ART AS A LENS FOR LEARNING
Greene Family Learning Gallery
High Museum of Art, Atlanta
Highlights of 2016 High Museum of Art Art Lab Study

Below are highlights from the recent Art Lab Evaluation that focused on:
• Experiences with viewing and testing of exhibits and concepts for the upcoming Greene Family Learning Gallery reinstallation
• What we would like to experience in a new family gallery

Data Proposals

World W. Woodruff Arts Center, Inc. (Museums) has had a play, and, as expected in 1964, the installation of an expanded building has made the opportunity not only to celebrate this event but also to reaffirm our relationship with Atlanta's families. It is our goal that the new building will be designed for children and their adult caregivers, with a focus on collaboration, communication, and community. These important concepts are being explored by designers who will work to create a space that will become the community. We invite you to learn more about the project and participate in the process.}

Family Gallery

<table>
<thead>
<tr>
<th>For Parents</th>
<th>For Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the Museum</td>
<td>At the Museum</td>
</tr>
<tr>
<td>1. I can sit and observe their children play.</td>
<td>1. I can participate in discussions about art.</td>
</tr>
<tr>
<td>2. I can talk to my children about art.</td>
<td>2. I can talk to my children about art.</td>
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<tr>
<td>3. I can play with my children.</td>
<td>3. I can play with my children.</td>
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</tbody>
</table>

What do families value most about visiting the Museum?

Many parents emphasized the importance of creating shared memories, saying it is probably the main reason why they bring their families to the Museum.}

Institute for Learning Innovation

3168 Braventke Dr. Suite 201, Atlanta, GA 30324
www.iii.org

Understanding, learning, and promoting lifelong learning
GOALS

THE GREENE FAMILY LEARNING GALLERY WILL...

1. Become an essential early art experience for all families in the community.

2. Make family memories while fostering stronger connections between caregivers and children.

3. Empower children and their caregivers to explore the museum and more confidently engage with its collections.

4. Inspire wonder and encourage children to be curious about the art they encounter every day.

5. Celebrate creativity, imagination, empathy, and play, and help families develop these skills through one-of-a-kind interactive experiences found only at the High Museum of Art.
VALUES

THE GREENE FAMILY LEARNING GALLERY WILL BE...

1. WELCOMING, SAFE AND FUN
2. CHILD-CENTERED AND CHILD-DIRECTED
3. AGE APPROPRIATE
4. OPEN-ENDED
5. INCLUSIVE FOR ALL
6. MULTI-SENSORY
7. INTUITIVE
8. REPEATABLE
SPACE "A" BECOMES CREATE, A BRIGHT AND OPEN STUDIO DEVOTED TO DEVELOPING VISITORS' ART-MAKING ABILITIES AND CENTERED ON BOTH OUTCOMES AND THE CREATIVE PROCESS ITSELF.

SPACE "B" BECOMES EXPERIENCE, A DEEPLY IMMERSIVE GALLERY THAT ENABLES VISITORS TO LITERALLY STEP INSIDE ART AND EXPLORE WHAT IT MEANS, HOW IT FEELS AND WHERE IT CAN TAKE US.
<table>
<thead>
<tr>
<th>EXPERIENCE</th>
<th>VALUES</th>
<th>AGE APPROPRIATE</th>
<th>INCLUSIVE FOR ALL &amp; MULTISENSORY</th>
<th>&quot;CREATE&quot; SKILLS</th>
<th>&quot;EXPERIENCE&quot; SKILLS</th>
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<tbody>
<tr>
<td>Filtered Sunlight</td>
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<td>Color Windows</td>
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<td>Peek-a-boo Box</td>
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<td>Stomp Splash</td>
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<td>Community Trio</td>
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<td>Daydream Builder</td>
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<td>Colossal Blocks</td>
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<td>Living Artworks</td>
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<td>Texture Canyon</td>
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<td>Noodle Forest</td>
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<td>The Overlook</td>
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rachel_filipov

No museu de arte com minha filha! Se você vier pra Atlanta, não deixe de conhecer este lugar. Exploring the art museum with my favorite artist. #parenting #artlover
Immersive
Spaces just for babies and toddlers!
Spaces for a quiet, contemplative experience.
REBECCA GRABMAN
PITTSBURGH CHILDREN’S MUSEUM
MAKESHOP at Children’s Museum of Pittsburgh
innovative museum experiences that inspire Joy, Creativity & Curiosity
research + practice inform design, development & facilitation of making as a learning practice
Example: Sewing
With a STEM Lens

Pattern & Form

Structure & Attachment

Problem Solving & Skill Development
But it Doesn’t Have to Be!

