



**2006-2007
Large Grant Application**

**All for Art and Art for All
Public Art at Needham High School
Phase III—Residency and Design Development**

Submitted to:

**NEF Large Grant Committee
C/O Needham Public Schools
1330 Highland Avenue
Needham, MA 02492**

November 21, 2006

All for Art and Art for All
Public Art at Needham High School
Funding Request for Phase III—Residency and Design Development

Introduction

The following request will partially fund Phase III of the Needham High School (NHS) Public Art Project. Since we submitted our Concept Sheet in September, the Selection Committee has selected artist Joy Wolke and her design *Music of the Elements/Dance of Time*. The selection of the artist and design allows us to better quantify the timing and the budget for this phase, which is primarily to complete the artist-in-residency and to fully develop the design. We have adjusted the budget and timeline accordingly.

After NEF review of our Large Grant Concept, we were asked to specifically address 4 areas:

1-Clarification on when the new course will be introduced; which students are eligible; selection of students.

We have provided the course outline in Appendix 1. In short, it is a one-semester course that will be offered in the fall and spring semesters in the 2007-2008 school year. There are no selection criteria and no prerequisites.

2-Who will teach the course? What if the teacher leaves?

Linda Burke will teach the course in 2007-2008, during the artist-in-residency period. Please refer to the Letter of Support from David Neves, Director of Fine and Performing Arts in Appendix 2 where he addresses concerns about sustaining the course.

3-More details on Phase III.

Phase III is presented in this application.

4-Written endorsement from Superintendent, Director of Program Development and Implementation, Principal, Department Head.

Letters of Support from these key staff, as well as the project architect, PTC presidents, and Chair of the School Committee are included in Appendix 2.

Background

Phase I—Design Competition (2005-06)

In the fall of 2005 NEF granted us \$3,500 to begin the process (Phase I) of a multi-year initiative to create and install a work of art in the lobby of the new NHS, to introduce a Public Art course to the NHS curriculum, and to involve the students and community in the process.

The goals of Phase I, listed below, have all been met:

1. To attract artists of the highest quality to the project
2. To support the development of multiple designs, and to involve the high school community in the selection of one design
3. To begin research on a new course in the NHS art department on public art
4. To develop broad-based support and enthusiasm for this project

During Phase I we selected three artists as finalists, and on October 5, 2006, the Selection Committee chose Connecticut artist Joy Wolke and her proposed sculpture, *Music of the Elements/Dance of Time*.

Joy Wolke is an experienced public artist who teaches public art at Rhode Island School of Design (RISD) in Providence, RI. Trained as an architect, she creates public works that define places as a reflection of their communities and culture. She has received numerous artist awards, including a number of awards from New England Foundation for the Arts and the state arts agencies of Connecticut and Montana. She has successfully completed more than 30 public art commissions. Wolke would like to include her public art students from RISD in the project, working as mentors to high school students in the public art class. Her resume is included as Appendix 3 and her work can be viewed at www.wulkestudio.com.

The Winning Design

In presenting her concept Ms. Wolke wrote, “I propose a work that makes the natural world visible within the built environment by using wind and solar collectors to provide movement, color, shade and shadow in the installed work. We as a nation are becoming more aware of the need for energy conservation. I see this as an opportunity to create unique, playful, and intriguing integrated works of public art.”

Photographs of the model are included in Appendix 4 and more may be viewed at our project website www.AllforArt.org. The model of the winning design is on display at the Needham Public Library through early December.

Music of the Elements/Dance of Time represents the energy of inquisitive youth, transformation, metamorphic and Genome forms. The elements of nature in *Music of the Elements/Dance of Time* are made visible through reflective, translucent, and light emitting and receiving materials. The use of solar and wind energy help to activate works both in the atrium and in the courtyard creating a dialogue between the inside and outside environments, intended to create a sense of stewardship in the students for conservation of our natural resources. The work will appear new in each season and will differ with the various vantage points including the ground floor, the two bridges, the stairway, and outside looking in through the window walls.

Music of the Elements/Dance of Time as presented consists of four complementary components.

