



Call to Artists

53 Commissions for Permanent Two & Three Dimensional Artworks!

→APPLY ONLINE AT: <https://dcdgs.call2artists.com>

Applications Due May 29, 2023

Opportunity

The Department of General Services (“Department” or “DGS”) is issuing this Request for Qualifications (RFQ) to engage individual artists and artistic teams (Artist) to respond to this Call to Artists with professional qualifications in addition to a proposal of site-specific artistic capital improvements for the renovation and additions to the following properties in Washington, DC. The Artists shall develop a new original permanent work of art made specifically for each awarded commission.

1. Garfield Elementary School
2. Whitlock Elementary School
3. School Without Walls at Francis Stevens
4. Dorothy Height Elementary School
5. Stead Park Recreation Center
6. Joy Evans Therapeutic Recreation Center

Project Goals, Themes, & Budget

This Call for Artists seeks works of art for the following spaces throughout the listed properties below. Please be very specific (referring to School or Recreation Center and Location number) as which piece(s) of art you are responding to. There is one online application where you can just check off the commissions for which you are applying.

About DGS and the Percent for Art program

The Department of General Services (DGS) began its percent for art program in 2013 as a way to support our local creative economy and complement our award-winning architecture with diverse and inspiring permanent works of art. Since inception, DGS has commissioned nearly 400 works of art for nearly 20 properties – about 75 new works of art per year for the city. Our portfolio includes schools, shelters, parks and recreation and office buildings. Note: our sister agencies – the DC Commission on Arts and Humanities has a very robust public art program, as does DC Department of Public Works Mural Program, DC Libraries and DC Department of Transportation. In addition, in D.C., the GSA and Metro also have very robust public art programs. Thus, we are honored to do our part in a vibrant network of cultural resources in Washington, D.C. to support artists and elevate our built environment.

Our commissions range from large scale exterior sculptures, installations, suspended works of art, mixed media, paintings, illustrations, graphics, photography, furniture and even poetry. The program always reserves at least 50% of its commissions to DC artists or artists represented by DC galleries to ensure that our tax dollars are reinvested back into our local community. Even artists from outside of D.C. typically contribute to our local creative economy by working with local fabricators, printers, equipment rental outfits and installers – some of whom have even taken on emerging artists as assistants for installation and as mentees. All in all, we have a profound and deep gratitude for the artists, architects, construction teams and community who contribute to each commission.

The Department of General Services (DGS) has a mission to elevate the quality of life for the District with superior construction, first-rate maintenance and expert real estate management. By building and maintaining safe and green state-of-the-art facilities which foster economic growth and elevate educational environments, our trusted and skillful employees create modern and vibrant communities across all of the District of Columbia.

The Department of General Services (DGS), a relatively newly-established District agency, provides cost-effective, centralized facility management services. In October of 2011, the agency assumed the functions and responsibilities of the Department of Real Estate Services (DRES), Office of Public Education Facilities Modernization (OPEFM), Municipal Facilities: Non-Capital agency, and the capital construction and real property management functions of several other District agencies.

DGS improves the efficiencies of basic services, while removing redundancies, to provide the most cost-effective management and ensure the best value of the District's property acquisition, construction and maintenance resources.

Eligibility

The competition is open to professional artists with a minimum of five years of site-specific and/or public art experience. Some categories are restricted to artists from Washington, D.C. or artists who are represented by a D.C. gallery. Artists should have demonstrated experience working with community representatives, youth, businesses and government entities. In addition, the selected artist shall actively engage and collaborate with local residents.

Selection Criteria & Process

The selection panel, representing diverse interests and expertise, will review images submitted by artists and recommend (3) three to (5) five Finalists for each project for the first (1st) round. Each Finalist will be awarded a \$500 honorarium to create a site-specific design proposal that includes a rendering, an itemized budget, a project timeline, and a project narrative. For the second (2nd) round, the selection panel will review the design proposals, references will be checked and then (1) one finalist/team for the project will be recommended. Finalists will be notified by email. The artist's presentation of the site-specific proposal to the panel will be held virtually via "GoTo Meeting." Please note the Calendar and Timeline below.

Local finalists are welcome to attend the site visit (but DGS will share pictures to everyone via email)

The Public Art Evaluation Criteria used for Round 2 finalists will consider the artistic content, community engagement & impact, and capacity & sustainability

Artistic Content

The applicant's work sample and support materials (brochures, articles, letters of support, etc.) demonstrate high standards of artistic excellence within the chosen discipline(s);
Artist(s) and/or applicant's written concept exhibits high quality, innovation and creativity
Applicant has experience with site specific public art projects and uses personnel with demonstrated arts expertise (such as arts administrator, professional artists) to plan and implement artistic content;
The described project, goals and schedule of planned activities are feasible;
The applicant demonstrates a commitment to hiring DC-based artists, where applicable, to deliver artistic content (such as arts administrators, professional artists); and
Artist(s) and/or applicant demonstrate the ability to translate artistic discipline to project participants.
The Artist's portfolio of work is feasible for this particular project.

Community Engagement and Impact

Project provides shared learning opportunities in the District that facilitate a greater participation in the arts, relative to the artistic discipline
Applicant demonstrates sensitivity to the cultural, ethnic and economic background of the participants and the residents of the District of Columbia
Project addresses significant diversity of expression; Project addresses needs of the community;
Project location(s) and presentation(s) are accessible to persons with disabilities; and
Applicant has substantive experience working with community representatives, landscape architects, business and government entities

Notes:

2D: Two-dimensional. 2D pieces, typically wall-mounted, can be either bas relief, mixed media, painting, or printed. 2D pieces shall not protrude more than 4" from the wall surface and shall be kid-safe.

3D: Three-dimensional. Typically for exterior or interior-suspended. Works shall be child-friendly, meaning touchable (if in reach as opposed to suspended works for example), kid-safe and durable.

There are two (2) selection processes:

Request for Qualifications (RFQ), whereby an Artist and/or Team submits images of prior work demonstrating a minimum of five years of site-specific public art experience.

APPLICATION DEADLINE: May 29, 2023

SEMI-FINALISTS ANNOUNCED: June 20, 2023

The finalist for each location will be determined through an Art Selection Committee selection process. Due to the quantity of artwork being commissioned, the Selection Committee reserves the right to direct commission and/or select artists who applied for one commission location for any other location. This will be a commission for a new original permanent work of art made specifically for the site. A site visit will be conducted in concert with the architect and general contractor prior to the submittal of a site-specific design proposal and photos will be shared with out-of-town finalists, or finalists who are otherwise unable to attend the site visit.

SITE SPECIFIC DESIGN PROPOSAL DEADLINE: August 23, 2023

Site Specific Design Proposals shall include or consider the following:

- Fabricated from durable, low-maintenance material that can withstand the elements and requires minimal maintenance. This work will be permanently installed in a school or recreation center and must be able to withstand in an environment of very rigorous usage
- The work commissioned is for permanent installation and therefore should last for at least 50 years.
- Incorporate context of the local community, with sensitivity to the history, traditions and iconography that uplift the pride of the community.
- Adhere to requisite ADA and safety regulations.
- Engaging and enjoyable to individuals of all ages and backgrounds.
- DGS will prepare the site for installation, which may include blocking walls for reinforcement, concrete pads for exterior works and lighting. HOWEVER, the artist shall provide all installation, including fabrication, delivery, lifts, cabling, bolting, and other similar items. The artist shall work with DGS to confirm installation arrangements.
- We do have a list of local museum installers, rental companies and printers that can be of assistance if needed.
- Since the permanent installations will be located in very active environments (schools, shelters, recreation centers, etc.), it is crucial that your proposal consists of materials and/or coatings that are durable. For instance, for paintings and other flat surfaces, we require two (2) coats of UV/graffiti protection. For paintings, we typically have them pasted onto the surface with a simple wood frame built around it – so that if the work needs to be removed in the future, it can be saved and carefully removed from the original location. If the artwork is installed at human height level, your work should be able to withstand touching and be extremely durable and easily cleaned. These details can be fleshed out in final design but should be accounted for in your budget.
- **Three (3) References from recent projects**

Capacity and Sustainability

The applicant is sufficiently stable, in terms of arts expertise, organizational capacity, and financial status to implement the proposed project;
 The applicant demonstrates the internal capacity to administer the project and has appropriate financial monitoring systems in place to track expenditures
 The applicant’s budget information is detailed, accurate, feasible, and directly related to the project. All items are eligible expenses;
 The applicant has experience in producing similar public art projects; The work of art is designed to last for at least 50 years; and
 The design proposal and the selection committee’s recommendations will be forwarded to the DGS for review and final approval. The artist whose design is approved will then enter into an agreement with DGS for final design, fabrication and installation of the artwork.

The final selection is conditioned upon a positive reference check.

Project Timeline

Public Art Timeline		
Activity	Start Date	End Date
Call-2-Artists/ RFQ Advertised on DGS's Website		Friday, May 5, 2023
RFQ Application Deadline for Artists		Monday, May 29, 2023
Semifinalists Notified and Announced	Tuesday, June 13, 2023	to Tuesday, June 20, 2023
Site Review & Share Photos With Out-of-Town Artists	Wednesday, June 21, 2023	to Wednesday, July 12, 2023
Site Specific Proposal Deadline		Wednesday, August 23, 2023
Consensus Meeting w' Panel to Confirm Winning Artists	Friday, September 29, 2023	to Friday, October 13, 2023
Announcement and Winning Artists Notified	Friday, October 13, 2023	to Friday, October 20, 2023
Artist's Jobsite Review, or Photos Shared, Survey	Monday, October 23, 2023	to Monday, November 6, 2023
Final Design Mtg, Contracts Issued, Process 1st Payment	Tuesday, November 7, 2023	to Tuesday, November 28, 2023
Fabrication, Delivery and Installation	Wednesday, November 29, 2023	to Friday, June 28, 2024
Installation Deadline		Friday, June 28, 2024

RFQ SUBMISSION REQUIREMENTS

1. Round One – Complete the On-line Form Located at:

<https://dgs.dc.gov/page/dgs-solicitations> - then choose which commission(s) for which you wish to apply. There is one on-line application this year, on which you can apply to all properties at the same time. However, you will need to download each Call to Artists to access the pdf that has art package with the floor plans and elevations for each project.

2. Round Two – Submit the Design Proposal(s)

TO SUBMIT PRESENTATION(S) FOR ROUND 2:

-PRIOR TO THE VIRTUAL SITE-SPECIFIC PROPOSAL PRESENTATION, ARTISTS SHALL SUBMIT THE DESIGN PROPOSAL(S) AND ANY DIGITAL MODEL THAT THE ARTIST MAY HAVE. DGS WILL UPLOAD THE PRESENTATION AND WILL FACILITATE THE PRESENTATION OF YOUR PROPOSAL WHEN IT IS YOUR TURN TO REVIEW BASED ON A TIME SLOT THAT DGS PROVIDES. THE PRESENTATION SCHEDULE WILL TYPICALLY ALLOW EACH ARTIST TEN (10) MINUTES EACH FOR PROPOSAL PRESENTATION (5 MINUTES FOR DESIGN AND 5 MINUTES FOR Q & A).

-THE PRESENTATION WILL BE HELD VIRTUALLY VIA GOTO MEETING, INCLUDING ANY DIGITAL MODEL THAT THE ARTIST MAY HAVE.

1. QUESTIONS – E-mail to sandy.bellamy@dc.gov. Do NOT leave questions on voice mail. Questions and answers will be shared with all participants.

**DOROTHY HEIGHT
ELEMENTARY SCHOOL
MODERNIZATION**

**PUBLIC ART
PROPOSAL PACKAGE**

April 10, 2023
GCS|SIGAL GRUNLEY JV
CGSARCHITECTS



Design Overview	02-14
Thematic Approach	15-17
Proposed Art Commissions	18-55

DESIGN OVERVIEW

PROJECT DESCRIPTION

Introduction

The Dorothy I. Height and Washington Health Schools are located at the corner of Allison and Thirteenth Streets in the northwest quadrant of the District of Columbia. Completed in 1925, the Washington Health School was considered to be one of the most modern facilities of its kind, as it was created for children suffering from tuberculosis so they could receive a quality education while being cared for by medical professionals.

