



ARTS

Academic Resources for Teachers & Students

Dealer's Choice

10.7.16 - 11.6.16

9-12

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Lesson Overview

Lesson Plan

Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

Lesson Objectives

- To understand the developmental process of museum and gallery exhibitions.
- To learn about curators and their role in planning gallery exhibitions.
- To create a gallery layout of an exhibit based on a theme.

Core Curriculum Tie-Ins

Ninth thru Twelfth Grades: Educational Technology, Library Media and Visual Art.

Lesson Overview

On the ARTS tour, students will learn about the exhibit Dealer's Choice and the work of artists chosen by local galleries to be represented. This lesson extends that learning and explores the role of the curator in a gallery exhibitions. Students will learn about the role of curators and practice using the elements of art to design to create a layout for an exhibition.

Length Of Lesson

One to Two Class Sessions.

Supplies

- Pencils.
- Rulers.
- Double sided tape and hot glue guns.
- Foam core. (pre- cut some 8inch wide strips)
- Computer access.
- Color printer.

Core Curriculum Tie-Ins

EDUCATIONAL TECHNOLOGY CORE CURRICULUM (9-12th grade)

Standard 10

- Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

LIBRARY MEDIA CORE CURRICULUM (9-12th grade)

Standard 1: Students will define an information problem and identify information needed.

Objective 2 : Identify the information needed.

- a. Analyze the task and information needed in terms of students' previous knowledge.
- c. Select and narrow or broaden keyword search terms.

VISUAL ART(9-12th grade)

Standard 1: Students will assemble and create works of art by experiencing a variety of art media and by learning the art elements and principles.

Objective 2: Create works of art that show the use of the art elements and principles.

- b. Create expressive works of art using the art principles, including balance, repetition, color relationships, and emphasis, to organize the art elements.

Standard 4: Students will find meaning in works of art through settings and other modes of learning.

Objective 3: Evaluate the impact of art on life outside of school.

- a. Examine careers related to art history.

About Dealer's Choice

Dealer's Choice is a collaboration with Park City gallerists, who are a celebrated part of this exhibition. The Kimball Art Center asked local gallerists to look beyond their galleries (both their own and those of the Park City Gallery Association) and think about the other artists who inspire them. Featuring one artist per gallery, these artists come together in a captivating group exhibition. Dealer's Choice is equally about the galleries and the artists they select, with each gallery highlighted through a statement about why they selected their artist, providing insight into our local galleries and gallerists.

Participating galleries and artists include Gallery MAR (Amy Ringholz), J GO Gallery (Nicolas Sanchez), Julie Nester Gallery (Joe Brubaker), Kimball Art Center (Nicole Pietrantonio), Lunds Fine Art Gallery (Christopher Maggio), Meyer Gallery (Fidalis Buehler), Montgomery-Lee Fine Art (William Maughan), Silver Queen Fine Art (Stacey Embry), and Trove Gallery (Kathryn Kilpatrick-Miller).

Lesson Plan

1. Brainstorm with students about the process of putting together an art exhibition. Use a white board or large paper to list students' ideas. Ask students who they think decides the theme of a gallery show. Suggest: the general public, the board of a museum, the artist, investors, the curator, the owner of a gallery, etc.

2. Talk about what makes an art show successful. Choose an image of a room in a gallery to look at with students and analyze the composition of the space. Check out (<https://www.google.com/culturalinstitute/beta/project/streetviews>) for examples of museum spaces.

3. What brings these art pieces together? What unifies a display of art in a gallery? Talk about themes, time periods, formal qualities and media. On the white board or large paper make a list of criteria. What could be a new or non-traditional ways of displaying work?

4. The curator plays an important role in proposing an idea for a show and is responsible for presenting a diverse group of art pieces in a visually cohesive manner. Let students know that they will be curating and creating a layout for an art exhibit! Divide students into groups so that they can work in teams of at least 2. (Use resources for additional information on curators and exhibition themes).

4. Students will gather into assigned groups and brainstorm potential interests, themes, time periods, juxtapositions and artists. Each group will choose 2 artists from the art historical canon to incorporate into an exhibit. Students can also choose a more contemporary or less known artist if they have one in mind.

5. Using the internet resources below students can find and research artists. Then students can print small color images of their favorite pieces ; these should be at most 6 inches in height. Students can set multiple images to print per page, using printer settings, to change the scale of the images. Students can also save web thumbnails instead of the actual high resolution image in order to print smaller images.

Lesson Plan Continued

6. Once printed, have students discuss the composition of the show. They can make connections in between the artwork through: color, texture, shape, subject matter, scale and texture. Students can create an initial layout and work solidify their criteria for the exhibit. Ask students to describe the flow of this show. How is it balanced? Is there repetition? Is there contrast? What work dominates? How is the artwork connected?

7. Because this is a fictional show, students have the opportunity to create the format of the gallery space. Ask students what their space could look like to house the specific content of their show. Have students sketch the layout. Suggest they think outside the box and consider the movement of the gallery visitor, and a structure that fits their concept. When students have a preliminary sketch they can start constructing their maquette with foam core.

8. To start students can sketch the floor plan on a sheet of foam core using rulers and right angles. Then, to create the walls, 8 inch strips of foam core can be cut. The length of the wall can be calculated from the floor plan. Students can glue down walls to the floorplan and in the corners with hot glue.

9. Using their initial layout students can start placing the art work in the 'gallery'. Check that students are working toward their original idea and are thinking about the composition and the visual impact of the show as a whole.

10. When the layouts are finalized have students 'walk through' each others exhibits.



Resources

Museums in the news:

http://www.huffingtonpost.com/2014/11/17/socialmedium_n_6159574.html

<http://www.chicagotribune.com/entertainment/museums/ct-new-contemporary-art-institute-ent-0414-20160413-column.html>

Curators:

<https://www.thebalance.com/what-do-art-curators-do-1295684>

http://www.artspace.com/magazine/art_101/art_market/super_curators-51006

Art Image Resources:

<http://www.artcyclopedia.com>

<http://www.metmuseum.org/toah/chronology/>

Vocabulary

Balance: Balance is a condition in which different elements are equal or in the correct proportions.

Cohesive: When the parts of the whole work or fit together well, they are cohesive.

Composition: The composition is the way in which something is put together or arranged.

Concept: A concept is an idea or an intention.

Contrast: Contrast is the state of being strikingly different from something else, typically something in juxtaposition or close association.

Criteria: a principle or standard by which something may be judged or decided.

Curator: The curator is the person who manages or oversees, as the administrative director of a museum collection or a library.

Juxtaposition: A juxtaposition is the fact of two things being seen or placed close together with contrasting effect.

Layout: The layout is the way in which text or pictures are set out on a page.

Thumbnail: A thumbnail is an image of a graphic or document that is reduced in size so that it serves as an icon of a larger image.