



Designing an Art Center

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(Designing an Art Center) Curriculum Unit Overview

Summary

Public school art students are incubators of their personal success to come. Connections with an artistic facility will enhance their learning as public school art students by connecting them to real world adults who have jobs in the art world. Whether they choose an art job or not as a career, they will need a leisure time activity during their life. Life long learning is certainly a vital part of the aging process. The students and instructors at the center represent diversified age, job choices, and different levels of artistic experience. However, they all share the need and love for the creative experience of producing, participating in, and enjoying the arts.

The curriculum unit will involve the student in the aspects of instruction, exhibition, and production of art. The curriculum will be limited or advanced only by the interests of the art center and the students. Most all businesses that are relatively successful operate on the concept of creative thinking and problem solving. Connections with other creative persons in a professional facility can only serve to enhance these processes in public school art students. This curriculum is designed for high school art students enrolled in a beginning to advanced level arts course. The activities planned are designed to last an entire semester. A semester is the duration of the course for the art student based on a blocked course schedule in a public high school.

Big Picture

The students interest in the arts should be broad enough to include many aspects of art as a career. Some adults organize and manage art centers, others are working, teaching, and professional artists. Other artists might be involved in the graphic arts or professional photographers or videographers. A good introductory activity might be a slide show or video production of the art center facilities. Possibly the art center director would visit and give a presentation on the facilities and programs at the center. Students will be presented with possibilities for expanding their own creative needs through the resources the center offers and will receive an overview of the diversification of job descriptions inclusive in an arts center environment.

Preparation for the Unit

Work with Art Center Staff to

If using the photographic portion as a preparation, a slide presentation or an Arts Center video will need to be produced. The speaker would have to be secured from the center. The presentation could be given in the classroom, or the school auditorium.:

Overview

On the following page is a summary of the unit including brief summaries of each Authentic Learning Task (ALT). This table provides an overview of the tasks in the unit sections and shows how the activities in the different teaching areas relate to each other.

**(Designing an Art Center)
Curriculum Unit Summary**

English	Art	Social Studies
ALT 1 – A Taste of the MFAC Students will participate in a one-class audit of a drawing or painting class at the MFAC	ALT 1 – What is a gallery? Students enrolled in a high school level art class will visit the MFAC gallery once a quarter.	ALT 1 – Community History Generate question list and contact local historical groups and institutions
ALT 2 – Artist –in-Residence Student or instructor from the MFAC comes to public school art class to give a lesson based on A Taste of the MFAC	ALT 2 – What have I learned from my gallery experience? Studio experience based on the gallery experience	ALT 2 – Exhibiting The Community Select and prepare a visual reference for exhibition at the MFAC.
ALT 3 – Artist to Artist E-mail Students will generate a list of question and set up an e-mail journal with MFAC..	ALT 3 – What artists might have influenced the content of the gallery Relate gallery content to well known artists	ALT 3 – Community Treasures Students will publish a class book based on their community and historical research

Transfer Activity

Students from the public school art classes will maintain and advertise a continual gallery show throughout the academic year at Lemon-Monroe Jr/Sr School library. Students will draw upon their artistic skills, literacy skills, and research skills from the Alt activities to work together as a miniature arts organization within their classroom and their school.

Section One: (English – Communication)

ALT One: “A Taste of the Middletown Fine Arts Center”

Summary

Students will participate in a one-class audit of a drawing or painting class at the MFAC.

Competencies

Record observations, ask questions, take notes, write.

Time

Length of a class session. Approximately two hours. Preferably during a school day, or could be arranged as an evening experience.

Materials

Paper, pencil, lap-top computers for people who have one.

Instructions

1. Students will be instructed to observe the content of their drawing or painting course.
2. Students will ask and record questions and the answer to the question from the instructor.

Evaluation/Assessment of Student’s Competency

Students will write a one page summary of their audit experience in the course and will include in their evaluation the strengths and weaknesses.

Closure

1. Students will experience an art lesson in another location other than a public school. Students will reflect on the lesson and how they might apply it to their own personal art experience. Students will be participating in a studio lesson in their own art room based on their MFAC visit..

Section One: (English – Communication)

ALT Two: MFAC Artist-in-Residency

Summary

Current enrolled student or instructor comes to the public school art class and works on a lesson related to the course from “A Taste of the MFAC” with the students. The instructor or student produces an artwork along with the students producing their artwork.

Competencies

Asking questions, observations, gaining skill in studio production.

Time

A week of high-school level blocked classes. Ninety minutes of daily instruction in a five-day week.

Materials

Written and produced summary for the students about an artist-in-residency program. Supply art materials from the public school art class to resident instructor/student and the class..

Instructions

1. Student will observe the resident artist working.
2. Students will participate in the studio production of their piece.

Evaluation/Assessment of Student’s Competency

Students will prepare a studio project and a written evaluation of their artist-in-residency experience.

Closure

Students will understand the studio production of an adult artist, and how the production of art can be a lifelong enriching and rewarding experience. This activity will lead up to an e-mail exchange of questions and artistic problems with the adult artist

Section One: (English – Communication)

ALT Three: Artist to Artist E-Mail

Summary

Students will generate a list of artistic questions and set up an e-mail journal with MFAC student/or instructor in their chosen media.

Competencies

Use of electronic media. Practice in asking and answering questions. Sharing of ideas and information.

Time

On-going throughout a course. Once a week. Course lasts a semester, twenty weeks, or this could also be quarterly. A quarter last nine weeks.

Materials

Access to a school computer lab or a home computer. Keep a journal log of questions submitted.

Instructions

1. Students will compose an artistic problem or artistic question to be submitted to a student/instructor for a response.
2. Students will keep a log of their communication.

Evaluation/Assessment of Student's Competency

Students will continue the e-mail communication for the duration of the quarter or semester..