Infinity of the Mind – An illustration of the projection of numbers into infinity from Athanasius Kircher’s *Ars magna scienda* (1669) to be made of aluminum cut out numbers. This chart represents man’s attempt to organize a concept that is inconceivable...infinity...a term used in astronomy acknowledging the unknown limits of space. An arch of dichroic glass with stainless steel frame that emerges from the number matrix is a tail of a comet, a form on a deliberate path with a finite life (like ours), burning brightly while on its course. During the day the dichroic glass will reflect color through the window, a welcoming illumination over the entry.

Blast-off Bench – A place for gathering inspired by the spiral star WR (Wolf-Rayet) 104. The *Blast-Off Bench* is below the numbers of *Infinity of the Mind* as though it is blasting into infinity, a metaphor for outer space. WR stars are so bright they literally fly apart. The WR 104 stars are

metaphors for youth. As the students sit on the brushed stainless steel bench, LED lights wash the base with colorful and moving light, much like the light trail emitted from a shooting rocket.

DNA Rocket – A circular form of stainless steel and dichroic glass is the starting point for the DNA spiral that appears as a rocket spiraling around a star, positioned over the open staircase in the lobby. The circular form will occasionally rotate with the solar/ wind energy provided relating the center of our DNA to the center of our universe.

Dance of the Day – Time, wind, and water are the materials for this sundial with a wind turbine on top of the gnomon proposed for the circle outside of the lobby entrance on the Highland Avenue side. The entry work will be created in collaboration with the students and faculty of the Art and Science Departments and will invite those who enter to become part of the environment. Dance of the Day turbine and the solar panels on the building will power subtle movement of two of the interior elements, the DNA spiral and the infinity number unit. This design started with NHS student James Grasso's idea for a solar powered fountain.

Phase II—Planning and Professional Development (2006-07)

This Phase, currently ongoing, involves fully developing the Public Art course, getting the necessary approvals, and adding it to the NHS Course of Studies. We will bring Joy Wolke in for 5 days to 1) work with Linda Burke and the NHS Art Department to develop the Public Art course, 2) work with the DeCordova Museum to provide a 5-day professional development course in public art for NPS math and science teachers, 3) continue meeting with students and staff to refine the design, and 4) plan for the artist-in-residency. Phase II is funded from a Creative Schools Grant from the Massachusetts Cultural Council (MCC). (Grant received for \$8,000 in FY07). Joy Wolke visited Needham on November 2, 2006, and we made substantial progress in all four areas.

The new course

The new high school course is called “3D Design II: Public Spaces: Sculpture, Installation, and Earthworks.” The course description is included as Appendix 2. The course will be presented to the School Committee in December for inclusion into the 2007-2008 Course of Studies for both the fall and spring semesters.

Two-year NEF funding is requested to support Phase III (Residency and Design Development) and Phase IV (Creation and Installation). **The remainder of the document refers to Phase III.**

Goals and Benefits

This NEF large grant submission is to partially fund Phase III. **The goal of Phase III is to successfully launch a new course in public art at NHS and complete the NHS lobby sculpture design.**

The specific objectives to reach this goal are to:

1. Employ Joy Wolke as an artist-in-residence at NHS and as a sculptor to fully develop the design and prepare design documents.
2. Establish an ongoing 3D program of studies at NHS that includes an exploration of public art. Provide seed money for the NHS Art Department to research public art curricula and obtain materials for the course.
3. Collaborate with the NHS Science Department and local scientists to successfully integrate science elements into the sculpture.

Approximately 700 (50%) NHS students take one or more art courses each year. Eight credits of fine/performing arts are required for graduation. About 20 courses are offered – most focus on 2D media. With this project we plan to expand our 3D offerings. In 2007-08, “3D Design II: Public Spaces: Sculpture, Installation, and Earthworks” will be offered as a new elective. The 3D courses, as well as more independent and complex learning opportunities for students, will eventually offer students an in-depth study of sculpture, which will increase the possibility of submissions of an AP portfolio in 3D Design to the College Board.

