



Photo by Elisabeth Fuchsia
Contemporary Works: In, On, & Around Music
Sharon Arts Center, Peterborough, NH
At The Thing in the Spring June 10, 2016

ELO Title: What is a Curator?

ELO Description: Broaden your knowledge of visual art careers. Develop an understanding of what it means to be a curator. Curate a collection of art objects in a public space.

School: Contoocook Valley Regional High School

Essential question: What is the role of a curator?

Area(s) of study: ½ credit in Visual Arts or elective credit. (Credit and timeframe has been determined in accordance to my school's scheduling and credit requirements. This could be adjusted according to the hosting school's schedule.)

Duration: semester (other timeframes could work as well)

Type and amount of credit: 1/2 credit, arts credit, or elective

Student Activities:

1. Complete interest inventory and career assessments on an online career exploration website. (E.g., Naviance, , www.mynextmove.org)
2. Watch 'What is a Curator' from The Art Assignment:
<https://www.youtube.com/watch?v=GMZVUtUhNwo>
3. Contact and interview at least 3 art professionals who curate (examples: gallery directors & employees, library employees who organize shoes, historical society employees, music performance organizers, art educators, art bloggers...).

What is a curator?

Sample Interview Questions:

1. What is your name and job title?
 2. Where did you go to school, and what did you study?
 3. How would you describe the role of a curator?
 4. Has the definition of being a curator, or curation changed over time?
 5. How did you get your start as a creative professional?
 6. What are the roles and responsibilities of your job?
 7. What advice would you give your 16 year old self?
 8. What characteristics do you look for in an employee?
 9. What is hard or frustrating about your job?
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4. Listen to at least 5 hours of fine art podcasts or vlogs (Art for your Ear, Bad at Sports, The Art Assignment, skillshare.com videos)
 5. Create a Pinterest account, and curate multiple collections of art based on a theme. See example links to curated Pinterest boards below. Each board is a collection of images that all fit under a thematic idea. The goal of this exercise is to expose students to a wide array of images, and challenge them to create groups of those images based on their own aesthetic. (If students need help accessing quality art images they should consult the list of links at the end of this document. Moma.org, artsy.net, and thejealouscurator.com are 3 great places to start.)

Portraits: <https://www.pinterest.com/hey2mary/portraits/>

Houses: <https://www.pinterest.com/hey2mary/houses/>

Paper Tiger: <https://www.pinterest.com/hey2mary/paper-tiger-inspiration-board/>

Maps: <https://www.pinterest.com/hey2mary/maps/>

Storytelling: <https://www.pinterest.com/hey2mary/storytelling-in-art/>

Science & Art: <https://www.pinterest.com/hey2mary/science-art/>

6. Maintain a sketchbook/journal reflecting on tasks completed, interviews, podcasts, vlogs, etc. See Sketchbook Practice Attachment.
7. Work with a community partner to curate and present a collection of artworks, or historical objects to present to the school community, or community-at-large.
8. Complete a final presentation that summarizes the student's understanding of curation, and details of the process of the exploration. See final presentation attachment.

Competencies:

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Determine the commonalities within a group of artists attributed to a particular type of art or timeframe.
- Analyze a group of artworks.
- Examine, reflect and revise groups of works of art.
- Create a collection to present in a gallery-style presentation.
- Engage in constructive critiques with peers, then reflect on, re-engage, revise, and refine works of art.

Competency: Understand the range of careers in the field of visual arts and identify careers associated with the field.

Indicators:

- recognize that a portfolio is a tool for professional artists and personal documentation, as well as a requirement for college admission
- prepare an exhibition, demonstrating an understanding of presentation
- Investigate career opportunities and professional options.

Competency: demonstrate effective self-management skills: responsibility, dependability, punctuality, perseverance, throughout the semester (criteria outlined in school-wide Self-Management rubric).

Competency: demonstrate effective public speaking skills: coherence, clarity, preparation, integration of graphics/multimedia, fluency, posture, and eye contact (criteria outlined in school-wide self-management rubric).

Competency: demonstrate problem-solving skills: understanding of the problem, identification of a strategy and resources, implementation of a strategy, monitoring of progress, revisions as needed, evaluation of results, and demonstration of independence. (criteria outlined in school-wide problem-solving rubric).

Competency: demonstrate the ability to work in collaboration: listens to others, gathers and shares information, cooperates and helps team, performs duties. (criteria outlined in school-wide collaboration rubric).

Community partner: here is a list of options- not all of these partners would be necessary: arts gallery director, art historian, local historical society employee, visual arts blogger, museum employee.

Community partner responsibilities for this ELO: The community partner would be responsible for sharing the roles and responsibilities of their job with the student, and acting as a mentor during their exploration of curation.

Assessment:

Students are assessed based on their portfolio and the final portfolio presentation to an audience which may include peers, teachers, community partners, and/or other audience members they select; their final reflection; and the community partner's final evaluation (Community Partner Evaluation of ELO Student). Students self-evaluate their work throughout the semester on the school wide Problem Solving and Self-Management rubrics, and their final presentation on the Speaking rubric.

Assessment documents:

1. Community Partner Evaluation of ELO Student
2. Rubric_Collaboration
3. Rubric_Problem Solving
4. Rubric_Self-Management
5. Rubric_Speaking

Connection to student's measureable postsecondary goals: This ELO could be modified for students with disabilities, and/or for students who have difficulty with transportation out into the community.

Much of the research and communication for this ELO can be completed virtually (via email, skype, video chat, etc.)

Comments and suggestions for other schools implementing a similar ELO: This ELO depends on building relationships with community partners. Schools that are interested in implementing a similar ELO should feel free to think of curation in broad terms, and does not necessarily have to be in a fine arts context. Schools could look to local arts galleries, University art galleries, local museums, bloggers that curate online art collections (two examples: www.thejealouscurator.com, www.saatchiart.com)

For more information, please contact: mgoldthwaite@conval.edu

Resources

Helpful Links:

- <http://www.thejealouscurator.com/blog/curation/>
- <https://www.youtube.com/watch?v=GMZVUtUhNwo>

Documents:

1. Community Partner Evaluation of ELO Student
2. What is a Curator? Final Presentation
3. Rubric_Collaboration
4. Rubric_Problem Solving
5. Rubric_Self-Management
6. Rubric_Speaking
7. Sample Interview Questions
8. Sketchbook Practice in detail

3S Artspace
Artsy
Bad At Sports
Behance
ICA Boston
Mass Moca
MFA Boston
Museum of Art, UNH
Nahcotta
Pinterest
Saatchi Arts
Skillshare
The Art Assignment
The Jealous Curator
Thorne Sagendorph Art Gallery

