



ARIZONA DEPARTMENT OF EDUCATION

Sample Lesson Plan – Visual Arts



The Curator Experience HS Proficient

Students will select a presentational theme, gather, collect, organize, and design a museum-style presentation of selected artworks.

Lesson Objectives	Student Friendly Standard Learning Statement(s): I am learning to collect and organize artworks for a display that meets given criteria.
Arts Standards	Artistic Process: Presenting Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. (VA.HSP.Pr4.a) – 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 school campus, local businesses, public spaces, etc.).
Essential Question	<i>How do Curators select, analyze, and interpret artistic works for presentation?</i>
Vocabulary Source: NCCAS Glossary	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 Duration: (2-3 class periods)	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 essential 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: a. Decide on a museum name and record on the document. b. Assign jobs. c. Inventory collection of artworks. d. Select a theme/concept for the exhibit. e. Acquire additional works for the exhibit from other "Museum" groups. f. Loan works they are not using to other institutions. g. Create the layout/design for the show. h. 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. i. Present their show to the class. j. Hold a Q&A session with their viewers.
Assessments	Informal: Teacher observation of participation, Curator notes and summary Formal: 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.