To the north of the former Washington Health School, the Dorothy Height School was originally built as vocational high school for girls in 1939. Originally named the Dennison Vocational School, the curriculum was designed to prepare young girls for skilled jobs such as practical nursing, retail, cosmetics, dressmaking, clerk-typist, and secretarial work. Since its construction, the school name has changed several times. Below is a summary of all the names and dates associated with the school:

- + 1937 to 1944: Dennison Vocational School (DC Public School No. 229)
- + 1944 to circa 1970: Anna Lalor Burdick Vocational School
- + Circa 1970 to 1998: Burdick Career Development Center
- + 1998 to 2015: Community Academy Public Charter School
- + 2015 to present: Dorothy I. Height Elementary School

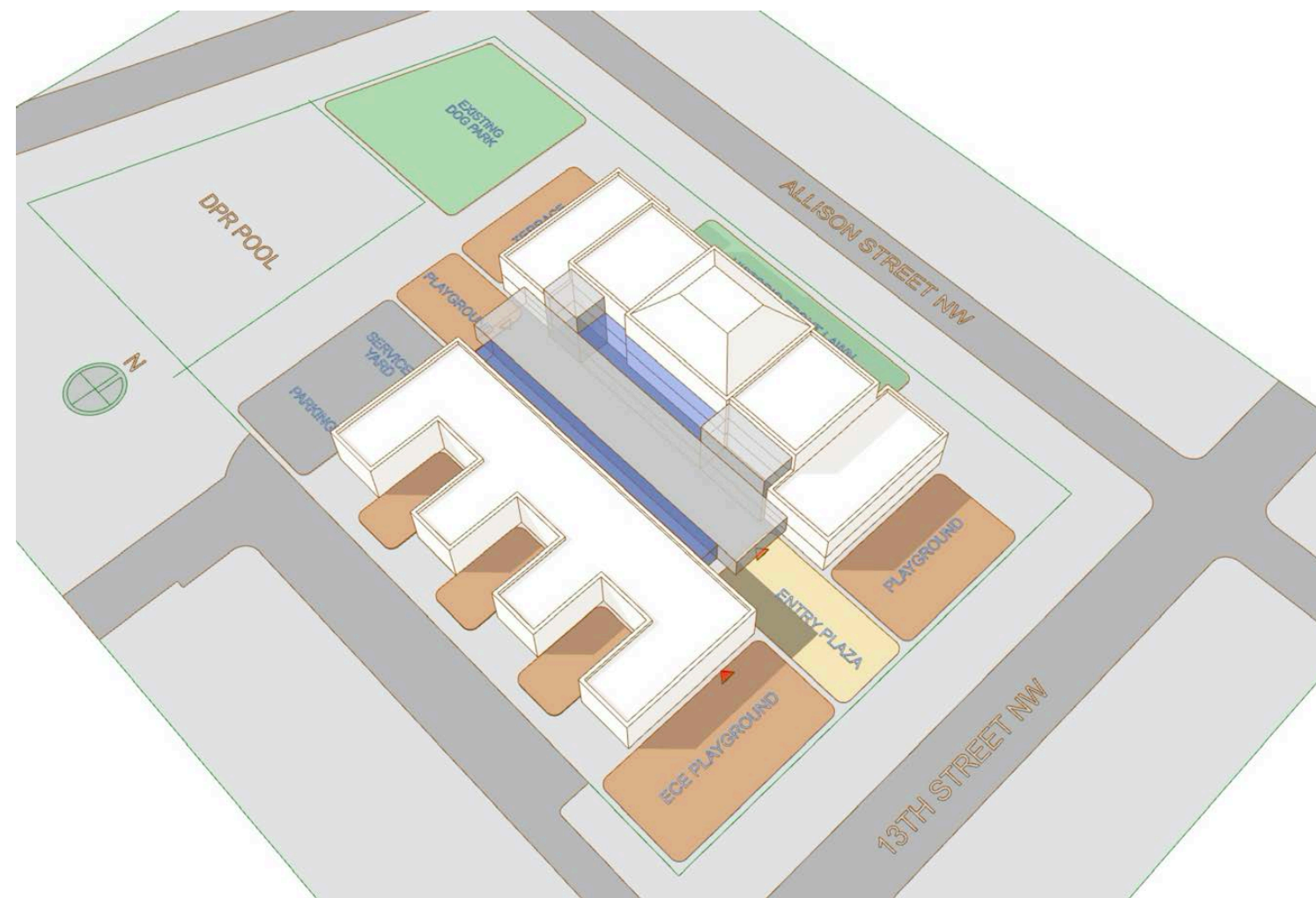
In order to avoid confusion, the school will primarily be referred to under its current name, Dorothy I. Height Elementary School.

Dorothy I. Height Elementary School is a citywide DC Public School (there is no enrollment boundary). This is a full modernization, and the scope of the project includes spaces for serving students from PK3 through 5th grade.

Site Analysis

The school occupies a tight urban site. The location of the two existing buildings on the property limits the amount of usable outdoor space for the students. The current drive aisle loop/ parking between the buildings (and to the east) further exacerbates this issue.

It follows that one of the primary Owner defined modernization goals for the project has been creating more/ better outdoor play and learning spaces for the students. Additionally, there is a strong design to connect the two buildings via a new addition.



Design Response

CGS Architects has developed an approach in response to these goals that is illustrated by the concept model above. A primary move was to locate the main entrance on 13th street and to bring the school into the building via the addition.

At a diagrammatic level, the Addition is a 2 story structure with a roof terrace accessed from the third floor level of the Vocational school. The addition is articulated as a 'bar' of learning spaces (second floor) elevated over an open flowing series of communal spaces at the first floor. The bar is grounded on 3 trapezoidal pedestals that are given gravitas via roughly textured brick cladding. The entry lobby, double height commons (with skylight above) and cafeteria occupy the open plan space between the two existing buildings. Special care has been taken to pull the addition away from the existing facades in order to preserve and enable them to be appreciated from within the new building. Skylights have been utilized to bring an abundance of natural light deep into the plan.

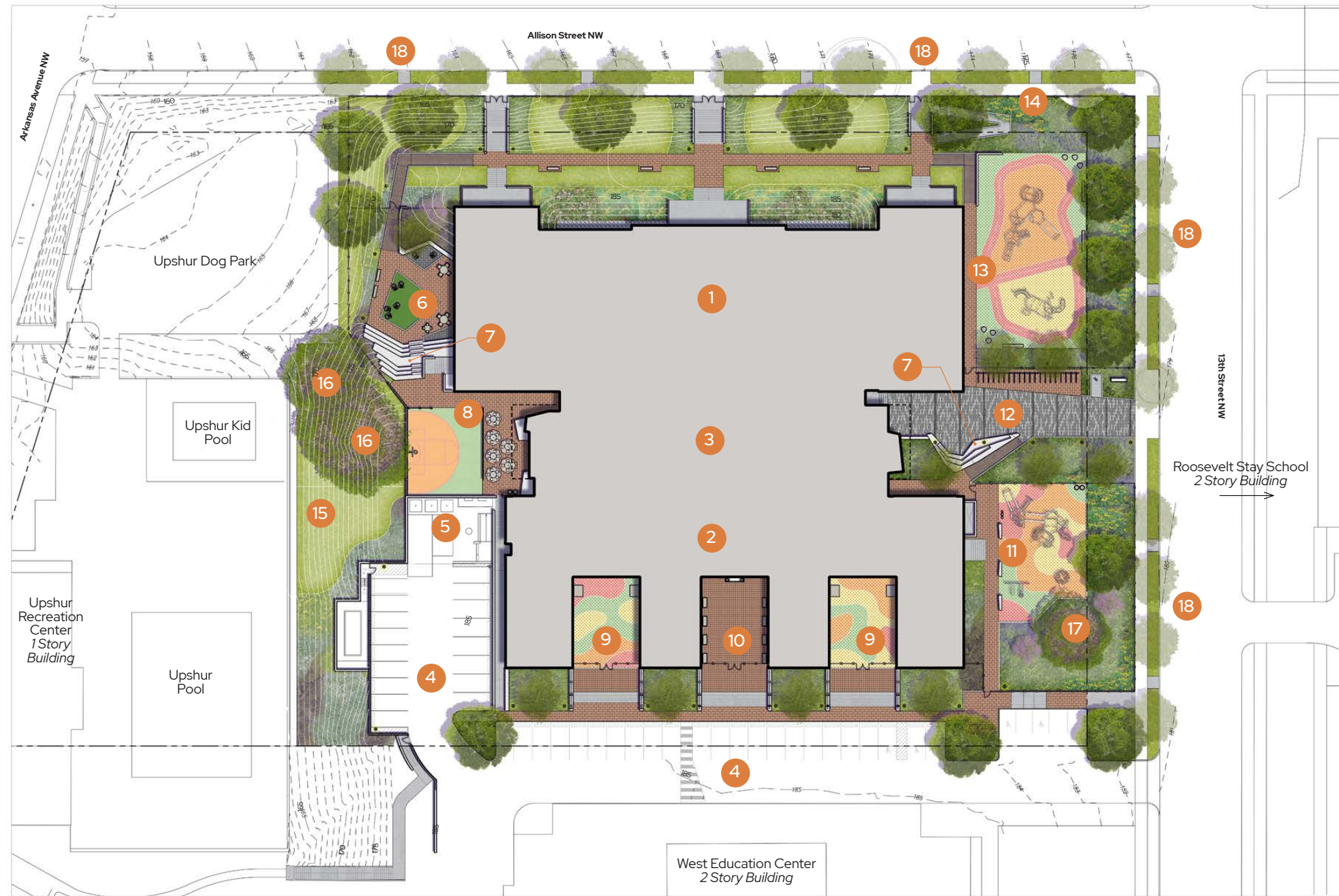
Two new egress stairs and an elevator have been incorporated into the addition. These elements are clad in aluminum panel externally and a visually similar decorative plaster at the interior in order for them to be appreciated as distinct volumes.

The existing buildings have been fully utilized for the DCPS program – including capturing program space in both basements. The Vocational school basement is substantial in size, providing an opportunity to accommodate the increased area requirements of the modernization (minimizing the size of the Addition). Natural light is introduced into these spaces via new light wells to the north and a lower Library terrace to the west cut into the existing berm. The Health School basement is utilized for food service, mechanical and custodial back of house spaces.

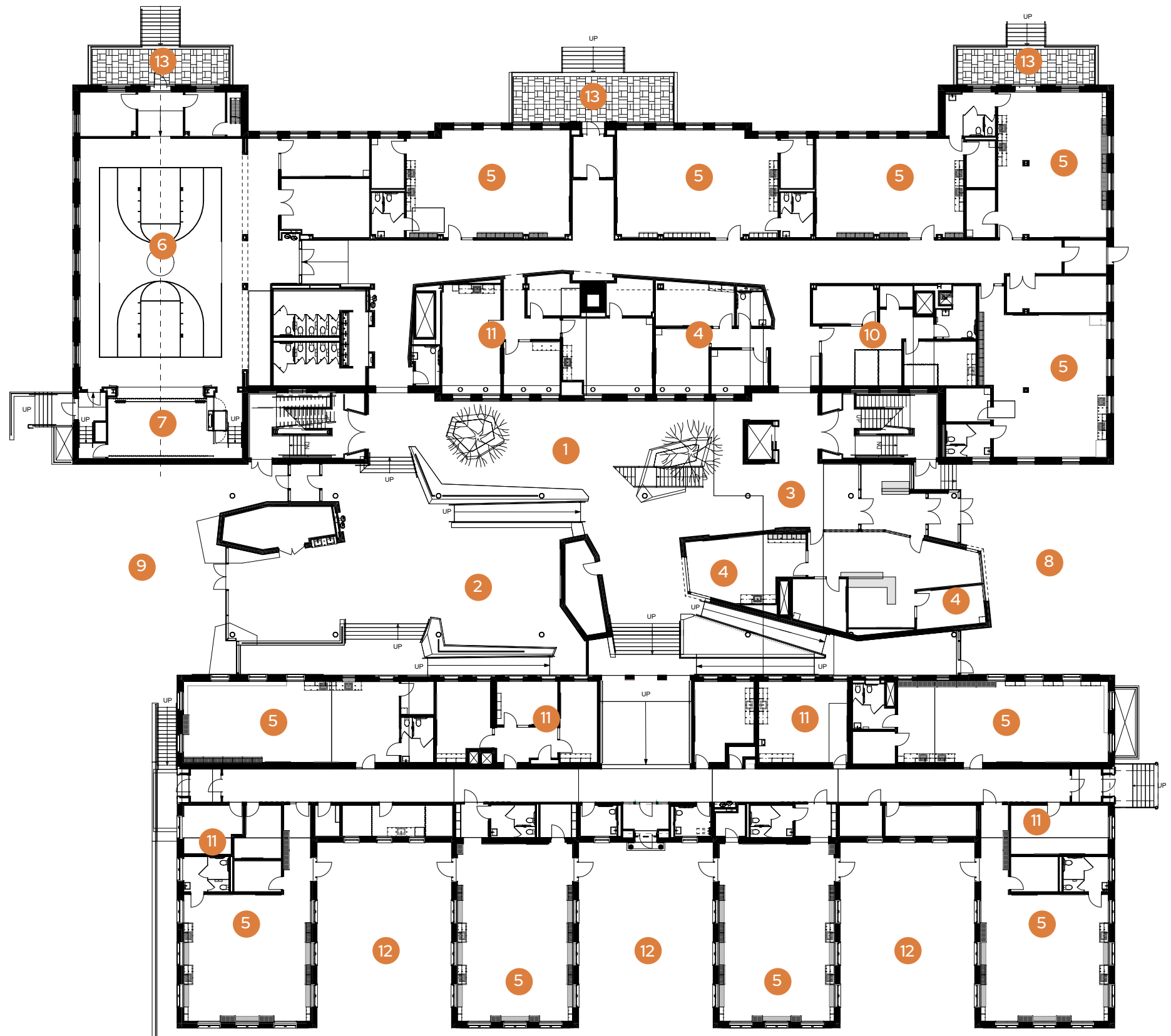
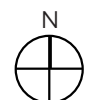