Care & Empathy

Community Building & Storytelling

Co-Learning & Intergenerational Collaboration
So How to Choose a Lens??
Principles of Practice

Seek & Share Resources
Develop Fluency
Express Intention
Hack & Repurpose
Inquire
Tinker
Simplify to Complexify
How Do We Design for Engagement in this Principles?

It starts with empowering facilitation staff!
Modeling + Design Experiments

Flexibility, Agency, Reflection, Support
How Do We Know How We’re Doing?

- Assessment and Reflection
  - Verbally Unpacking (Conversation, Tip-Sharing)
  - Video Reflection (Simple Interactions, Deeper Analysis)
  - Resource Creation (Zines, Activity Log, Staff-led PDs)
  - Indicators & Observable Evidence
**Express Intention:** Learners’ discovery, evolution, and refinement of personal identity and interest areas through determination of short- and long-term goals, includes learners’ responsive choice, negotiation, and pursuit of goals alone and with others.

<table>
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<tr>
<th>Planning</th>
<th>Direct Verbal Prompt</th>
<th>Evidence (only if box is checked)</th>
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<td>Learner chooses one or more goal(s) for the future of the project or engagement. Choice may be stated verbally or through physical actions.</td>
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<tr>
<td>Learner plans a design for a project or engagement</td>
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<tr>
<td>Learner chooses tools, materials, and/or processes related to the goal(s) of the project or engagement. Choice may be stated verbally or through physical actions.</td>
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| Creating | |
|----------||
| Learner uses tools, materials, and/or processes to create part of the intended project or engagement | |
| Learner references design or goals during while creating a project or during the engagement | |
| Learner asks several (4 or more) questions related to goals of the project or engagement | |

**Evaluating & Revising**

<table>
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<tr>
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<th>Descriptions of Evidence</th>
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**Evaluating & Revising**

| Learner evaluates the planned project or engagement | |
| Learner makes a change or adaptation to the project goal(s) based on trial and error | |
| Learner uses multiple design cycles (e.g., investigate, plan, create, evaluate) during the engagement | |

**EXPRESS INTENTION**
- Setting goals or planning design for project or activity
- Referencing design or goals during engagement
- Asking questions related to goals
- Reflecting or revising plans

**Intensity of Practice?**
- Educator / Space
- Visitors / Activity

ERIK SCHURINK
LONG ISLAND CHILDREN’S MUSEUM
Strategies to experience, appreciate, and engage with art and the artist’s process, and the things you pick up on the way.

Erik Schurink
Director of Exhibits
Long Island Children’s Museum
How to make a typically hands-off subject—looking at art—engaging, or even hands-on...
Curation—Linked with The Art of Andy Warhol’s ‘Myth Series’
Feeling left out

Sweet embrace

Curation—Food paintings showing emotions & dynamics
Curation—Pairing art by neurotypical & neurodiverse artists

Chaos & Containment—
A Visual Dialogue
Curation—Environment & Pollution

People, Land, Water & Oil
Curation—What to select for family audiences

Mother-daughter collaboration

“Can I draw the body?”
Questions inspiring looking & seeing

Do you see the light on their faces?

Compare the way the eyes look.
If you could bring only one thing from one foster home to the next, what would it be?

1. Teddies, dolls, action figures, stuffed animals
2. My brother, sister, grandma, BFF, mommy
3. Pets
4. Blanket, pillow
5. Photos of friends, family
6. Toys, electronic games
7. Food, chocolate, ice-cream
8. The bible, flowers, pencil
Art paddles—looking for details
Hands-on art exploration
Artist Studio with tools, models, sketches, work in progress

Tools of the painter

A work in progress

Tools of the painter
The fine line between *hands-off* and *hands-on*! (A reminder)
Artist-led workshop: Kids’ creations dry on display
Connecting with emotions
photographing kids engaged in a painting workshop
Connecting with emotions
Connecting with emotions
Man Ray’s Rayographs: Photographs without Camera
Getting into the artist’s process
Man Ray’s Rayographs: Photographs without Camera
Working with the artists, contributing to a collective piece
Parent and child drawing creatures together
Working with the artists, contributing to a collective piece

Celebrating LICM’s 25th Birthday
DISCUSSION & QUESTIONS
FOR MORE INFO:

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