

# HOW TO SET UP A MUSEUM DISPLAY

Ngā Whenu | Levels: Year 11 - Year 13

1.5 hours

## PĀTAI MATUA | BIG QUESTION

**What are the critical factors to prioritise when setting up a museum display?**

## TIROHANGA WHĀNUI | PROGRAMME OVERVIEW

### Experience

- Experience a world class museum first-hand and learn the strategies for creating an engaging and informative display.
- Brainstorm students own concepts and designs.
- Discuss with experienced museum staff important factors.
- Compare ideas to museum best practice.
- Reflect upon – the “story” the artefacts (management, security, best fit) lighting, cabinetry, text panel design and continuity, SPELLING.
- Plan and create a display storyboard.

### Reflection

- Reflect upon concepts such as visitor engagement, lighting and cabinetry requirements as students plan and create a display.
- How does lighting and the way an object is displayed change how we interpret an object?
- Why are words, such as massacre used, when describing lots of British deaths during the New Zealand Wars, but not when lots of Māori were killed?
- What happens when an everyday object becomes a museum object?

## HONONGA MARAUTANGA | CURRICULUM LINKS

Social Sciences, Food Technology, English, Mathematics.

## ĀHEINGA MATUA | KEY COMPETENCIES

### Managing self

Each student will complete in a timely fashion their assessment.

### Participating and contributing

By contributing appropriately as a group member will create opportunities for the overall success for the group

### Thinking

Students will use critical thinking to answer the reflective



questions.

### Using language, symbols and text

Students must listen to instructions and communicate within their group to ensure full understanding of the critical concepts discussed.

### Relating to others

This group activity encourages listening actively, negotiation, and sharing ideas.

## NGĀ HUA O TE AKO | LEARNING OUTCOMES

- Understand that events have causes and effects.
- Understand how people remember and record the past in different ways.

## RAUEMI AWHINA

### Pre-visit

- Focus questions for research assignments should be written, checked and changed as needed.
- Some prior knowledge of New Zealand's military history is an advantage.
- Visit smaller, local museums to compare display styles, budgets, restoration techniques and story telling.

### Post-visit

- Revisit lesson notes.
- Work notes, ideas into assignment.
- Compare National Army Museum displays with displays from other museums - how have different institutions interpreted the same story?
- Construct a scale model of a gallery space.

## Bookings and Enquiries

To book a visit or talk with an Educator please contact us.

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