- 1 Vocational School | Burdick Building
3 Story Brick Building with Basement
- 2 Washington Health School | Annex Building
1 Story Brick Building with Basement
- 3 2 Story Addition
- 4 Parking
- 5 Service
- 6 Outdoor Classroom Synthetic Turf
- 7 Terraced Seating
- 8 Outdoor Dining / Multi-Purpose Space
- 9 Rubberized Surfacing Courtyard
- 10 Historic Courtyard
- 11 Early Childhood Development Playground
- 12 Entry Plaza
- 13 5-12 Year Playground and Traffic Garden
- 14 Secondary Drop Off
- 15 Slope Stabilization
- 16 Heritage Tree to Remain
- 17 Existing Tree to Remain
- 18 Street Trees to Remain

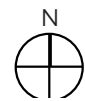


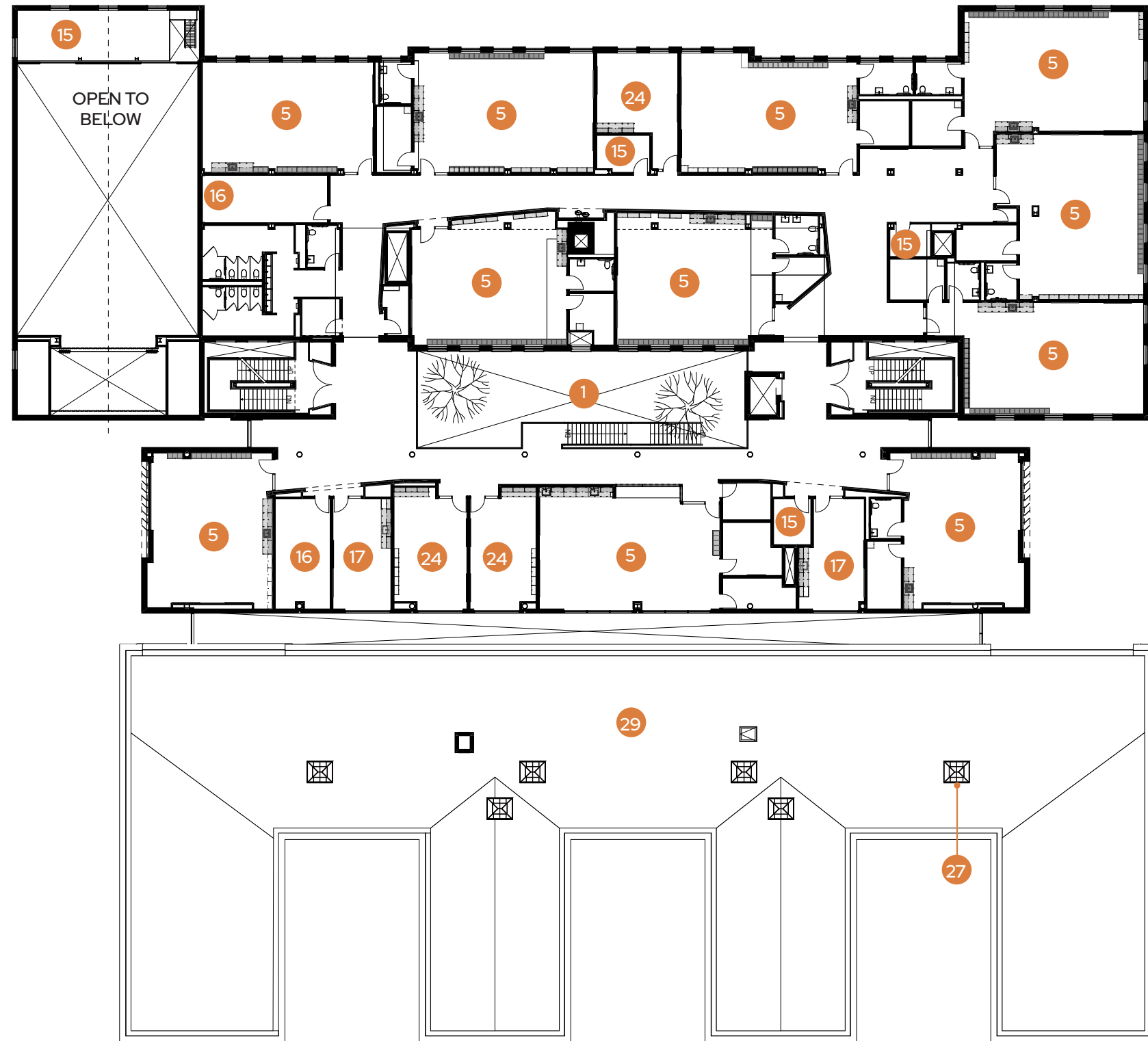
- 1 Double Height Commons
- 2 Cafeteria
- 3 Entrance Lobby
- 4 Administration
- 5 Classroom
- 6 Gymnasium
- 7 Restored Historic Stage
- 8 Entry Plaza
- 9 Dining Terrace
- 10 Health Suite
- 11 Student Support Space
- 12 Historic Courtyard Play Space
- 13 Historic Front Porch



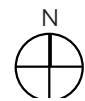


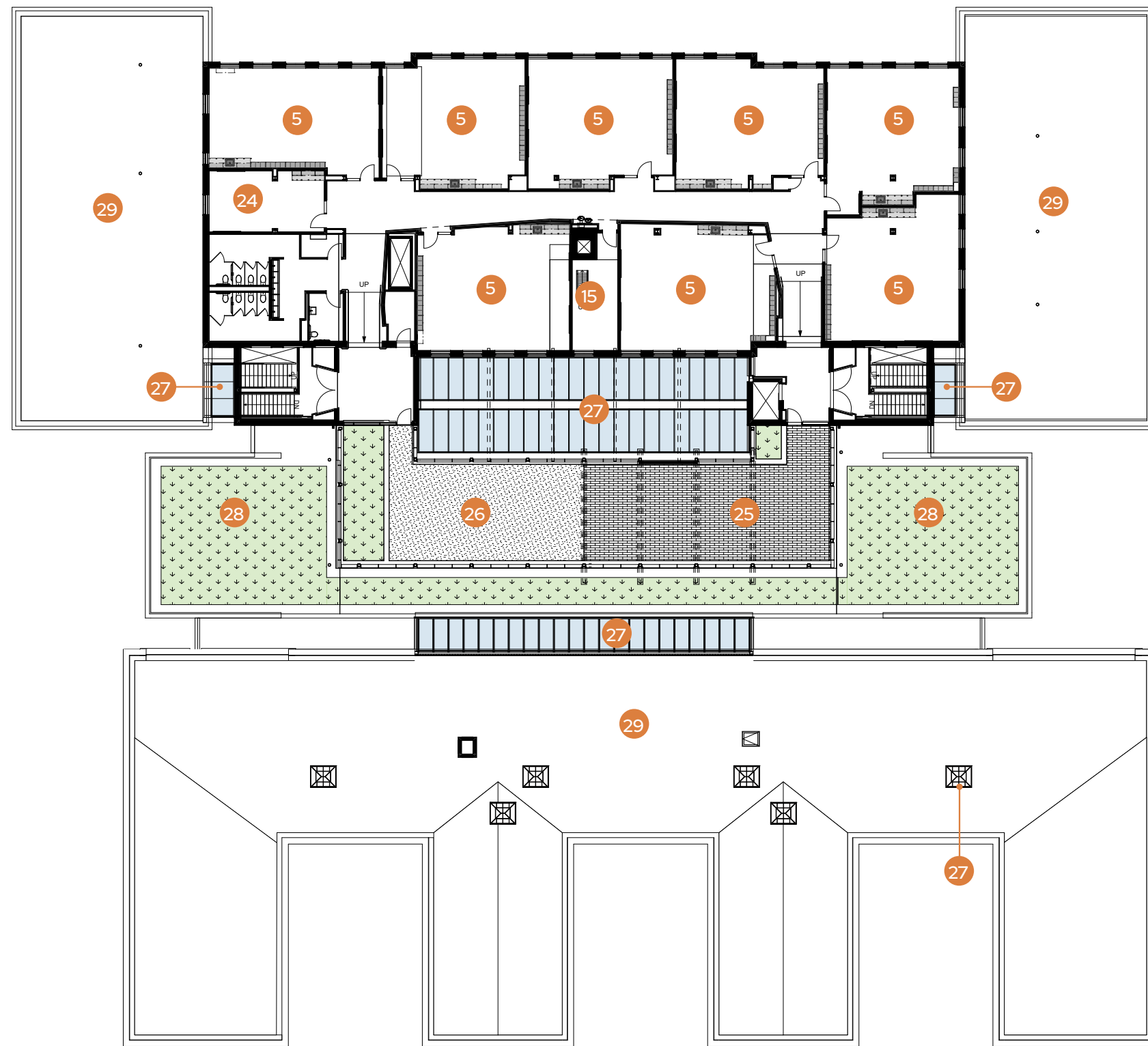
- 14 Library Suite
- 15 MEP Support Space
- 16 Custodial Space
- 17 Teacher Collaboration Space
- 18 Food Service Spaces
- 19 Crawl Space
- 20 Service Yard
- 21 Library Terrace
- 22 Light Well
- 23 Unfinished Basement



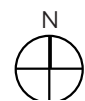


- 1 Double Height Commons
- 15 MEP Support Space
- 16 Custodial Space
- 17 Teacher Collaboration Space
- 24 Small Group Instruction Space
- 27 Skylight
- 29 Roof Below





- 5 Classroom
- 15 MEP Support Space
- 16 Custodial Space
- 25 Outdoor Classroom
- 26 Roof Terrace
- 27 Skylight
- 28 Greenroof
- 29 Roof Below













THEMATIC APPROACH



The elementary years are a tremendously formative season of life and school learning environments present an opportunity to be places that promote curiosity and engagement with both social issues and the natural world around their students.

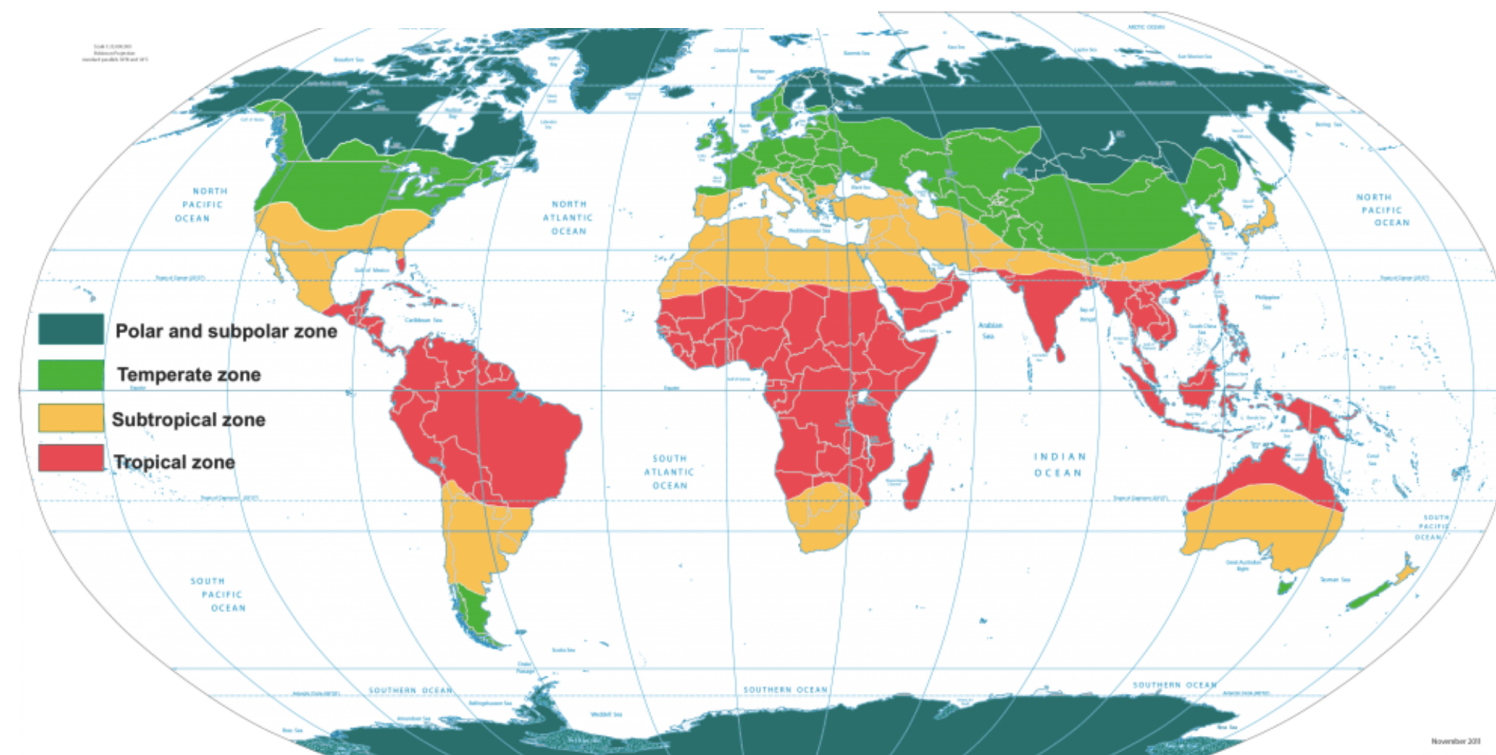
Dorothy Irene Height (1912-2010), the school's namesake, was an inspirational agent of change. As an African American civil rights and women's rights activist, she focused on issues of African American women including unemployment, illiteracy, and voter awareness. Height worked for change in the midst of social injustices fueled by a vision of a better more equitable society.