By bringing a new course to the NHS curriculum we are clearly meeting an educational need in the area of public and 3D art. However, with the selection of Joy Wolke and her design, we are also integrating science into the project. On November 2 members of the Art and Science Departments met with Ms. Wolke and the DeCordova staff to outline a professional development series that will include the integration of art and science in public art. We are confident this will lead to a fruitful collaboration with Science and Art classes as the design is fully developed. The integration of science was an unexpected collaboration brought about by the selection of Joy Wolke and the elements of her design that involve wind energy, solar energy, kinetics, astronomy, and engineering.

The new course will continue after the sculpture is installed, and new works of student-produced art will appear in public spaces. The course concept and outline will be used for years to come in the NHS curriculum and can be offered as a model program for Public Art Classes in high schools around the country.

The innovative artwork should last as long as the building does. To help assure longevity, the NHS PTC has committed to providing a yearly sum for maintenance of the sculpture, seeded from our non-grant fundraising, to keep the sculpture in top shape (See Letter of Support from NHS PTC in Appendix 2.).

Project Description

The artist-in-residency and the new course will introduce students to public art and its role in society. Through experiences on field trips (funded from other sources) to Boston, Cambridge, and Connecticut the students will learn the variety of ways public art is built and its impact on the experience of those who experience the spaces in which the artwork is placed. The students will be encouraged to explore new ways of seeing, interpreting, and emotionally reading spaces, both architectural and natural, in the context of the town of Needham and the High School.

Joy Wolke plans to share the Needham project with her students in the Public Art class at Rhode Island School of Design and introduce the Needham students to RISD student mentors. These teams may propose and create new works, temporary and permanent, for other location on the Needham campus as it may relate to the *Music of the Elements/Dance of Time*.

The NHS students will be directly involved in the final design of the artwork through modeling, both with three- dimensional materials and with computer modeling. Students will learn the skills of visualizing three-dimensional design through actual model building and a variety of software programs, how to read natural light conditions and how to capture and direct beams of light for optimum daytime illumination, and how night light creates new forms through shadow and reflection. Wind power can add movement to objects, and the proposed works will add quality to the NHS experience and awareness of the natural setting in which it is located. Students will be involved in creating the methods and schedules for fabrication, delivery, and installing of the work.

Exploring 3D media/public art provides a foundation for understanding good design, including consideration of human response to space, materials, and form, as well as responsibility of artist/architect/ designer to the needs of those who interact with the space.

As an artist-in-residence, Ms. Wolke will not only work with the Public Art course. She will also visit classes in the Art and Science Departments, and possibly others. The artist-in-resident position will bring Ms. Wolke to NHS for the entire day, leaving ample time to work with students and staff during classes and after school. We expect every student and teacher will come in contact with her in some capacity during the 2007-2008 school year. Ms. Wolke will also conduct a staff development series in 2007-2008, which will build on the one planned for this school year (both staff development programs funded by MCC).

Timeline

October 5, 2006	Artist and design selected
2006-2007 School year Phase II	Plan and offer public art course. Course description and approval. 5-day professional development course in spring. Artist visits classes. Artist finalizes materials and fabrication sources. Prepare a DVD documentary of the project.
2007-2008 School year Phase III (this grant)	Public Art course given as a one semester course in the Fall and Spring terms. Artist-in-residency. Exhibition of student artwork from Public Art course. Development of final design. “Groundbreaking” event. Continued professional development (funded by MCC).
2008-2009 School year Phase IV	Fabricate and install the sculpture (NEF grant will be requested).

Evaluation

Assessment/Outputs	Evaluation/ Outcomes
<ul style="list-style-type: none"> • Successful installation of artwork, on-time and within budget. 	<ul style="list-style-type: none"> • Artwork complements architecture in form, materials and scale, <u>and</u> generates human interaction and reaction that communicates the core values of the school community.
<ul style="list-style-type: none"> • Pre and Post Surveys of Attitudes about Public Art and its Role in Creating a Sense of Place – staff, students and community members 	<ul style="list-style-type: none"> • Changes in attitudes about Public Art and Design • Community continues to commission public art in public places
<ul style="list-style-type: none"> • Student Portfolios/Exhibits/Installations • Teacher Evaluation of Prof Dev sessions • Teacher Feedback on how artist-in-residence has impacted classroom teaching 	<ul style="list-style-type: none"> • Students understand the elements of design; apply them to their own work; and use them to analyze public sculpture, installations, and environmental design. • Students complete temporary art installations which respond to client demands, public interaction, historical research and site requirements.