Closure

Students will understand art as a universal language and a communication tool, not only visually, but verbally. Students will translate their initial experiences with an artistic professional into the next subject area that will deal with art and gallery exhibitions

Section Two: (ART)

ALT One: What is a gallery?

Summary

Students enrolled in a high school level art class will visit the MFAC gallery once a quarter.

Competencies

Develop appropriate social behaviors for viewing a collection of art in a gallery. Asking questions. Taking notes.

Time

Two hours. Half hour of travel to and from school. An hour tour through the exhibit with questions and note taking

Materials

Paper/pencil, cameras

Instructions

1. Students will be instructed to view the exhibit and take photos .
2. Students will take photos and make notes about the artworks they have seen.

Evaluation/Assessment of Student's Competency

Students will write a one page summative paper on their gallery experience.

Closure

Students will understand the content and purpose of a gallery, and the proper behavior that should be exhibited when viewing it. This introductory experience with a gallery will serve for future evaluation of the experience.

Section Two: (ART)

ALT Two: What have I learned from my gallery experience?

Summary

Students will have a studio art experience based on the artistic content of their gallery experience. This unit ideally would be taught by an MFAC student or instructor, but if this would fail, the public school art teacher would give the lesson.

Competencies

**Application of visual stimuli of another artists work to the students own production.
Utilization of taking notes, visual research, learning new studio skills.**

Time

Duration of the lab project. One class period extending to several depending on the content of the lesson.

Materials

Varied art materials according to the content of the studio experience.

Instructions

1. Students will participate in and produce an artistic work based on their studio experience

Evaluation/Assessment of Student's Competency

Students and instructor will hold a class critique of the artwork produced as a result of the gallery visit.

Closure

Students will have an understanding of the impact of a gallery experience on the production of their own work. This experience will lead to the study of the influences artists have on each other in their artistic production.

Section Two: (ART)

ALT Three: What artists might have influenced the content of the gallery?

Summary

Students will relate the main artistic style content to the styles of three well-known artists.

Competencies

Internet research of artistic styles. Summation and comparison of artistic styles through a written and visual document.

Time

A week of class periods to compare and research the data to complete a three to five page narrative summary.

Materials

Paper, pencil, artistic reference books, internet, prints, posters..

Instructions

1. Students will analyze the work of several famous artists that they feel have influenced the work and style of the gallery artist.
2. Students will produce a written log of their thoughts.

Evaluation/Assessment of Student's Competency

Students will produce a three to five page narrative summary based on their note log.

Closure

Students will have an understanding of how artists are influenced by their environment and the styles of others. Students will use this unit as a springboard for further research of their community artistic resources.

Section Three: (Social Studies)

ALT One: Community History

Summary

Students will generate a list of questions and will contact local senior citizens and historical centers in their community. Students will seek to collect visual references of their community.

Competencies

Asking question, taking note, writing, creating a database, making visual references.

Time

Part of a class period to generate database references through student discussion. Organize field trip to local historical society organizations, or recruit a guest speaker for a class discussion.

Materials

Paper, pencil, telephone, disposable camera.

Instructions

1. Students will prepare a written and visual notebook based on their class discussion and the historical center speaker or visit or both.

Evaluation/Assessment of Student's Competency

Students will present their research orally to the class.

Closure

Students will understand the commonality of creativity in their community, and the cultural visual references recorded in their local histories. This research will lead to a visual exhibition based on the student research.

Section Three: (Social Studies)

ALT Two: Exhibiting the Community

Summary

Students will select a visual reference, accompanied by a written summary of the reference and prepare it for exhibition at the MFAC..

Competencies

Preparing a finished reference by matting an artwork and typing a written summary of the reference to be included with the artwork in the exhibition.

Time

Relevant to adequate preparation to prepare the piece.

Materials

Matting supplies, computer access for word processing.

Instructions

1. Students will select a piece from their collected database of community visual references.
2. Student will prepare the piece for exhibition.

Evaluation/Assessment of Student's Competency

Quality of preparation of the piece. Participation in hanging the exhibition.

Closure

Students will understand the cultural bases of their community. Students will have a base to draw on for their own creative use. Students will gain an understanding of the value of their community which will be evident in the exhibition.

Section Three: (Social Studies)

ALT Three: Community Treasures

Summary

Students will publish a class book based on their community and historical society research.

Competencies

Technology literacy, artistic skills, writing skills.

Time

Three to five blocked public school art classes..

Materials

Computer, scanner, cover materials, binding materials. Student generated references, (one page per student)

Instructions

1. Students will create their visual reference page for inclusion in the booklet.

Evaluation/Assessment of Student's Competency

Students will place their finished publication in the historical society building and local libraries. Students will have a page included in the publication. Students will assemble the book.

Closure

Students will have an understanding of the artistic and cultural references available in their local communities. Students will be able to use these references in their professional and leisure lives.

Transfer Activity

Summary: Students from the public school art classes will maintain and advertise a continual gallery show throughout the academic year at Monroe Jr/Sr School.

Competencies: Select and prepare art work under the concept of gallery ready. Prepare posters, flyers, post cards for advertisement. Visual skills to hang art pieces. Literacy skills to write art descriptions.

Time: Maintain and operate the gallery in the school setting an entire academic year.

Materials: Gallery in the LMHS Jr/Sr School already exists. Paper products for posters, computers, pushpins, wire, hand tools, posterboard, varied art materials for production of advertising materials. Xerox color copier.

Instructions: Students will be organized by committees to prepare the show. Preparation and hanging of the show will be part of the art curriculum for the course.

Evaluation: A written log will be kept of the show. The log will include pieces included, advertising accomplished. Problems encountered hanging pieces.

Closure: Students will evaluate the show and take a visual log of the content.