The school has specifically requested that the public art program recognize and celebrate the legacy of Dorothy Height in the modernized building. The intent, therefore, is to provide a number of commissions which both celebrate her legacy and educate students in the details of her life and work.

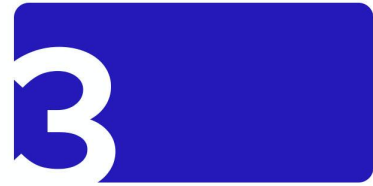
Additionally, the modernization has a 'world climate zones' interiors theme. The building floors have each been associated with a world climate zone with the intent of promoting learning and engagement with the dynamic nature of the physical world around us. A number of the public art commissions have been integrated into this thematic concept.



Dorothy Height at Civil Rights Rally with Martin Luther King Jr.



SOURCE: METEOBLUE



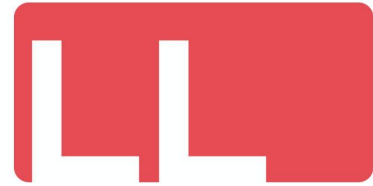
60°-90° LATITUDE
POLAR ZONE



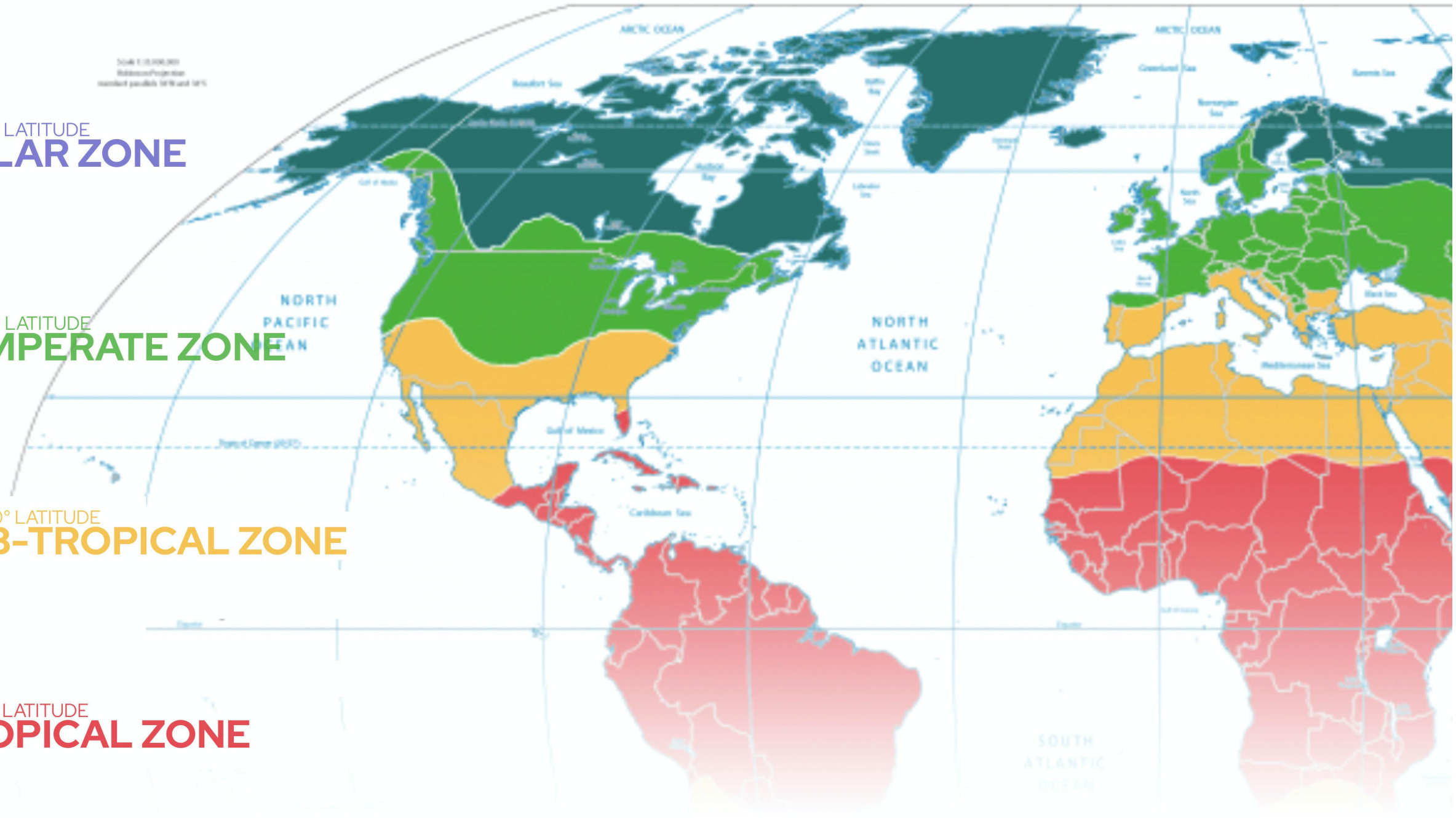
40°-60° LATITUDE
TEMPERATE ZONE



23.5°-40° LATITUDE
SUB-TROPICAL ZONE



0°-23.5° LATITUDE
TROPICAL ZONE



Each of the floors of the new school building will be associated with one of the earth's four main climate zones.

A accent color will, in turn, be assigned to each to organize and orient the building users

3

60°-90° LATITUDE
POLAR ZONE

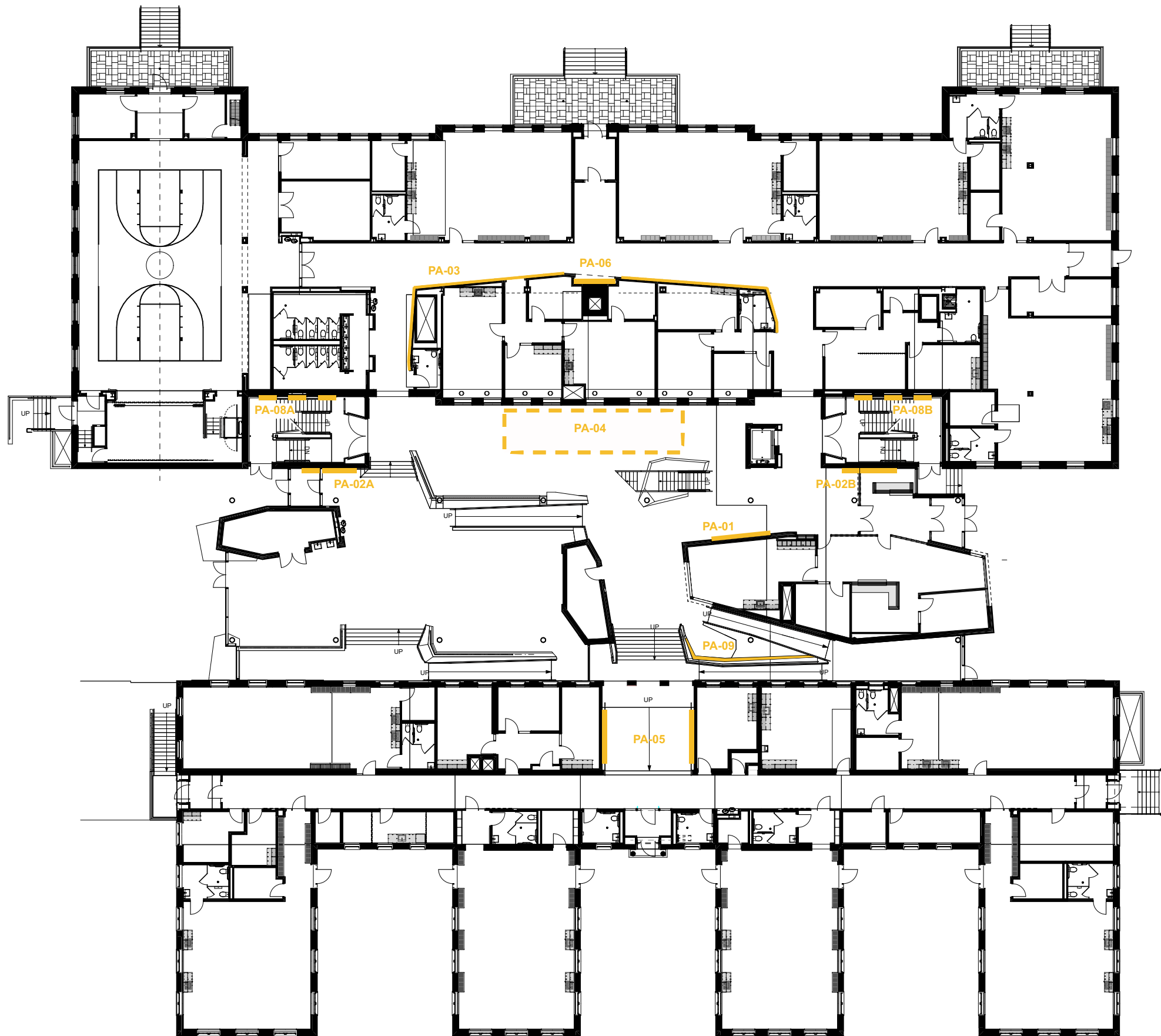


Some of the Public Art on each of the floors of the building should reflect the plants, animals, birds and marine life found in the climate zone associated with that floor