Budget: Requested Funds—Phase III

Expense category	Amount requested NEF	Amount obtained other sources	Total Project funding
Stipend	\$450	0	\$450
Materials	\$2,486	\$1,268	\$3,754
Equipment	0	0	0
Fees	\$12,064	\$4,564	\$16,628
Total	\$15,000	\$5,832*	\$20,832

*Total grant from MCC \$16,000; \$5,832 for Phase III; the remainder is for Phase II.

NEF Request Budget Details

Stipend	\$450	Teacher stipend Linda Burke	3 days at \$150/day
Materials	\$1,250	Course materials	Curriculum materials
Materials	\$1,236	Design materials	Artist materials to complete design
Fees	\$4,564	Residency fees	10 days at \$456.40/day (includes travel)
Fees	\$5,500	Artist fees	11 days at \$500/day (includes daily rate plus overhead)
Fees	\$2,000	Guest artists	5-10 visits depending on artist
Total	\$15,000		

Phase III will include 20 artist-in-residence days, 10 funded by NEF and 10 by MCC. In addition, the artist will use another 11 days for “artist fees” including developing the construction documents, organizing materials, collaborating with lighting, engineering, and alternative energy specialists. We are requesting funding for her time and costs associated with her studio, travel, and other expenses.

Funding from other sources (Phases I-IV)

This project will require significant funds to complete, and we are fully committed to completing the project. We have been fortunate to receive funding from the following sources:

NEF: \$3500 for Phase I—Design Competition (fully funded)

MCC: \$8,000 for Phase II—Planning and Professional Development (fully funded)

MCC: \$8,000 for Phases II+III—Residency and Design Development (partial funded)

NHS PTC: \$8,000 for unrestricted use.

The project has a fundraising subcommittee that we expect will raise \$25,000 through events and appeals.

Second Year Funding

We anticipate that we will request additional funding in the second year. We will be seeking funding sources for Phase IV, Creation and Installation.

Attachments

Applicant information and signatures

Appendix 1: Course Outline

Appendix 2: Letters of Support

Appendix 3: Joy Wolke resume

Appendix 4: All for Art and Art for All Photobook

APPLICANT INFORMATION

Project Title: _Art for All and All for Art—NHS Public Art Project (Phase III)_

Total Funding Requested: __\$15,000__

Applicant name(s) and association with school(s): _Karen Price, Community Member, Linda Burke, NHS Art Teacher_____

Project Start Date: _March, 2007_____

Approximate # of students impacted: __1,400_____

Contact Person: _Karen Price_____

Mailing Address: __386 Central Ave. Needham MA 02494_____

E-Mail Address: ____karen.price@comcast.net_____

Daytime Phone: _617-632-2459__ Evening Phone: __781-449-8823__

Signatures are on the next page.

Letters of Support are in Appendix 2

- Dan Gutekanst (NPS Superintendent)
- Paul Richards (NHS Principal)
- David Neves (NPS Director of Fine and Performing Arts)
- Terry Duggan (NPS Director of Program Implementation and Planning)
- Marianne Cooley (Chair of Needham School Committee)
- Connie Barr/Rachel Miller (NHS PTC Presidents)
- Jim Barrett (NHS principal architect)

**GRANT APPLICATION
COMMITMENT LETTER**

Project Title: All for Art and Art for All: Public Art at Needham High School

As the party(ies) responsible for the execution and administration of the proposed project, the undersigned pledge to provide detailed accounting of all Needham Education Foundation, Inc. funds expended as part of this grant. We further pledge to submit both a final accounting (with appropriate documentation) and a final project report within thirty (30) days of completing this grant. I/we recognize that this report is a condition of funding and therefore my/our obligation as a grant recipient.

Applicant(s) signature(s):

Karen Price *Karen Price*

Linda Burke *Linda S. Burke*

Date: *11/20/06*

Principal(s) and/or Department Head Signature(s):

Paul Richards *Paul Richards*

David Neves *David Neves*

Date: *11/20/06*