

Curate An Art Exhibition

WebQuest Description: Students will curate an art exhibition of their own creation. After the student selects a theme, type, or time period of art for the exhibition they will provide detailed text panels that explore the historical significance and interpretation of each work of art. The creative aspect of their curation project is how the student chooses to present their exhibition.

Grade Level: 9-12

Curriculum: Art / Music

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Introduction

Art exhibitions are a way of featuring the work of a specific artist or display an idea or theme from an historical time period. How often do you visit an art exhibition and learn something new either about the artist or how their art impacted society? These events allow you opportunities to witness art objects that you would not be able to encounter other than through a photo. The image above is a photo I took within a museum in Athens, Greece. It shows just a fraction of some of the artifacts and works of art owned and displayed by the museum. Yet many of these museums' collection contains thousands of works of art. It is up to the curators to select, research, and prepare art exhibitions held by a museum. Yet how does a curator decide what artwork to feature?

Tasks

Imagine you are a curator who has been chosen to prepare an upcoming art exhibition. The task is to create an original art exhibition focused around a specific theme and featuring art of your choosing. The entire project is meant to demonstrate your cumulative understanding of the visual arts learned over the year. The AP Art Exam tests the overall creativity and artistic talent of students. This art exhibition project should encompass more than the creation of some form of art. According to the National Coalition for Core Arts Standards artistic literacy is the knowledge and understanding required to participate authentically in the arts. The art exhibition project will allow students exposure to an authentic art experience. Curating an art exhibition will give students an opportunity to communicate ideas about art, create a connection in the making of art, and engage the community with the arts. The task involves creating an exhibition to be presented to the class that displays research conducted on a theme focused group of art objects.

Process

Follow the steps below in order to make your art exhibition that will be presented to the class. Each step will explain what you need to do, and what should be created by the end of each step. They should be completed in order starting with Step One and conclude with an art exhibition of your creation. Your presentation for the class should last 8-10 minutes and will be further explained in the steps.

Step One: Realizing a themeThe first step can be the most difficult part of this entire project or the easiest. This is your time to figure what art you want to feature in the exhibition. It can focus on a specific type of art (Sculptures, paintings, etc.), a specific artist (anyone from past to present), or even you. If you have artwork feel free to take this opportunity to create an exhibition featuring your work. The most important criteria that needs to be met for step one is the inclusion of a theme. This theme must tie together the art objects you decide to include in the exhibition. I want you to think about the reasons behind your exhibition. What is it about this artwork that makes you want to bring it together and share it with your audience?

To Do: Submit a brief explanation of your theme and one or two sample images of the artwork for approval in person or through email within one week of receiving the Webquest.

Resources: I have attached a few links below. The first is the Art Story, a website that can help generate ideas for your theme or art objects you want in your exhibition. This will also be a good research resource for Step Two. I also included several links to some museums found in major cities across the country. Furthermore, you are welcomed to look into any museum throughout the globe to help get ideas for your art exhibition.

Step Two: Preparing the art exhibitionThe second step is the research-focused section of your art exhibition. After deciding on a theme and some art objects you want to include, you must select 8-10 art objects to focus on in the art exhibition. You will research each of one of these art objects and create an extended label that would accompany the art object in the art exhibition. I have attached an example titled "Extended Label Example" to demonstrate their format.

To Do: The extended label for each art object should be a paragraph but no more than half a page describing the work. The following are some example questions to help write the extended label: What is being represented? Where the piece is currently located? How it was made? When was the piece made and why? If possible, the meaning behind the artwork? Hand-in a typed copy of the 8-10 extended labels for each art object on the day of your presentation.

Resources: All of the links provided for Step One are good resources to use for your research. I also advice using any art historical textbooks, exhibition catalogs, and art magazines. I also attached a resource from the Met museum, the Heilbrunn Timeline of Art history. It is more than just an interactive chronology of art history.

Step Three: Constructing the art exhibitionAfter you have the research done for all of your art objects, you will construct your art exhibition. First you must decide what time of exhibition you will present to the class. You can choose a Virtual Art Exhibition or a Constructed Art Exhibition. Each type of exhibition entails its own creative components and will result in very uniquely different presentations.

To Do: Virtual Art Exhibition This exhibition's creative component revolves around creating a video. Conduct a 8-10 min. guided tour in a created space that has your art exhibition hanging throughout. The space to hang your art exhibition can be

any place that you have permission to use. It can be a room in your home, classroom, or even your backyard. For each work you must discuss the artist, title, and date of creation along with one fun fact about it. In addition you will select 3-4 works that you find particularly interesting and discuss them for 30 seconds each. You can use the information from your extended labels but keep in mind about the time length needed for the entire video.