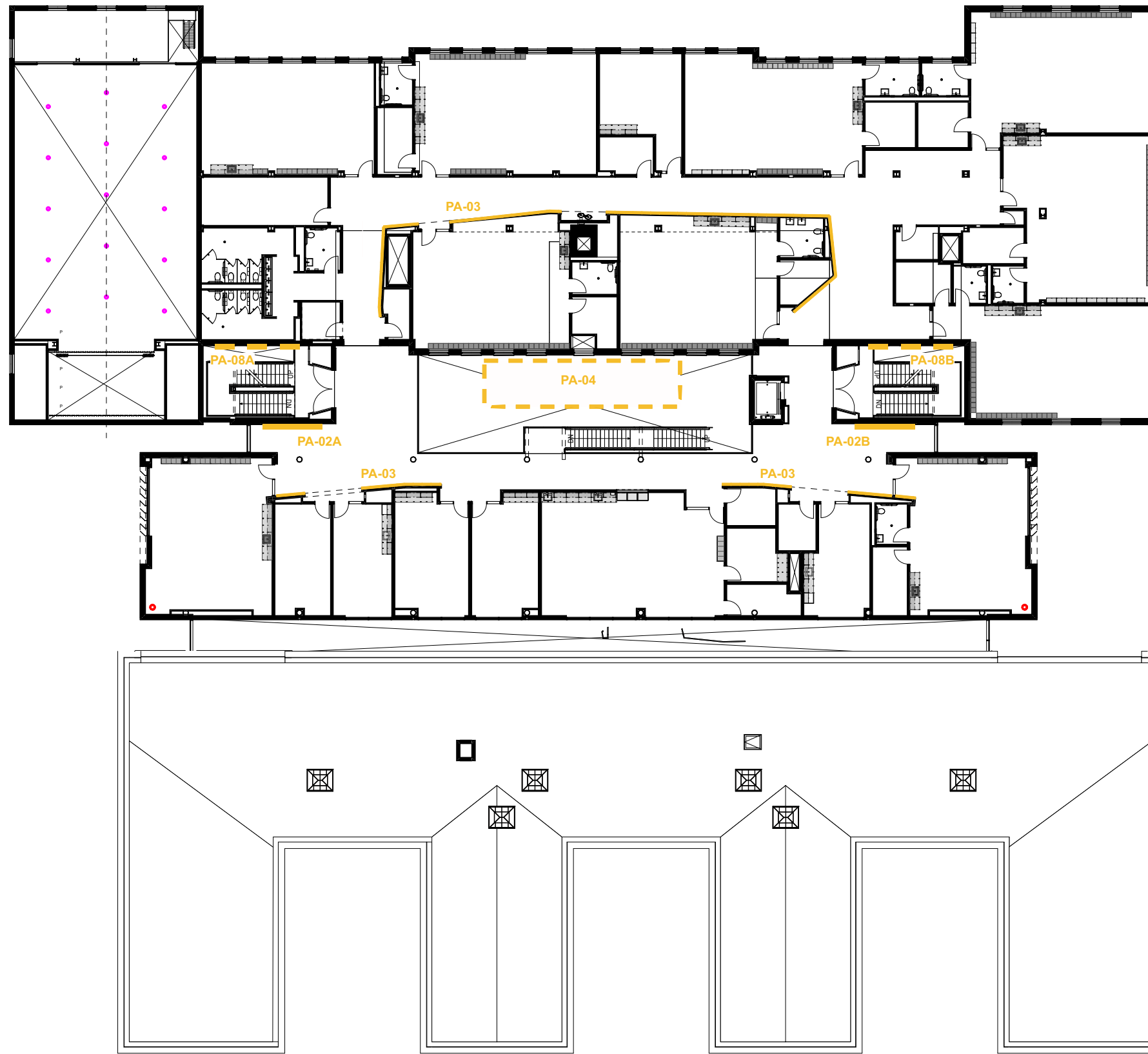
**PROPOSED
ART LOCATIONS**

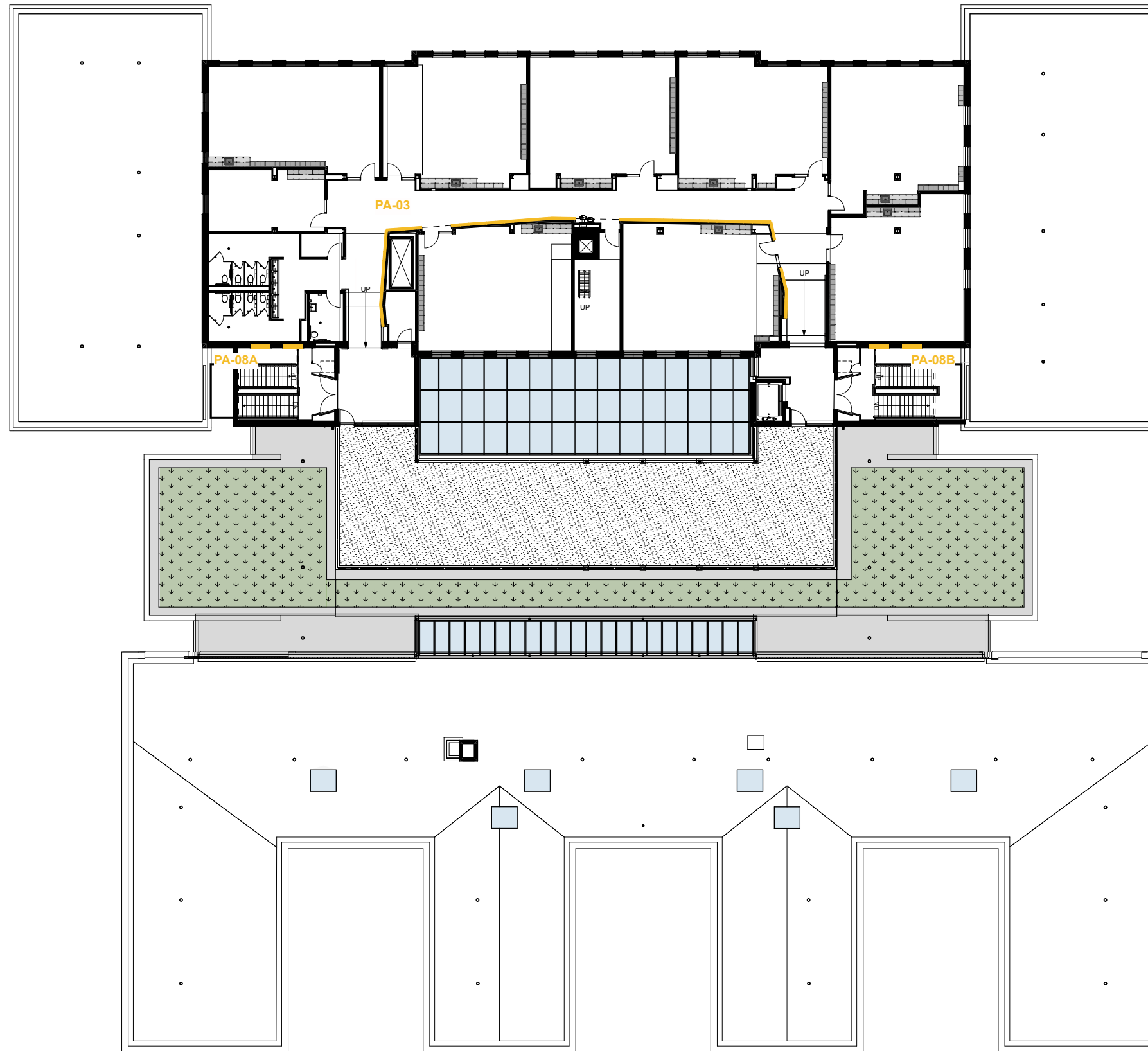
Public Art Commissions Schedule

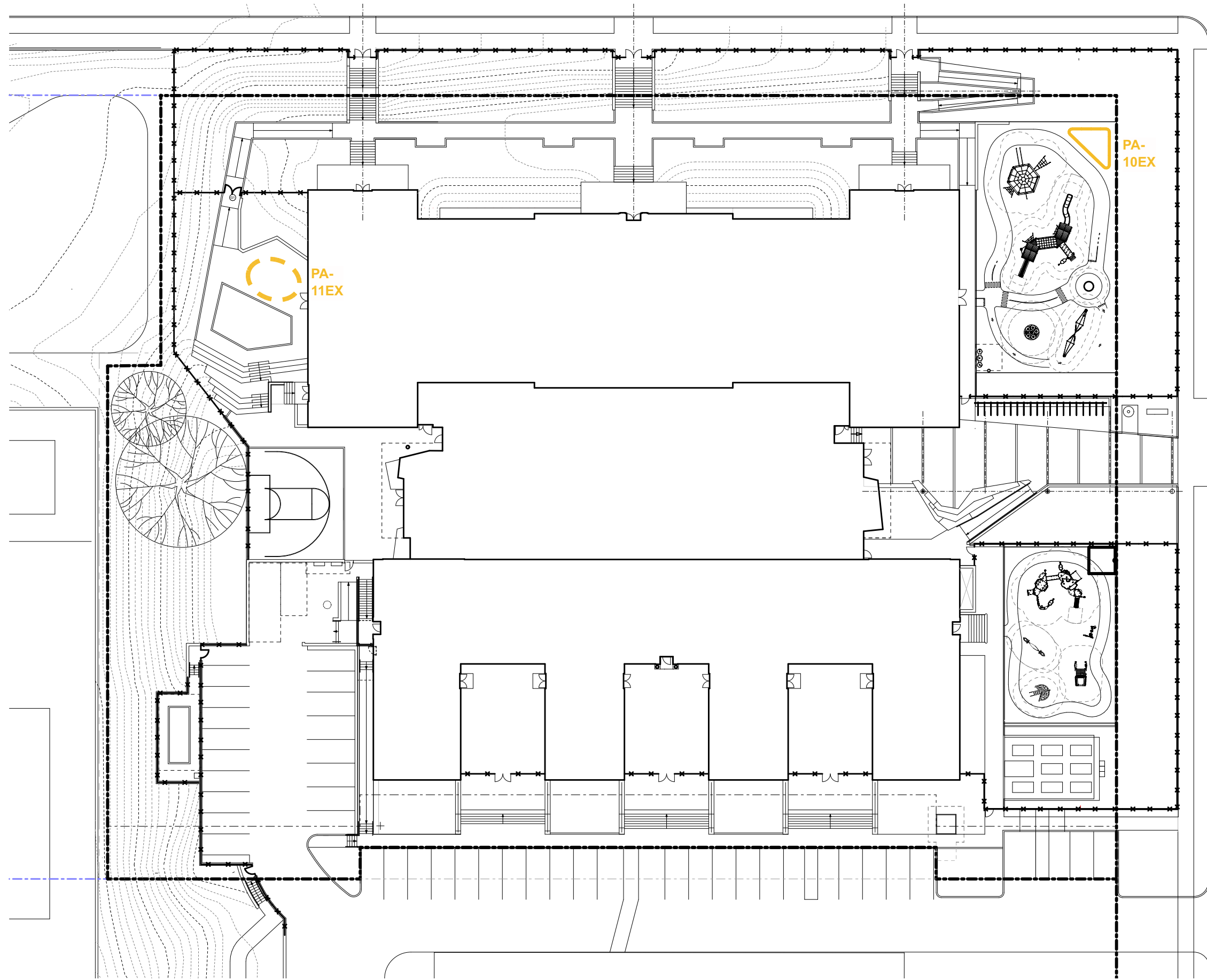
Item #	Name	Location	Media	Scope Description
PA-01	Dorothy Height Collage	Lobby 133	2D Art, Original panel/ Collage with 3D elements optional	Commssion to celebrate the life and legacy of the school's namesake
PA-02	Double Story Wall Graphic	Security 132A. Lobby 133, Cor 231 Dining 137	2D Art, Printed Vinyl Graphics	Colorful abstract printed art graphic. Spans first and second floors and is appreciated as a wholistic piece from outside/ inside the building
PA-03	Climate Zone Wall Graphics	Burdick corridors (all 4 levels). Addition Section floor corridor Flr Corrdior	Design Only. Monochromatic Silhouette graphics. Artist to provide digital vector file for plaster contractor to install	Mural graphic to incorporate animals and fauna from climate zone of each floor. Incorporate Mapping elements including Longitute/ Latitude lines and potentially other relevant data in a cohesive graphic composition. Refer to climate zone graphic sheets.
PA04	Solar Calendar Art Commission	Commons 139	Multiple elements including hanging piece. Powdercoated Aluminum or sim. Max load onto skylight 100Lb. 3 aircraft cable support attached to skylight members	Hung art piece in Commons space that casts shadows on the existing adjacent south wall. This commission is to provide learning/ engagement opportunity for the students to aid understanding of the solar calendar. Shadow alignment should occur with elements on the wall to mark moments in the calendar (ie D. Height birthday, Equinox, Solstices etc.
PA-05	Washington Health School Interpretive Art Commission	Connector 151A	2D Art, Printed Vinyl Graphics (2 opposing walls in space)	Interpretive Art commission that tells the story of the Washington Health School; the first Tuberculosis school in the nation.
PA-06	Burdick Building Interpretive Art Commission	Corridor 101	Open Media. This commission to be incorporate tactile/ sensory elements which invite student engagement	Interpretive and Aspirational Art commission that tells the story of the Burdick Vocational school and themes related to the potential for women to lead and be successful in the workplace.
PA-07	Commission in Corridor Niche	LL Corridor next to Library	Plastic Modular brick mosaic	A large custom mosaic is to be created from commercially available plastic 'dots' in different colors. There is interest in exploring opportunity for selective student participation in the creation of the mosaic since the children will be familiar with the medium.
PA-08A	3 Story High Panelized Commission	Egress Stair A	2D Art, Fabric Media	8 panels set into the blind existing window openings. Panels to read together as a single piece. Colorful/ playful/ Theme TBD
PA-08B	3 Story High Panelized Commission	Egress Stair B	2D Art, Fabric Media	8 panels set into the blind existing window openings. Panels to read together as a single piece. Colorful/ playful/ Theme TBD
PA-09	Dorothy Height Timeline	Adjacent to Stair L	Bronze Bas Relief. (Foundry Bronze.) Commission to be a number of panels that will be installed adjacent to one another.	Art Commission to Educate the building users regarding the life and accomplishments of the school's namesake. The commission should include a timeline and graphical elements highlighting notable moments/ accomplishments
PA-10EX	Playground Commission	5-11 playground (SITE)	Open Media: Medium to be durable and to avoid sharpe edges/ corner.	Commission to be physically engaging/ colorful/ fun for the students. Must be resilient/ durable and not easy to climb.
PA-11EX	West Terrace Bench Sculpture	Lower Terrace (west side of site)	Wood/ metal/ mosiac covered. Must be Resilient and durable.	Sculptural bench(es) to be located in the terrace hardscape area. The artist should assume that these will be climbed upon by the students.











