

## The Art Show and the Visual Art Standards

The Art Show has historically been a teacher-oriented task. Excitingly, the new Visual Arts Standards provide a rejuvenating opportunity to involve students proactively and continuously throughout the curatorial steps of the Art Show. The Art Show then can now serve a two-fold purpose: First, the Art Show continues to be an amazing opportunity to advocate for how your art program meets the standards with student learning through artworks displayed. And secondly, by involving students in the curation of the Art Show, additional learning standards are met as students build job skills, and learn how to preserve, display, and present their work beyond the art studio walls. (Not to mention, the side benefit of taking some of the work off of your shoulders as the art teacher!) This does mean though, that art teacher's need to interrogate their previous beliefs about the Art Show (does everything *really* have to be perfectly level?) and students' potential role in the Art Show (are they only consumers and exhibiting artists or can they be curators too?)<sup>1</sup>. Here we invite you to make some connections between how the Art Show is supported by the Standards (and how both reflect the Studio Habits of Mind as discussed by Hetland, et al. 2013 and Hogan et al., 2018), and how you might expand student involvement or share this information with parents and administrators to support your advocacy efforts.

The Art Show	Studio Habits of Mind	Anchor Standard	Specifics.
Preparing work for the Art Show (your day-to-day curriculum and work for students)	Envision, Stretch & Explore, Develop Craft	<b>1: Create: Investigate, Plan, and Make</b>	Students are in the early stages of creating work for the show. We work to help them focus on their process and their intent, suspending judgment and the need to create a "finished" product that someone else will view. The Art Show is secondary at this point, but we hope to make work for inclusion in the Art Show.
	Envision, Develop Craft, Observe & Reflect, Express	<b>2: Create: Investigate, Consider, Respect, Make</b>	
	Engage & Persist, Express, Reflect	<b>3: Create: Reflect, Refine, Continue</b>	As work comes to a more finished place, we help students Observe and Reflect about how others are interpreting their work, if their intentions are reaching their audience, we help them to develop artist statements that might accompany their work in the Art Show, or as part of the submission process.
	Observe, Reflect, Understanding Art World	<b>4. Present: Select, Preserve</b>	As students create more work/bodies of work we help them evaluate that work for inclusion/exclusion from their long-term portfolio and/or inclusion in the Art Show.

<sup>1</sup> Looking for an additional resource on how to get students more involved and how to build advocacy into your Art Show? Check out David Burton's book *Exhibiting Student Art*.

Work is submitted and exhibited in the Art Show. The Art Show is designed and loaded/put up.	Understanding Art Worlds	<b>5. Present: Curate</b>	Students can help in the design of the Art Show, working on signage, small group/whole group displays, selecting work that will be displayed in the Art Show (and can study museum systems, curatorial practices, submission procedures for other shows as well). Older students could also think about how to help viewers engage with the Art Show.
	Observe, Reflect, Develop Craft, Understanding Art Worlds	<b>6. Present: Share and Relate</b>	Reflect about the Art Show/show process. What went well with this year? What will we change next year?
The Art Show and viewing the show, artist talks, or talking with our viewers and family members.	Observe, Reflect, Understanding Art Worlds	<b>7. Respond: Perceive, Analyze</b>	Help students plan and practice how to explain their work with others. Set up tour guides/"docents" for the At Show, a scavenger hunt, and/or family guide handouts for the Art Show.
	Observe, Reflect, Understanding Art Worlds	<b>8. Respond: Interpret</b>	
	Observe, Reflect, Understanding Art Worlds	<b>9. Respond: Evaluate</b>	Art Show awards, understanding how critics engage with the Art Show, judging work and asking students to think about student choice awards.
Supporting documentation and advocacy at the show: Visiting the show, interpreting the show, viewing the show, the meaning of the show.	Observe, Reflect, Understanding Art Worlds	<b>10. Connect: Synthesize</b>	Audience interaction: Can you create a response wall, or doodle wall where viewers interact and respond to what they've seen? Can you provide supporting documentation about student learning processes—images of students working, I CAN statements, pointing out connections to standards, etc.?
	Observe, Reflect, Understanding	<b>11. Connect: Interpret, Extend</b>	Offer extension opportunities, handout of other things/shows/exhibits families can do in town about art (can be reused every year).

© create in conjunction with the NYS Visual Arts Standards chart by Samantha Nolte-Yupari and Val Savage