Constructed Art Exhibition This exhibition has two creative components: a slideshow and a constructed art exhibit. The slideshow will include an image of each art object, the name of the artist, and the year of its creation. The second component is a constructed art exhibit. You will select one art object from your exhibition and create on a poster board for its exhibit. It will include the title of your exhibition, a large image of the art object and an extended label. The presentation will last 8-10 minutes where you give the artist, title, and date of each of your art objects as well as one fun fact about each. In addition you will select 3-4 works that you find particularly interesting and discuss them for 30 seconds each.

You can use the information from your extended label but keep in mind about the time length needed for the entire video.

Resources: I have attached two types of video editing tools. The first is Windows Movie Maker, a Windows program that is a good advanced video editing tool. The second is Adobe Sparks, a video editing tool that is slightly more user-friendly than the Windows program. These are just some examples of video editing tools but you are more than welcome to use ones that you are more familiar with. I also attached a slideshow website that is an interesting alternative to Microsoft PowerPoint.

Step Four: Engaging the audience The final step is a two part process. The first process is needed for your presentation. You must create a feedback sheet that you will hand out to the class for your art exhibition presentation. The feedback sheet must include a series of questions that you want your classmates to fill out during your presentation. The intention is to allow you insight on how your art exhibition impacted your audience. You are allowed to create your own feedback sheet but I have also attached an example below that you are allowed to use as well. The second process takes place after your presentation. You will write a two page reflection paper on the entire project as a whole. You can begin by discussing your experience making an art exhibition and how it has impacted you. You must include an evaluation of the feedback you received from your peers. How did your art exhibition impact your classmates? What were some things that you did well? What are some things you would do differently? I want you to conclude your paper by finding a real museum or gallery that you could see your art exhibition being featured in and explain why. You are allowed to use any museum or gallery found anywhere in the world.

To Do: Create a feedback sheet to be handed out to your classmates during your presentation. If you need me to photocopy your feedback sheet for the entire class please give me a copy the day before you presentation. Write a 2 page reflection paper.

Evaluation

Please click the attachment below for the Art Exhibition Project Rubric.

Category and Score					Score
				Total Score	

Conclusion

The art exhibition project is meant to be more than a way to score you cumulative grade for this art course. For those interested in a career in the art world, art exhibitions are one of the primary forms of exposure for artists and art objects. The project was clearly meant to give you some insight into just one of the many responsibilities an art curator is responsible for. In addition it gave everyone some perspective into how an art exhibition is put together. Art exhibitions are more than just featuring the art objects themselves, it requires sufficient research and audience engagement. It requires the skill to gather research from various sources, and combine all the information into a concise and coherent form of text to complement the art object. The different creative components for the your art exhibition require skills used in many different art forms. Yet the most important aspect of an art exhibition is its ability to engage with an audience or community. From its presentation format to the wording of a text panel an art exhibition goal is to impact its audience emotionally or intellectually. For those who were really inspired about this project, feel free to meet with me so we can look into some local museums and galleries that might have some volunteer or internship opportunities.

Teacher Page

This webquest is focused on allowing students the creative opportunity to construct their own art exhibition. It is intended to work with a course or curriculum focused around art history and the visual arts. Although the webquest is meant for outside the classroom, it can be completed over the course of several class sessions. Other than the explicit instructions throughout the webquest, the entire project is meant to challenge the student's creative abilities. Instructions are meant to guide the student but the decisions for each part of the process should be made by the student.

Standards

This art exhibition project was constructed using the New York State Learning Standards for the Arts. Each step was fulfilling an anchor standard set by the NYS standards for the arts. The following anchor standards were met from http://www.p12.nysed.gov/ciai/arts/standards/at-a-glance/NYS%20VISUAL%20ARTS%20At-A-Glance%20FINAL%208_2_2017%20High%20Res.pdf: VA:Cr2.2.HSIII: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative

work.VA:Pr6.1.HSIII: Curate a collection of objects, artifacts, or artwork to affect the viewer's understanding of social, cultural, and/or political experiences.VA:Re8.1.HSIII: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.VA:Cn11.1.HSIII: Assess the effect of an artist or a group of artists on the beliefs, values, and behaviors of a society.The project was also constructed with standards created by the National Coalition for Core Arts Standards (NCCAS). It was based on the "A Conceptual Framework for Arts Learning" and the "Visual Arts Model Cornerstone Assessment: Secondary Advanced". These articles and the NCCAS standards can be found at the following links:<http://www.nationalartsstandards.org/><http://www.nationalartsstandards.org/content/conceptual-framework><http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf><http://www.nationalartsstandards.org/mca/visual-arts>

Credits

The webquest was based on an undergraduate assignment at SUNY Plattsburgh. It is with their museum studies assignment that I was able to construct a simplified version for high school classrooms.

Other