Commission 01 Dorothy Height Collage

Description

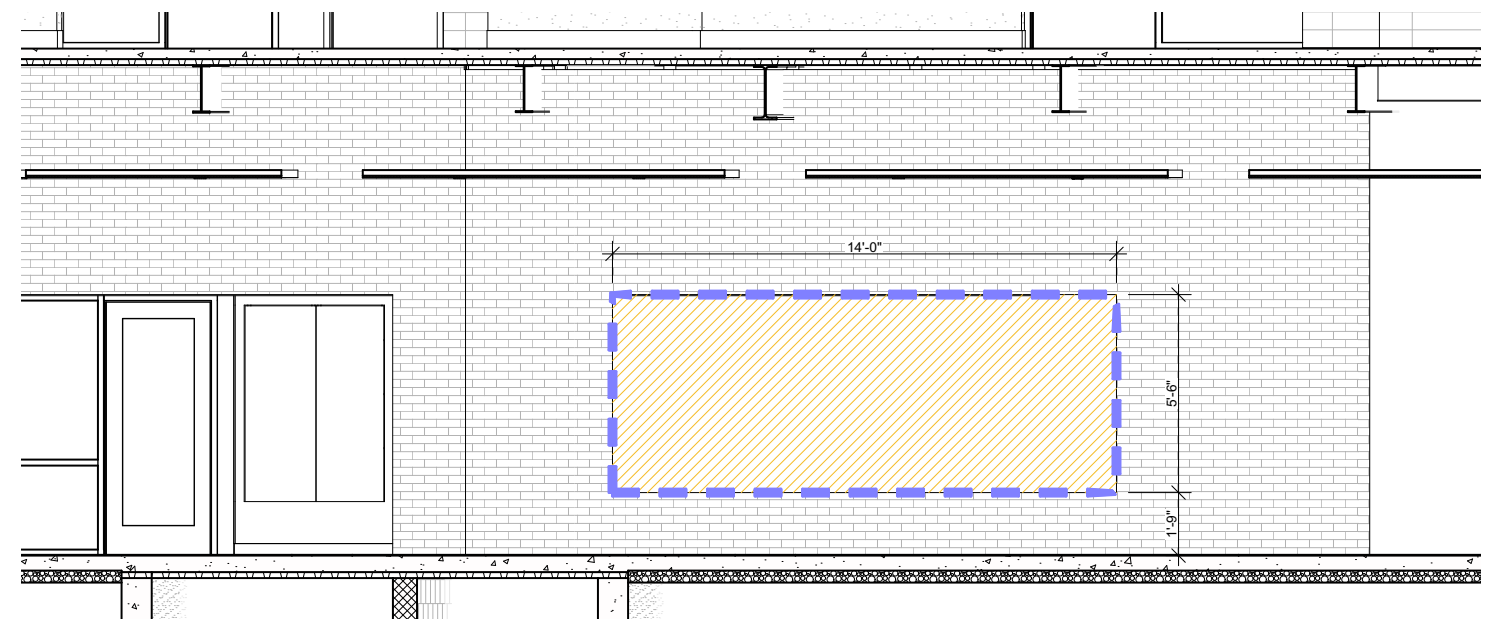
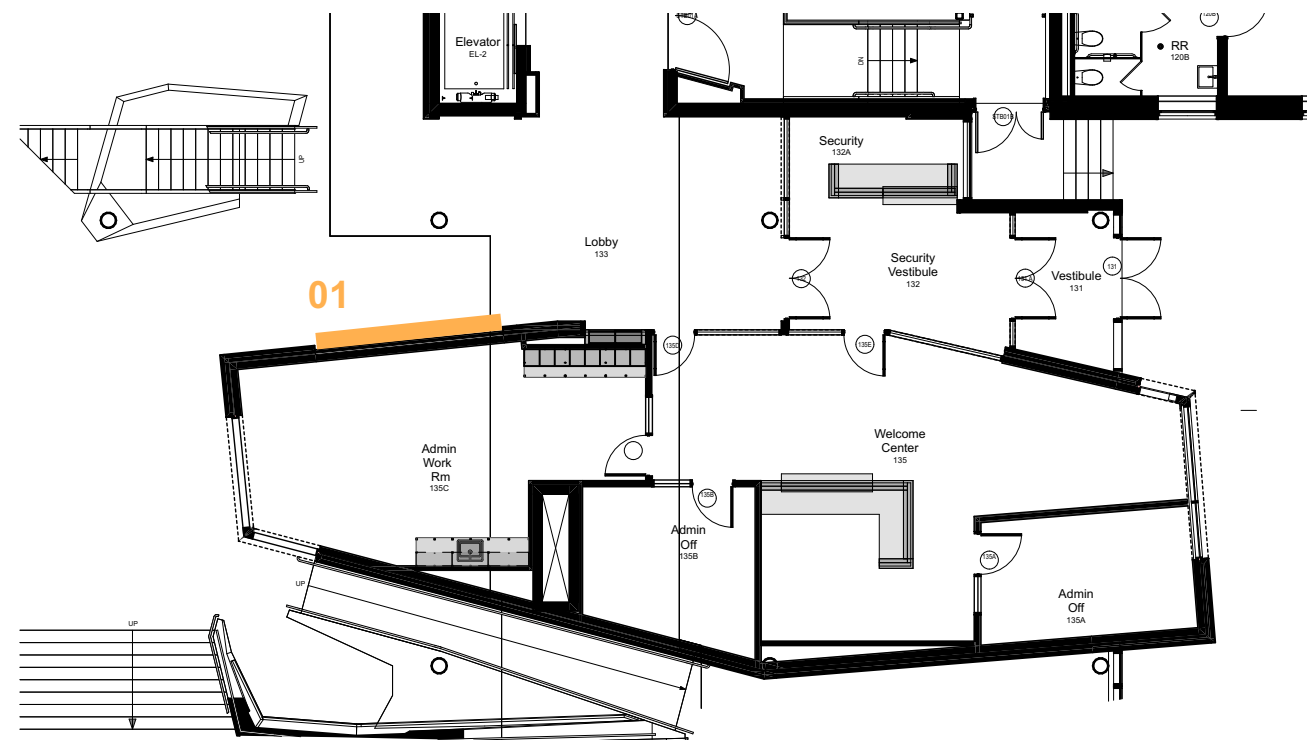
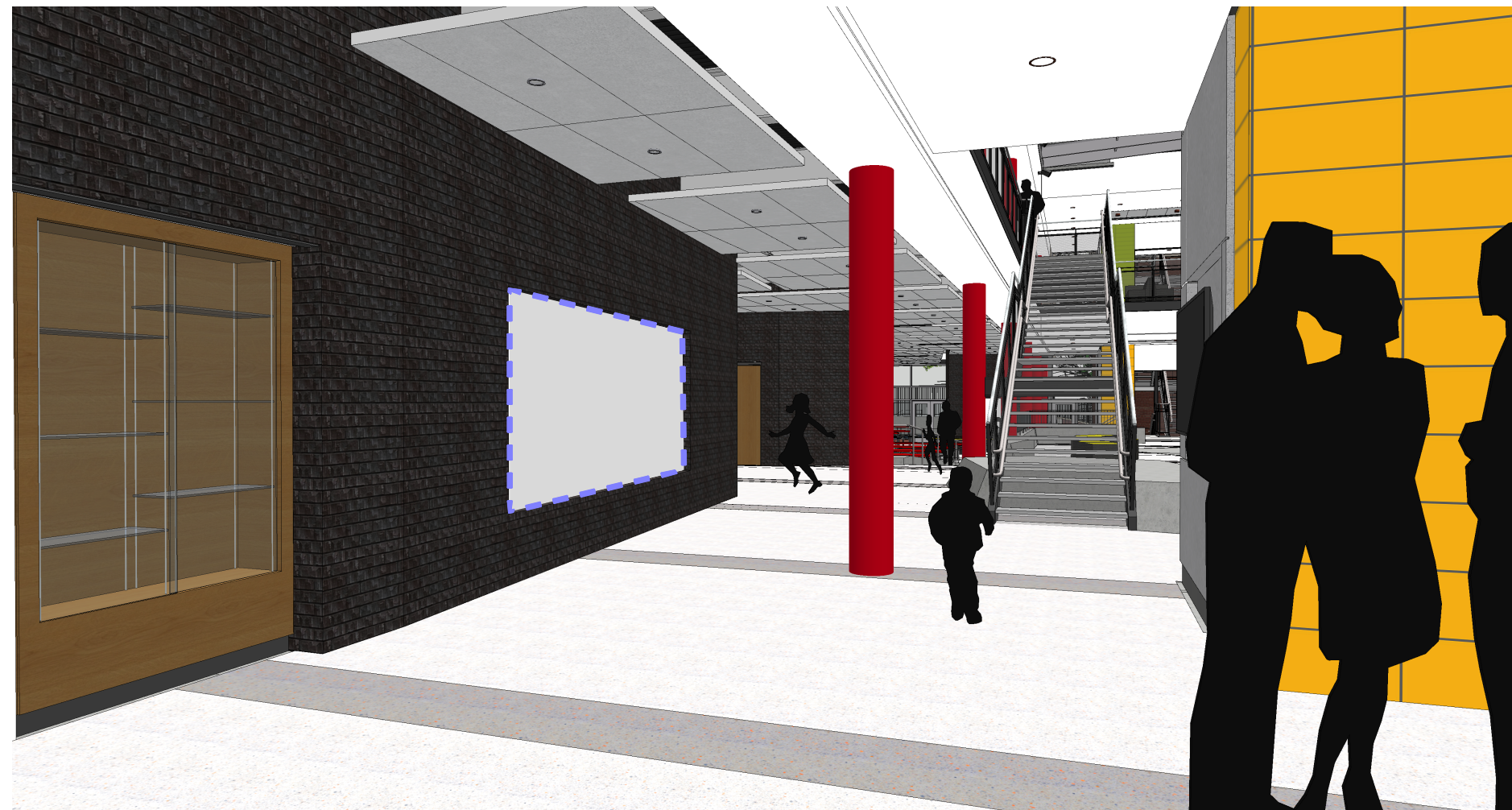
This is arguably the most prominent of the art locations; upon entering the building a large 'canvas' has been created in the brick wall opposite the central commons area (First Floor Level)

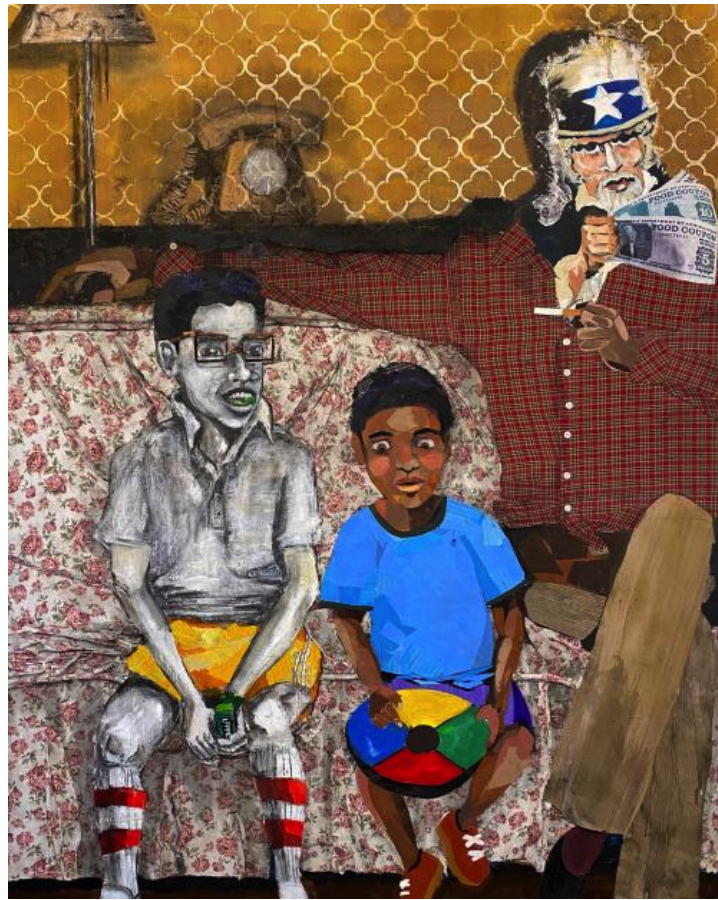
Theme

This commission is intended to give recognition to Dorothy I Height. The artist should research her life and work and create a collage that celebrates her legacy and informs building users about her accomplishments in the civil rights movement and promoting women's rights. Historical artifacts should be incorporated into the commission if possible. The commission should be a narrative composition that creates a layered nuanced story that promotes discovery. Dorothy Height quote(s) should be included (represented in English/ Spanish and Amharic)

Media:

Mixed Media; including found objects and written documents. The artist is encouraged to incorporate a three dimensional relief to the piece (Ref example on next page).

