

## sk8art

### Grade Level:

middle years to high school

### Subject Matter:

visual arts/  
language arts/  
social studies

### Curricular Uses:

This lesson plan encourages students to consider gallery exhibitions, their purpose, audience and vision. It allows them to think critically and do research, interviews and make decisions.

### Materials/Resources

#### Required:

- a visit to an art gallery, museum or artist run centre
- access to gallery personnel – program guide, curator, director
- access to further research materials such as online resources, books, journals, etc.
- consult “Art & Society Today” (an MAG Public Programs Resource Guide)

### Evaluation:

## Lesson Plan 9 – Working with Museums/Galleries

### Overview:

This lesson plan encourages students to investigate “unusual” exhibitions of art, to discuss exhibition decisions, and to “be the curator”.

### Learning Objectives:


- students will visit an art gallery, artist run centre or museum
- students will think critically about the exhibition and its purpose
- students will have a chance to “be the curator” and make decisions about an exhibition
- students will be able to write critically about the exhibition they have curated, its purpose, the statement it is making, etc.

### Procedures:

Take a class trip to the Mendel Art Gallery and other galleries, museums & artist run centres, to visit an exhibition which is “outside the norm” – that is, showing work which is not always seen at a gallery. (For example, *Godzilla vs Skateboarders*, at the Mendel from March 19 to June 6, 2004.) Who is represented by this work? Discuss what makes this exhibition somewhat different from the norm. What is the curator (the person who organizes the art exhibition, and quite often writes the “text” for the text panel and/or the catalogue) trying to “say”? Perhaps you will have an opportunity to discuss this with gallery personnel, such as a program guide, curator, director, etc. Look at/discuss other work which might not be the “norm” for a gallery, especially in a province where landscape painting has such a history. (For example, “women’s” textile work, children’s art, work by aboriginal artists, conceptual art work, etc.) Why would this work not normally be seen? What is the purpose for showing this artwork in a gallery? Why might work seen in a public gallery be different from work seen in an artist run centre or a museum? This might require some research into the background of artist run centres and museums, and their exhibition policies. Why do the public have different expectations at a larger public gallery? Invite the students to “be the curator”. How would they organize specific art works (which may be “chosen” from an actual exhibition, from around the school, from street culture (such as skateboarding), from pictures in magazines, etc. into an art exhibition? What is the theme of their art exhibition? What are their criteria for including certain works and excluding others? Who are the viewers? What “text” would they include with this exhibition? The students may wish to work alone or in a group to make their decisions.

### Extended Activity:

- Students may expand this into a science fair project.
- Students could review a skateboard website, journal, television program, movie – or email a skateboard



magazine editor or a skateboarder to write their own commentary on some aspect of skateboarding. From this, how would they curate an art exhibition? Would it be in a gallery or someplace else? Again, they could “be the curator” (see above).

### Web Links:

- <http://www.exploratorium.org/skateboarding/index.html> (see link for skateboarding journal, “Thrasher”)