

	<h2 style="margin: 0;">The Curator Experience</h2> <h3 style="margin: 0;">High School Proficient</h3> <p style="margin: 0;"><i>Students will select a presentational theme, gather, collect, organize, and design a museum style presentation of a selected group of artworks.</i></p>
Lesson Objective(s):	Student Friendly Standard Learning Statement(s): <ul style="list-style-type: none"> • I am learning to collect and organize artworks for a display that meets given criteria.
Arts Standard(s):	Artistic Process - Presenting Anchor Standard #4 - Select, analyze, and interpret artistic work for performance. <ul style="list-style-type: none"> ○ (VA.P.4a) - Analyze select, and curate artifacts (such as pop culture items, heirlooms, personal collections, etc.) and/or artworks for presentation (such as in spaces in the classroom, digital presentation, on a school campus, local businesses, public spaces etc.
Essential Question(s):	<i>How do Curators select, analyze, and interpret artistic works for presentation?</i>
Vocabulary:	NCCAS: Artwork - Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated Characteristic(s) - Attribute, feature, property, or essential quality Image - Visual representation of a person, animal, thing, idea, or concept Collaboration - Joint effort of working together to formulate and solve creative problems. Curate -Collect, sort, and organize objects, artworks, and artifacts; preserve and maintain historical records and catalogue exhibits Venue - Place or setting for an art exhibition, either a physical space or a virtual environment Visual plan - Drawing, picture, diagram, or model of the layout of an art exhibit where individual works of art and artifacts are presented along with interpretive materials within a given space or venue
Lesson Procedure: (2-3 Days)	<ol style="list-style-type: none"> 1. Have students take notes on what a curator does from the video: Live Q&A with MoMA Curator Anne Umland. Pause video to review/reiterate important information. Pertinent information is available within the first 15 minutes of the video. 2. Students summarize notes in a 5-8 sentence paragraph. 3. Divide students into small groups of 5-6 students 4. Provide each group with a stack of art reproductions, 10-20 pieces each. There should be enough reproductions to allow each group to keep their reproductions throughout the 3 days. 5. Students are provided the handout "Curatorial Staff-inventory." 6. Teacher will assign the "Head Curator," and then the Head Curator assigns all other jobs to the group members. 7. Students:

	<ul style="list-style-type: none">○ Decide on a museum name and record on the document○ Assign jobs○ Inventory collection of artworks○ Select a theme/concept for the exhibit○ Acquire additional works for the exhibit from other “Museum” groups○ Loan works they are not using to other institutions○ Create the layout/design for the show○ Write up the explanation of the show and its purpose, to be posted at the opening of the gallery, for the viewers to be informed.○ Present their show to the class○ Hold a Q&A session with their viewers
Assessments:	<p>Informal:</p> <ul style="list-style-type: none">● Teacher observation of participation● Curator notes and summary <p>Formal:</p> <ul style="list-style-type: none">● Written paragraph reflecting on individual student’s understanding of what a curator does with specific examples included. This paragraph should include a working description of the job of a curator and examples of how they may decide to collect, group, and display artworks for a specific exhibit.
Related Standards/ Competencies:	<p><i>(NOTE: These may include standards from other artistic or academic disciplines, or supplemental/supporting standards to scaffold the lesson. This may include standards from lower skill or grade level).</i></p>
Resources:	<p>https://www.youtube.com/watch?v=NjyWl-Bz6Q8&feature=youtu.be</p> <p>Curatorial Staff Inventory Document</p>