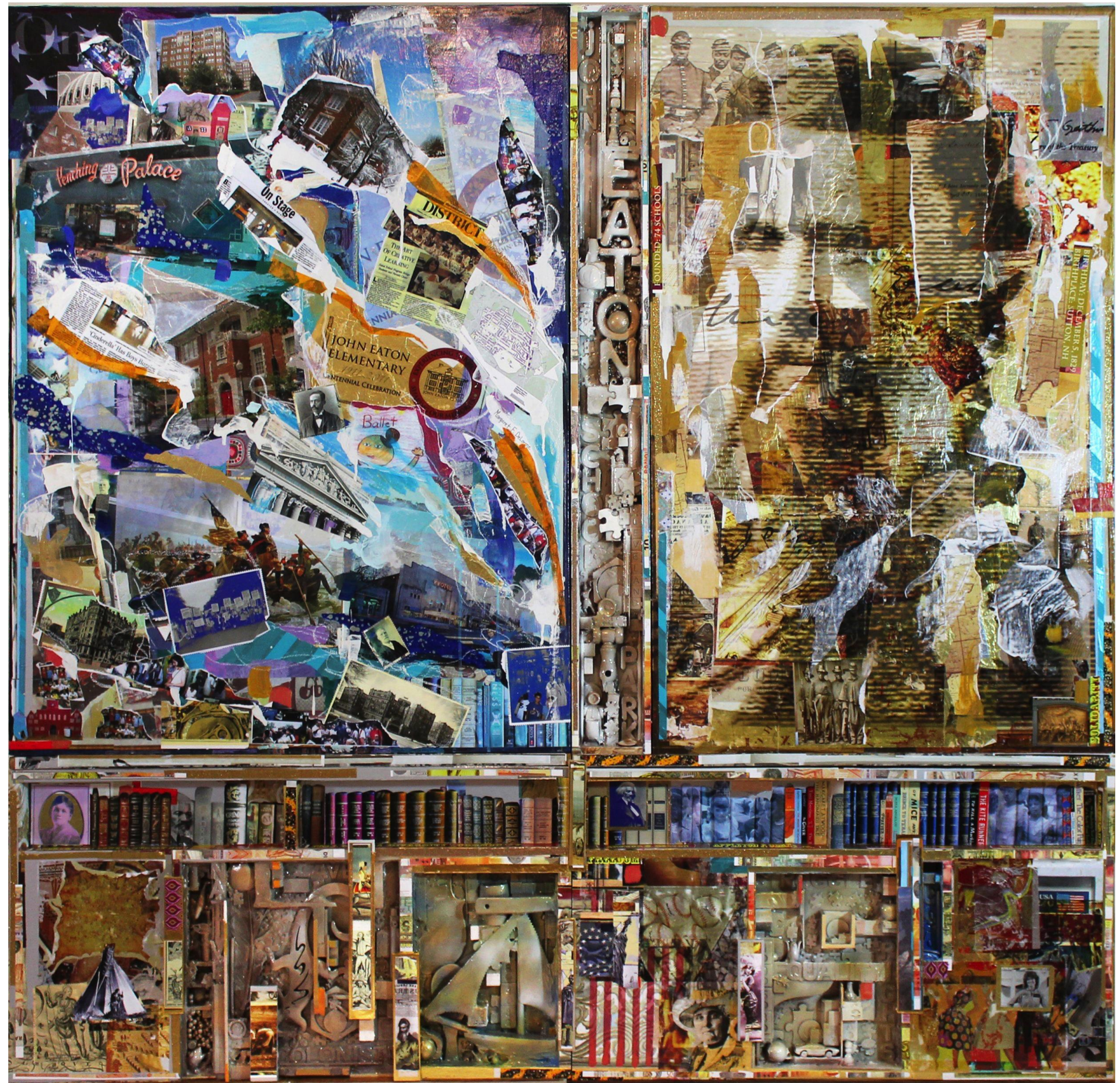




Top: Melvin Nesbit Jr

Above: Rose Jaffe; Watkins Elementary School

Right: Gavin Sewell; John Eaton Elementary School
Mixed Media Art commission 2021



Commission 02 Double Story Wall Graphic

Description

The modernization has a glazed 'slot' of space between the new 'bar' of the addition and the existing north building facade & new Egress stairs (2).

This multi-paneled commission is intended to be a colorful & cohesive piece that reinforces the architectural concept for the building while introducing an exuberant splash of color that will be visible from both inside and outside the building. There should be connection and continuity between the locations - especially between those with vertical adjacency since they will be read together from outside the building (especially at night). Artists are encouraged to provide a dusk rendering illustrating the visibility of feel of the commission during dusk/ the evening.

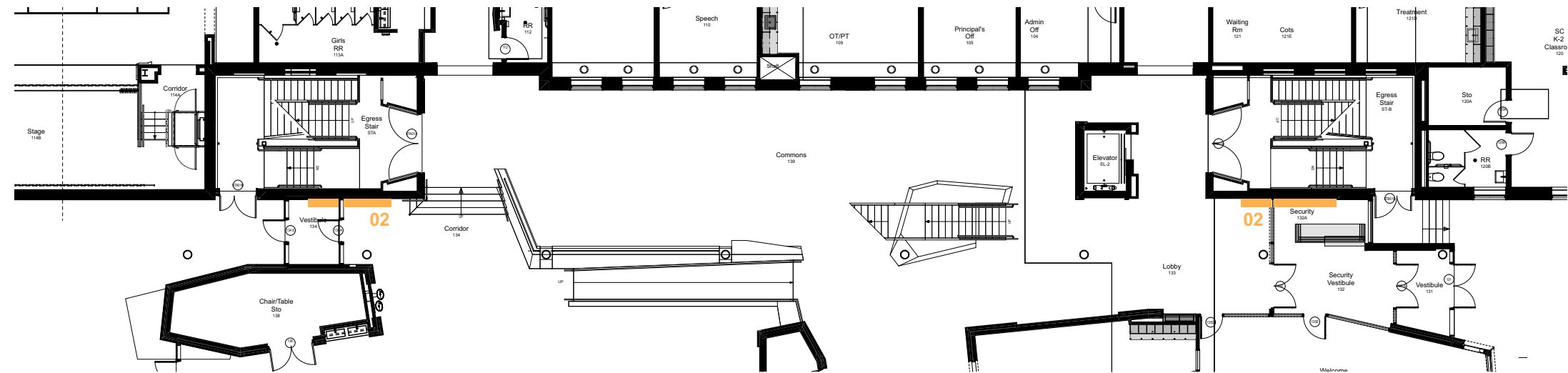
Theme

The commission should be colorful and abstract and incorporate super graphic quotes from the schools' namesake in English, Spanish and Amharic (languages with significant representation amongst the student population)*

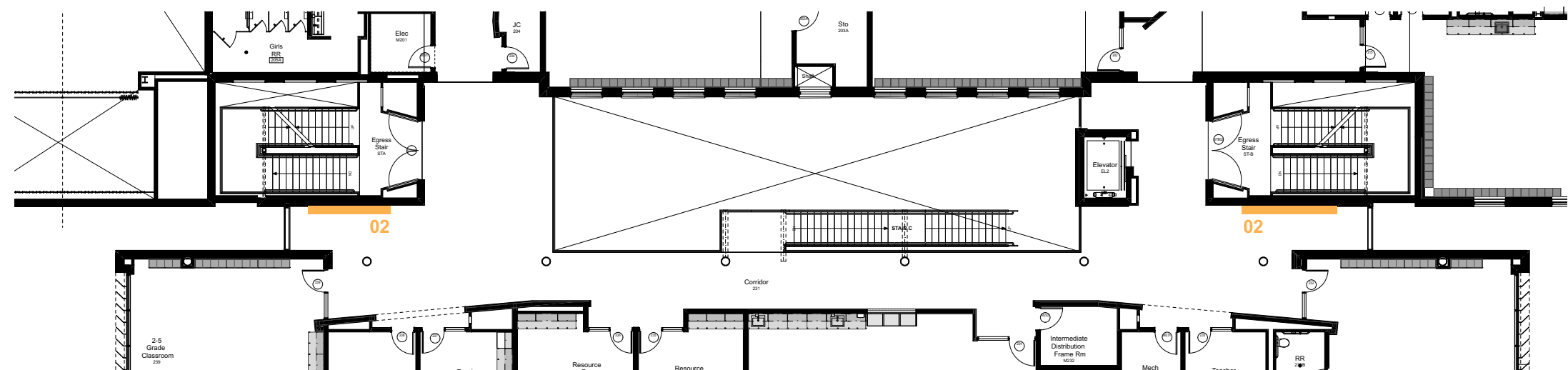
Media:

Printed Vinyl Graphics Applied to painted drywall

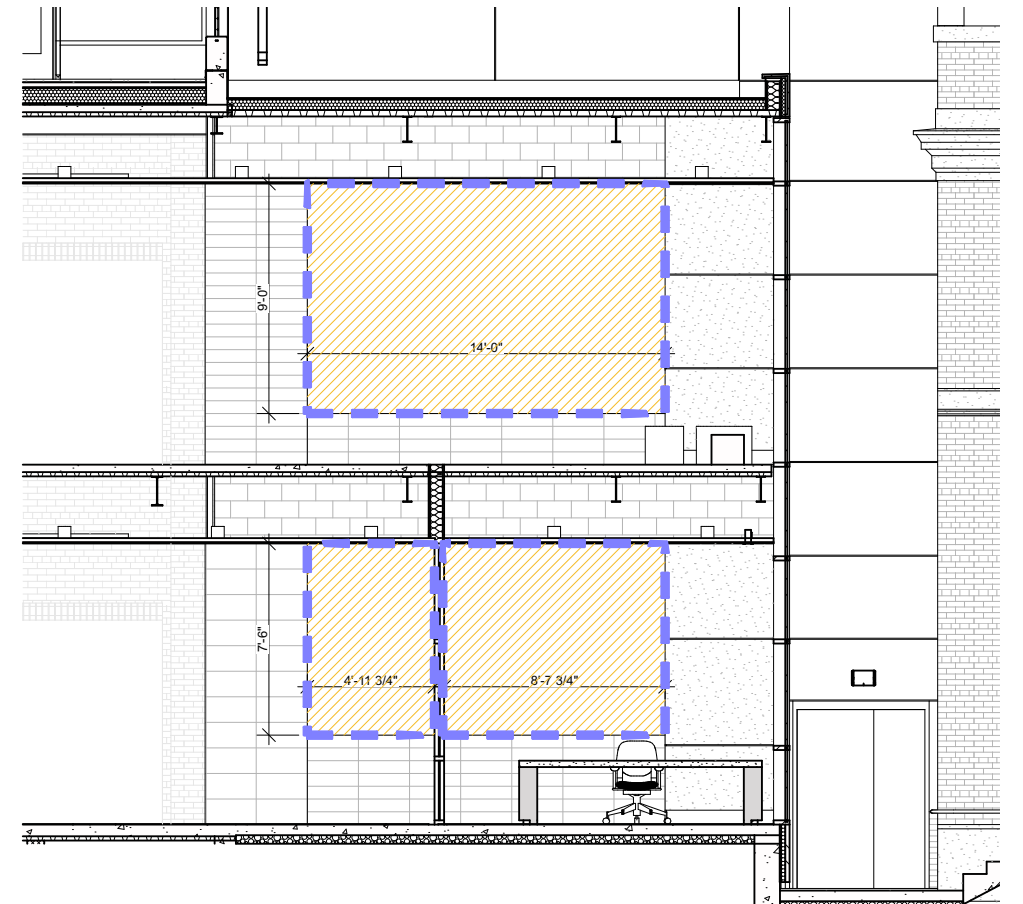
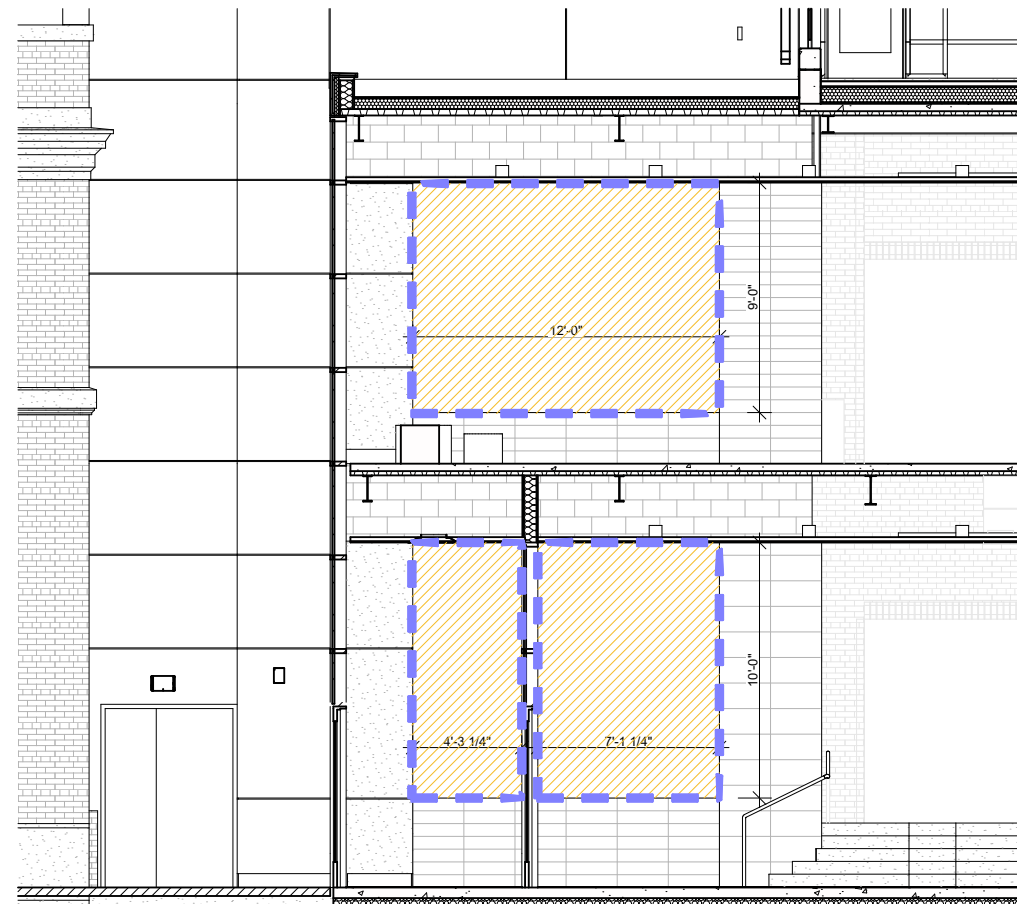
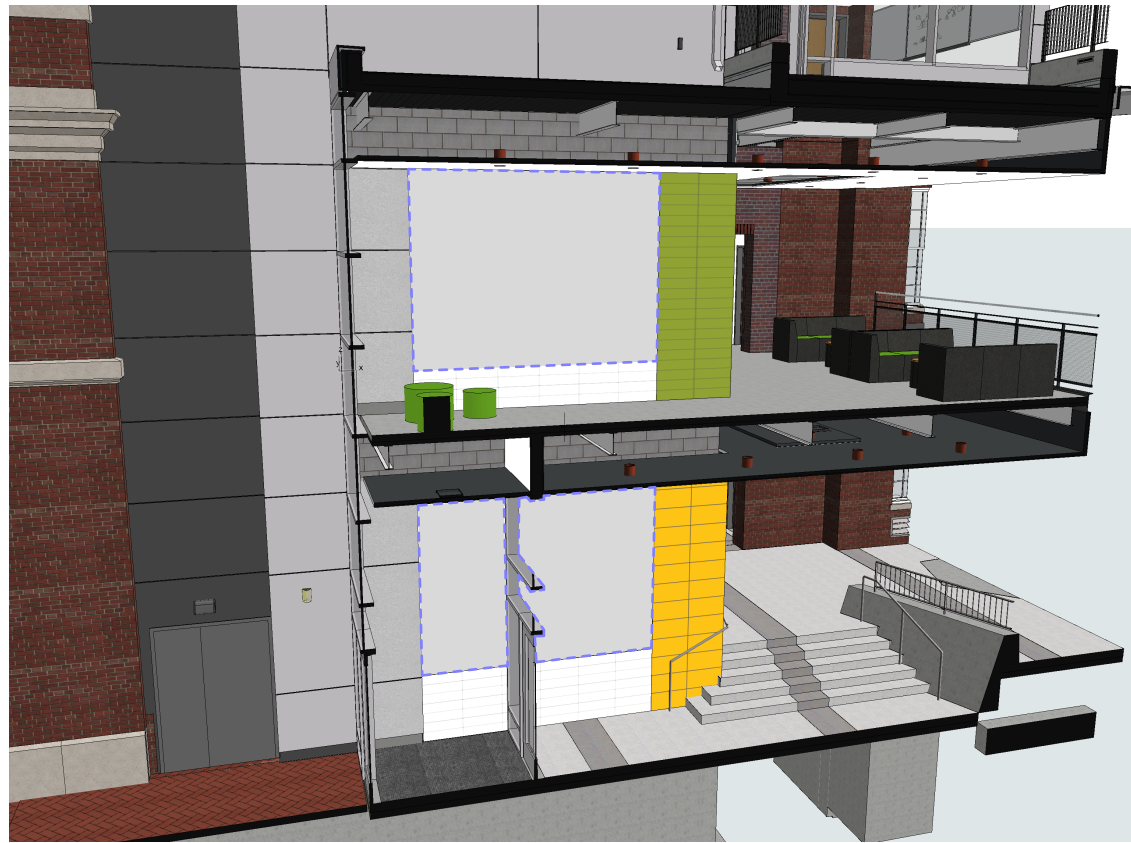
*The Owner will provide review of the translated quotes in this commission prior to finalization to ensure linguistic accuracy.



