Avonworth Galleries Project

Developed by: *Dr. Kenneth F. Lockette*

Subjects: Art, Design
Estimated Time: Varies (Can be done in one month or spread out throughout a semester or school year)
Grade Level: 9-12

About This Lesson Plan:

The Pittsburgh Galleries Project, a project of Avonworth High School, is a program in which students design, create, curate, and manage exhibition spaces on the Avonworth High School campus. Partners across the city's cultural map include the Pittsburgh Glass Center, Carnegie Museum of Art, Toonseum and the Mattress Factory. These organizations serve as mentors for students throughout the school year, as they work to fully curate spaces at Avonworth that reflect the characteristics and mediums of the partnering museums.

About Avonworth School District:

The Avonworth School District, located in suburban Pittsburgh, Pennsylvania, has established a reputation for providing excellent educational opportunities for its students and ensuring their needs come first. Our teachers and staff are dedicated and highly skilled professionals as evidenced by our Top 15 Reasons Why We're Proud. Parents and community members are encouraged to become involved with the district.

Pro Tips:

This project involved partnering with local arts institutions. How might you do the same in your own community? Consider partnering with arts organizations in your own community, like a museum, gallery, or local fine arts organization. You might also consider connecting with individual artists, either from your school's own fine arts department or from your community.

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Lesson Plan

The following activities are the key components of the Galleries Project. Use this broad outline and the templates included in this packet to develop your own Galleries project for your classroom or school.

- **Museum Visit(s):** Students will visit their partnering museum and tour the museum/specific exhibit and collect data on their visit (See "Exploratory Visit").
- **Design/Team Building:** Using human-centered design strategies (affinity clustering, fly on the wall, etc.), students will begin to develop ideas into an initial plan for an exhibit with their partnering museum.
- **Mentoring/Iteration:** Working with a mentor from their partnering museum and a school sponsor, students will develop a multimedia presentation to pitch their plan. The plan must include their vision and inspiration, a design/layout, a budget (set by school district), and a timeline for implementation. Students will go through several drafts before completing their final pitch.
- **Presentation to Authentic Audience:** Student teams will present their designs and implementation plans to all the museum mentors, the Avonworth central administration team, and the head of buildings and grounds, among others. There is a written feedback form and an oral Q & A. The teams then regroup with their mentors to discuss feedback and to begin next steps.
- **Installation/Art Show Opening:** All exhibits are shared at the district-wide art show.

Standards, Knowledge, Skills, and Understandings

Standards

- CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Presentation of Knowledge and Ideas:
  - CCSS.ELA-LITERACY.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
  - CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
  - CCSS.ELA-LITERACY.CCRA.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

P21 Learning & Innovation Skills

- **Creativity and Innovation Think Creatively**
  - Use a wide range of idea creation techniques
    - Create new and worthwhile ideas (both incremental and radical concepts)
    - Evaluate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- **Work Creatively with Others**
  - Develop, implement and communicate new ideas to others effectively
  - Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
  - Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
  - View failure as an opportunity t learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
- **Critical Thinking and Problem Solving Reason Effectively**
  - Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- **Communication and Collaboration, Communicate Clearly**
  - Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

- ○ Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- **Collaborate with Others**
  - ○ Demonstrate ability to work effectively and respectfully with diverse teams
  - ○ Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
  - ○ Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Enduring Understandings

(What do you expect your students to understand and what misconceptions do you need to overcome?)
- Art both shapes and reflects the culture in which it is created.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding (National Core Art Standards)

Essential Questions

- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
- How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Knowledge

- Students will know how an exhibit is curated
- Students will know the different jobs/occupations in a museum

Skills

- Students will be able to design and implement a museum exhibit plan
- Students will be able to create a formal presentation
- Students will be able to collaborate with a design team

Avonworth Pittsburgh Galleries Project
Exploratory Visit

NOTICING

1. What was your first impression about viewing the exhibit?

2. What do you notice about the use of the space between objects/artwork?

3. Is there a unifying theme for the exhibit? If so, describe it.

4. How do the curators/exhibitors use color for the exhibit as a whole?

5. How do the curators/exhibitors use light for the exhibit as a whole?

6. How do the pieces interact with the audience?

7. What descriptive words and phrases come to mind when viewing the exhibit?

MOVING TOWARD METAPHORICAL CONNECTIONS (Select one piece to apply to the following questions)

1. What does this piece remind you of?

2. The colors look as if_____.

3. The shapes in the piece look like_____.

4. How do you relate to this piece? What does it remind you of in your own life?

PUSHING DEEPER

1. What mood does the exhibit project?

2. Give the exhibit a new title.

3. What emotional response do you have while viewing the exhibit.

4. I became a part of the exhibit space when I...

DISCUSSION STARTERS

1. What interest you about the exhibit?

2. What questions do you have for the curator(s)?

3. What stands out the most with the exhibit?

4. How might you display things differently? Support.

Avonworth Galleries Project Proposal Feedback Form

Name of Reviewer: **Museum Team:**

VISION
Is the theme or idea behind the exhibit clearly articulated? Explain.
Explain whether the title of the exhibit clearly informs and/or entices its audience.

