in the sparkling metropolis of New York. The energy of the city inspired extraordinary artworks like his renowned *Victory Boogie Woogie*. Students get an impression of the period: the metropolis and the music to which the artist loved to dance. A virtual Mondrian gets students to swing to boogie-woogie music. Mondrian's paintings take shape as they dance.

Makers

A large workbench stands in a paint-spattered workshop full of tools. Students choose their preferred material: wood, silver, glass, clay or textile. Then they watch a short film of two artists at work. They each use the same material to create a totally different art object. Students have to pay attention to the different tools the artists use, because that's what the assignment is all about.

A new world

This room introduces students to the utopian world of Dutch artist Constant. His 'New Babylon' is a world in which work no longer exists, creativity is central to life and people live nomadic lives of play in a labyrinthine urban environment. Constant's designs and ideas are presented in a film and on the tablet. Peepholes in the walls provide glimpses of architectural models from Constant. Finally, students play a game of skill and dexterity based on Constant's labyrinths.



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Zoom in

Here, students are faced with a detail of a painting on an enormous screen. For each step forward that they take, the image zooms out a little further. The sooner they can guess which painting is being shown, the more points they earn. Students learn how the handling of paint can be characteristic of specific movements like Impressionism and De Stijl. In addition, painted copies of the enlarged details hanging on the walls allow them to feel the surface textures of the paint with their hands.

What's it worth?

Why is one artwork worth a lot of money and another very little? This assignment gives students a better understanding of market values. They learn what factors determine price. For example, has an object been serially produced, or is it a one-off? Has the artist become famous or remained little known? Is the material intrinsically valuable? Students are invited to guess what original artworks from the museum's collection are worth and are offered tips to help them.

Dress up!

This room gives students insight into the way fashions have changed over three centuries. Standing in front of a large mirror, they choose a period (the 18th, 19th or 20th century) plus a character and situation. Then they watch a short film providing information about fashions in the chosen period. Finally, they select the right (virtual) costume. There is also a photo opportunity. They see themselves on the wall as if in the cover picture of a fashion magazine.

