



**THEARTGALLERY**  
UNIVERSITY OF MARYLAND

**Grade Level:**

High School

**Integrated Subjects:**

Art and Writing

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**Lesson Title:**

**Think Like a Curator**

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**National Arts Education Association (NAEA) Standards, Common Core Standards, and Lesson Aims:**

**NAEA Visual Arts Anchor Standard(s):**

Visual Arts: Select, analyze and interpret artist's work for presentation

Media Arts: Select, analyze and interpret artistic work for presentation

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**NAEA Visual Arts Performance Standard(s):**

VA:PR4.1.Ia – Analyze, Select, and curate artifacts and/or artworks for presentation and preservation

VA:PR4.1.IIIa – Critique, justify, and present choices of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event

MA:PR4.1.I – Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

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**Common Core State Standard(s):**

W.9-10.7 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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**Aim(s):**

Students will be able to curate and design their own art exhibition, beginning with research and finishing with a virtual exhibition using SketchUp.

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**Visual Art Vocabulary:**

**Curator** – an art specialist responsible for a museum's collection and exhibitions.

**Exhibition designer** – designs exhibition spaces, paints walls, arranges artwork, usually under the supervision of the curator.

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**Other Subject Vocabulary:**

N/A

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**Center line** – The imaginary line exhibition designers use to hang artworks. The middle of the painting usually falls between 54 and 62 inches.

**Accent wall** – A single wall painted in a contrasting color from the rest of the space. It focuses viewer's attention and directs people around the space.

**Anchor Piece** – usually the largest or strongest pieces of an exhibition

**Wall text** – information provided by the curator for each artwork. It is the curator's choice as to how much information is to be provided.

**Prior Knowledge Needed:**

**Visual Art:**

- Elements and Principles of art
- Knowledge of specified art genre/era or broad knowledge of artists and artwork to choose from
- How to analyze and critique artwork

**Other Subject:**

- Basic writing skills
- How to organize information in a logical manner

**Required Materials:**

**Class/Student Materials:**

- Writing utensils and paper
- Computers/smart phones for research
- Digital storage space
- SketchUp Make software (free download)

**Teacher Materials:**

- “Think Like a Curator” PPT
- Curator-brainstorming worksheet
- Exhibition designer brainstorming worksheet and specs sheets
- SketchUp tutorial Sheet
- Computer, SketchUp

**Learning Activities (Engaging Activity, Lesson steps, etc.):**

	<u>Day One:</u>	<u>Day Two:</u>	<u>Day Three:</u>	<u>Day Four through Project Due Date:</u>
<b>Engaging Activity/Warm-up:</b>	<p><b>Warm up question:</b></p> <p>Have you ever seen artwork displayed in a gallery, museum, or other space outside of your home? Think back. List three things you remember about the actual space/location that displayed the artwork.</p>	<p><b>Warm up question:</b></p> <p>How do the jobs of a curator and exhibition designer differ?</p>	<p><b>Warm up question:</b></p> <p>What theme have you chosen for your exhibition? With that theme in mind, think of two design elements you may use in your exhibition space.</p>	<p><b>Warm up question:</b></p> <p>How do you plan to present your work (chronologically, visually, etc.?)? Why have you chosen this approach?</p>
<b>Frontal Teaching:</b>	<p>Introduce the topic of curating and exhibition design using the “Think Like a Curator” PowerPoint</p>	<p>Explain that students will begin “collecting” artwork to fit their chosen theme. Students can search for artworks on the internet (see online source guide). Show the “collecting artworks” slideshow. Describe why one artwork fits the chosen theme better than the other.</p>	<p>Reintroduce some exhibition designer basics. Show students the virtual gallery space they will be using in SketchUp and the gallery specs.</p>	<p>Introduce SketchUp to the students. Show them how to build walls &amp; pedestals, and how to hang their artwork.</p> <p>Provide them with the “SketchUp Tutorial” guide sheet.</p>

<b>Guided Practice:</b>	As a class, describe several themes that could create interesting exhibitions. Begin with broad ideas, and narrow your theme down.	Students may “pin” their artworks into an “exhibitions” Pinterest board or collect them in a word document.  Review the “Questions to Consider While Choosing Artworks” slide before students begin.	Review the “Exhibition Designer Brainstorming” worksheet and answer several questions as a class.	Allow students to explore SketchUp while you answer questions they have and help when needed.
<b>Independent Practice:</b>	Have students gather their thoughts using the “Curator Brainstorming Worksheet”. This will require online research or a trip to the library.	Have students begin collecting artworks and begin populating them on their Pinterest board in a word document. Make sure they also collect the following information: Artist, title, date, media, and dimensions	Have students complete the “Exhibition Designer Brainstorming Worksheet” and begin noting on Gallery Specs sheet where artworks should be placed. Remind them that pedestals and walls can be built in SketchUp	Have students create their exhibitions in SketchUp. This portion may take several class periods.
<b>Check For Understanding:</b>	Review student worksheets and assess understanding through a group discussion and several individual conversations.  <b>Homework:</b> Students should write a paragraph on their chosen theme, using their worksheets as a guide.	Review student selections on an individual basis.  <b>Exit slip:</b> Choose one artwork you plan to exhibit. How does this artwork fit your theme? Be specific.	Review student worksheets and assess understanding through a group discussion and several individual conversations.  <b>Exit slip:</b> Think of a time you visited a gallery. How was the exhibit engaging or not engaging? What would you have done differently?	Continually assess student choices of artwork in relation to their chosen themes.  Assess student understanding of SketchUp through individual conversations.

**Assessment Rubric/Checklist:**

**Checklist(s):**

**Checklist:**

**By project end, students should complete the following:**

- Curation brainstorming worksheet
- Written paragraph on theme
- Exhibition Designer Brainstorming Worksheet
- Sketchup Exhibition

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**Rubric(s):**

<b>Assessment Rubric</b>						
<b>Student Name:</b>					<b>Class Period:</b>	
<b>Assignment: SKETCHUP EXHIBITION</b>					<b>Date:</b>	
	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Needs Improvement</b>	<b>Rate Yourself</b>	<b>Teacher's Rating</b>
<b>Criteria 1</b> – Theme: Artworks match the chosen theme and the curator can explain why.	20	15	10	5		
<b>Criteria 2</b> – Curating: Artworks are organized thoughtfully and information is thoughtfully and accurately communicated.	20	15	10	5		
<b>Criteria 3</b> – Exhibition design: Artworks are thoughtfully and skillfully displayed, taking design into account	20	15	10	5		
<b>Criteria 4 – Craftsmanship</b> – Displayed skillful use of the art tools & media. Took care with your artwork and protected it from harm.	20	15	10	5		
<b>Criteria 5 – Effort, completion:</b> took <b>time</b> to develop idea & complete project - (Didn't rush.) Focused on work during class time. Completed on time.	20	15	10	5		
<b>Total Possible: 100</b>					Your Total:	Grade:

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