Notes:

ART PROCUREMENT/MAKING
Is there a clear plan on how to procure or create the pieces/installation for the exhibit? What recommendations can you make?

Notes:

DESIGN
Does design take into consideration traffic flow, lighting, electricity/outlets (if needed)? Does the design provide information about the display?
Does the design take into consideration any manipulation of the physical environment (painting walls, changing light bulbs, moving bulletin boards, etc.)?
Explain whether the visual mockup clearly articulates the vision?

Notes:

BUDGET
Is budget realistic with the vision?
Have all costs (materials, labor, etc.) been considered?

Notes:

TIMELINE/IMPLEMENTATION
Is timeline realistic?

Notes:

PRESENTATION

Please provide any feedback on the project plan and quality of the presentation.

_____ I approve this project to move forward.

_____ I do NOT approve this project to move forward.

   Recommendations:

Galleries Project Rubric

	Emerging	E/D	Developing	D/P	Proficient	P/A	Advanced (college ready)
Vision	Vision is **unclear, underdeveloped, or implied.**		Vision is **somewhat clear** and reflects **passive** thinking.		Vision is **clear** and demonstrates **critical thinking or challenges** its audience.		Vision is **clear** and demonstrates **critical thinking AND challenges** its audience.
Design	**Little consideration** has been spent on design aspects such as lighting, traffic flow, and space.		Design **somewhat** takes into consideration traffic flow, lighting, electricity/outlets (if needed). The design **somewhat** provides **information** that defines the project.. The design partially **articulates** the vision.		Design takes into consideration traffic flow, lighting, electricity/outlets (if needed). The design provides **information** that clearly defines the project.. The design clearly **articulates** the vision.		Design takes into consideration traffic flow, lighting, electricity/outlets (if needed). The design provides **succinct information** that clearly describes the project. The design clearly **articulates** the vision and **challenges** the audience to think differently.
Budget	Budget is **unorganized** and **not well documented.** Budget limits were **not fully honored.**		Budget is **somewhat** organized and documented Budget limits were **mostly** honored.		Budget was organized and fully documented. Budget limits were honored.		Budget was organized and fully documented. Budget limits were honored. Group was **resourceful** with gathering resources not reflected in budget.
Timeline/ Implementa-tion	Project did **not fully meet deadlines** and was **not fully implemented**		Project **mostly** met deadlines and was **mostly** implemented.		Project **met** deadlines and was **fully** implemented.		Project met deadlines and implementation **exceeded** original plans.

	Emerging	ED	Developing	DP	Proficient	PA	Advanced
Contribution and Development of Ideas	Ideas lack supporting reasoning Limited acknowledgement of others' thinking		Shares ideas, and explains the reasons behind them Acknowledges others' thinking		Provides ideas or arguments with convincing reasons Builds on the thinking of others		Acknowledges the strengths and limitations of their ideas Builds on the thinking of others and checks back for agreement
Equal Participation	Shares ideas without listening or listens without sharing ideas		Allows for equal participation by both sharing ideas and listening to the ideas of others		Encourages equal participation by asking clarifying or probing questions, paraphrasing ideas, and synthesizing group thinking		In addition to proficient, actively invites others to participate equitably, promoting divergent and creative perspectives
Group Norms	Follows group norms and processes but only with modeling and/or reminders		Understands and follows group created norms and processes		Understands and follows group created norms and processes and helps others do the same		In addition to proficient, initiates the use of norms and group processes in each meeting
Respectful Tone and Style	At times, words and tone indicate respectful intent, but not consistently		Words and tone indicate respectful intent, but might not be sensitive to others		Words and tone indicate respect and sensitivity to others		In addition to proficient, provides gentle feedback about others' words and tone to foster an environment of respect
Positive Body Language/ Active Listening	Sporadically faces speaker, or engages without distraction some of the time		Faces speaker and is free of distractions when others are speaking		When others are speaking, both body language and verbal responses indicate engagement		When others are speaking, body language and verbal responses indicate positive, energetic engagement
Roles	Knows role, and fulfills it only some of the time		Accepts role and shows understanding by fulfilling it		Knows the roles of self and others, and uses the roles to maximize group effectiveness		In addition to proficient, uses group roles as opportunities to use strengths or address areas of weakness
Work Ethic	Completes only some assigned tasks Comes to meetings without evidence of preparation		Completes all assigned tasks by deadline Comes to meetings partially prepared		Completes all assigned tasks by deadline; work is quality, and advances the project Comes to meetings fully prepared		Models consistently high standards for timeliness, quality, and ownership of work Preparation for meetings surpasses expectations
Team Support	Either doesn't help, or occasionally helps, but must be asked		Predictably helps when asked by others, but only then		Always helps when asked, and sometimes offers help to others		Actively checks in to understand how others are progressing and how they can be of help

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