

CYCLE/GRADES

Cycle 1/Grades 1–5
Cycle 2/Grades 6–9
Cycle 3/Grades 10–12

BIG IDEA

Universality

DURATION

60 minutes

SUBJECT AREAS

Language Arts
Visual Arts
Social Sciences/History
Science
Math
Music & Drama

LEARNING OUTCOMES

We will be able to

Learn about the shared influences and connections between different cultures.

Understand the museum’s narrative of universality.

Make connections between artworks from different periods and cultures.

Respond critically to artworks through discussions and activities.

Connect to works of art with students’ own ideas and feelings.

STEP 1: IN THE CLASSROOM

5 – 10
MINUTES 

Prepare for Your Visit:

RESEARCH

We recommend a quick research to read about the museum before your visit.

BROWSE through the section Our Story to learn about the history of the museum, its universal theme and the agreement between France and the UAE.

<https://www.louvreabudhabi.ae/en/about-us/our-story>

DISCUSS the museum’s architecture and what inspired its unique design.
<https://www.louvreabudhabi.ae/en/about-us/architecture>

DOWNLOAD Learning Resources to learn more about engaging students with the museum’s collection.
<https://www.louvreabudhabi.ae/en/learn/learning-resources>

CHOOSE from the artwork flashcards provided on the website as well or follow the flashcard layout to create your own list of favourite artworks on a certain theme.

TRY and select the artworks in a thematic manner that best fit the purpose of your visit.

MUSEUM MANNERS

Inform students about general museum etiquette and why we follow them.

During your visit, please remember to:

1. Leave all backpacks, food, drinks or other items at the group check-in point before we walk towards the Galleries.
2. Admire the art with our eyes, not our hands.
3. Practice our calm voices while walking through the museum galleries.
4. Remind each other to stay with our group while exploring the museum.
5. Use our pencils only for writing and drawing in the galleries – no pens or markers please.
6. Avoid using cameras until the end of the tour so we could enjoy our experience.

STEP 2: IN THE CLASSROOM

5 – 10
MINUTES 

Pre-Visit Inquiry Questions

- Have you ever visited a museum before? What do you think is the function of a museum?
- What other buildings do you know that have a dome?
- What type of artworks do you think you will find at Louvre Abu Dhabi?
- What do you think a universal museum means?
- What do you like to collect? Do you have your own special collection?

STEP 3: IN THE MUSEUM

10 – 15
MINUTES 

In 2007, UAE and France signed an intergovernmental agreement which introduced the Louvre Abu Dhabi to the world. It is located on Saadiyat Island, the cultural district of the UAE. The museum is a reflection of the peoples and cultures of the UAE, and it celebrates the achievements of humanity.

Introduction

THE GRAND VESTIBULE:

ENTER the main galleries and stand in the Grand Vestibule with your students.

EXPLAIN that the Grand Vestibule is the introductory hall of the museum which highlights universal themes such as motherhood, writing, water, sun and memories.

INTRODUCE students to the museum's universal narrative.

- Louvre Abu Dhabi organizes the collection according to time periods and a universal theme.
- The collection is divided into twelve chapters. Within each chapter, you will find artworks from different cultures and civilizations connected by a common theme.

EXPLAIN the importance of the map on the floor.

- It is the map of the coastline of the UAE.
- It does not resemble an accurate geographical map.
- It was designed to symbolically show that Abu Dhabi lies at the centre of the world.
- The cities written on the map show the origin of the artworks and the artists.

ASK students about the artworks exhibited in the Grand Vestibule:

- What do you think the artworks exhibited in the same showcase have in common?
- What materials were used to make them?
- What do you think each object might have been used for?
- Were they all used for the same purpose?
- How do these similarities between the objects in each showcase connect with the museum's universal theme?

STEP 4: IN THE MUSEUM

25 – 30 

Transition

Walk with your students through the museum galleries.

GALLERY 1-12

- Explore the chronologically organized galleries starting from the New Stone Age (Neolithic era) until present day.
- Use the flashcards you selected to inform and engage your students about the artworks.
- Compare between several artworks from different cultures and times when possible.
- Encourage students to interconnect works (based on theme, period or geographical region).

STEP 5: IN THE MUSEUM

5 – 10
MINUTES 

Conclusion

As you exit the galleries, take time to discuss the architectural elements under the dome.

Architectural Elements

DOMES



Inspiration

PALM TREES

- Interwoven palm leaves traditionally used as roofing material.

MASHRABIYA

- A bulging window screen fenced with layered carved wood, which created geometric patterns.
- It was designed to let air and light in without being able to see through.
- A characteristic of Arabic residences.

SOUKS

- A traditional marketplace

All three examples are inspirations behind the light effect under the dome also known as *Rain of Light*.

MEDINA

- The random layout of the 'houses' or 'white boxes' reflects the architecture of an old Arabian city.

Commissioned Artworks

- Choose from the available flashcards, to discuss at least one of the contemporary artworks found under the dome.

Architecture

GATHER under the dome as a group.

OBSERVE and explain the different architectural elements and their main inspirations, designed by Jean Nouvel.

USE the provided questions to engage the students with these architectural elements.

WHITE BUILDINGS



©Department of Culture and Tourism – Abu Dhabi
Photo by Hufon+Crow. Architect: Jean Nouvel

Questions

- Ask students: Why did Jean Nouvel choose to create the dome?
- Examine the geometric shapes used in the creation of the dome. What does it remind you of?
- What does the rain of light remind you of? What do you think inspired the artist to create this light effect?
- Why do you think the different white buildings are placed in this order?
- What do these buildings and the alleyways between them remind you of?



STEP 6: IN THE MUSEUM

5
MINUTES 

Post-Visit Reflection Questions

- What was your favourite artwork and why?
- What 'idea' or 'theme' stood out to you and why?
- What do you notice about the artworks displayed in the museum? What particular themes stand out and why?
- What is the most memorable aspect of the architecture in your opinion? Why?
- How did the local UAE environment and history inspire the architect and other artists?

STEP 7: IN THE CLASSROOM OR AT HOME

30 – 40
MINUTES 

CLASSROOM ACTIVITIES

Select the classroom activities available in the flashcards related to the artworks visited during the tour. This helps extend the students' learning outside the museum.

ACTIVITY TOOL

To make your visit through the galleries more engaging with your students, don't forget to pick up the free Museum Chatterbox. This tool can be used universally with all the artworks displayed in the museum.