FIRST FLOOR PLAN



SECOND FLOOR PLAN





ታላቅነት ያለ ወንድ ወይም ሴት ለሚያከናውኑት ተቃውሞ ወይም ግብቹን ለማድረስ ባሸነፉ ተቃውሞ ከልተካተተም።

Quotes from Dorothy Height to be incorporated into the commission in English, Spanish and Amharic

Greatness is not measured by what a man or woman accomplishes, but by the opposition he or she has overcome to reach his goals.

Dorothy I Height

La grandeza no se mide por lo que un hombre o una mujer logra, sino por la oposición que él o ella ha superado para alcanzar sus objetivos.



Michael Crossett:
Bancroft Elementary School



Adrienne Gaither:
John Eaton Elementary School

Commission 03 Climate Zone Wall Graphics

Description

This commission is closely related to the world climate zones theme for the building interiors.

Each floor is to be associated with a world climate zone and a orienting accent color (ref section 2 for more information). At each level of the building there are to be a colored trapezoidal wall(s) in the circulation spaces that are to receive custom graphics related to the particular climate zone. This commission (design only) is for the custom graphics for all of these walls.

Theme

The artist is encouraged to research distinctive aspects of each climate zone and incorporate a variety of elements which should include:

- animals/ birds/ sea life
- plant life
- geographical motifs (longitude/ latitude/ topographical references)

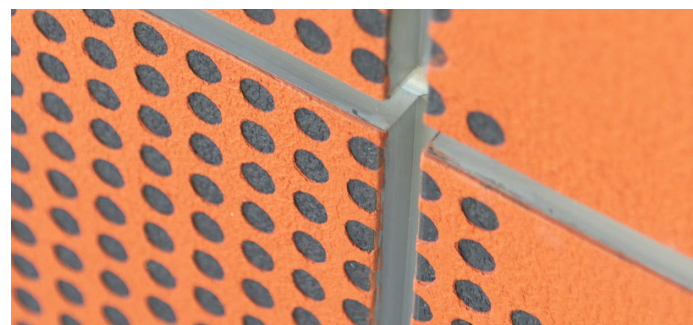
The Owner is interested in ways the graphic walls may celebrate the cultural diversity of the students and also provoke interest and learning about the natural world.

All life forms that are depicted in the graphics should be accompanied by species labels in English, Spanish and Amharic.

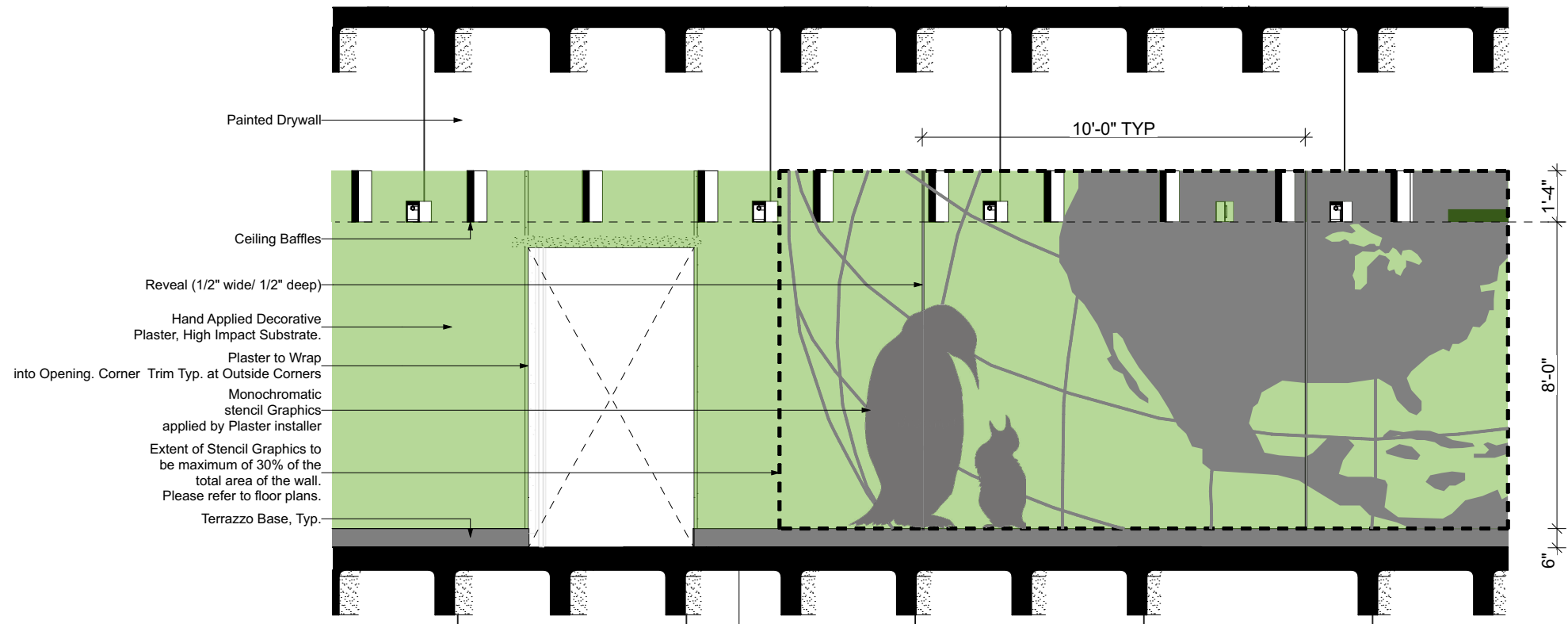
Medium

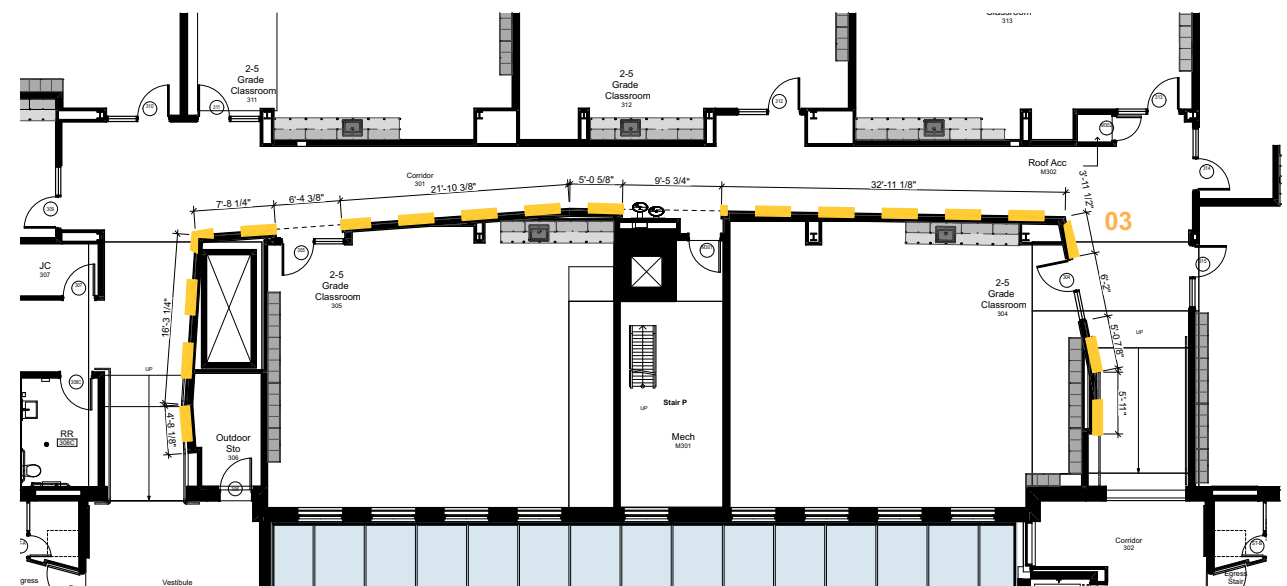
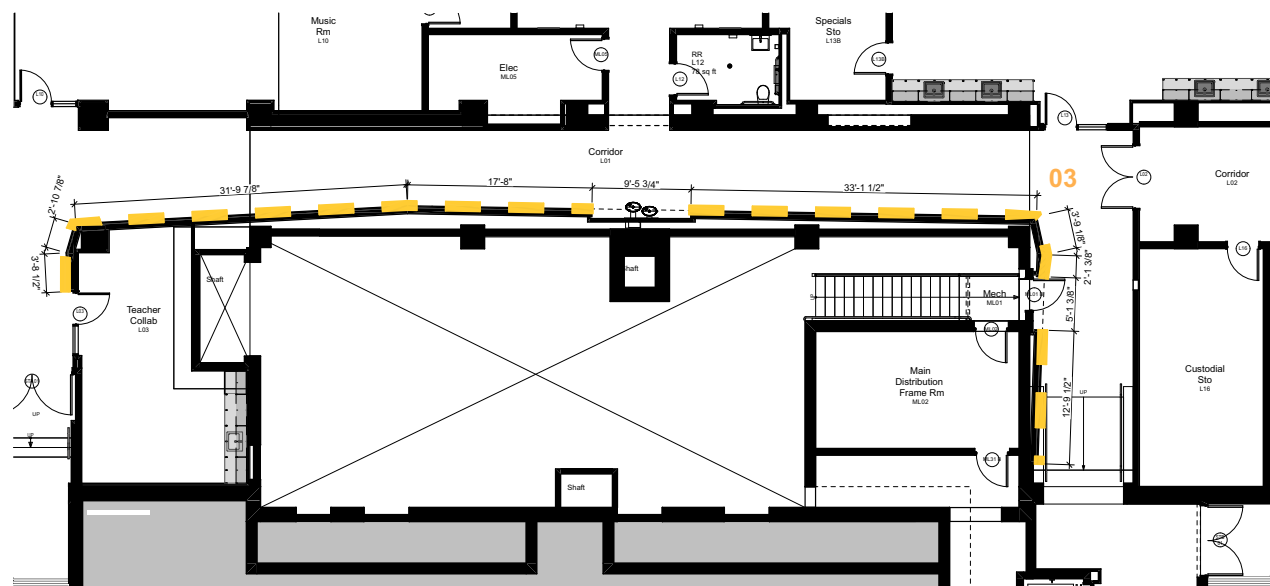
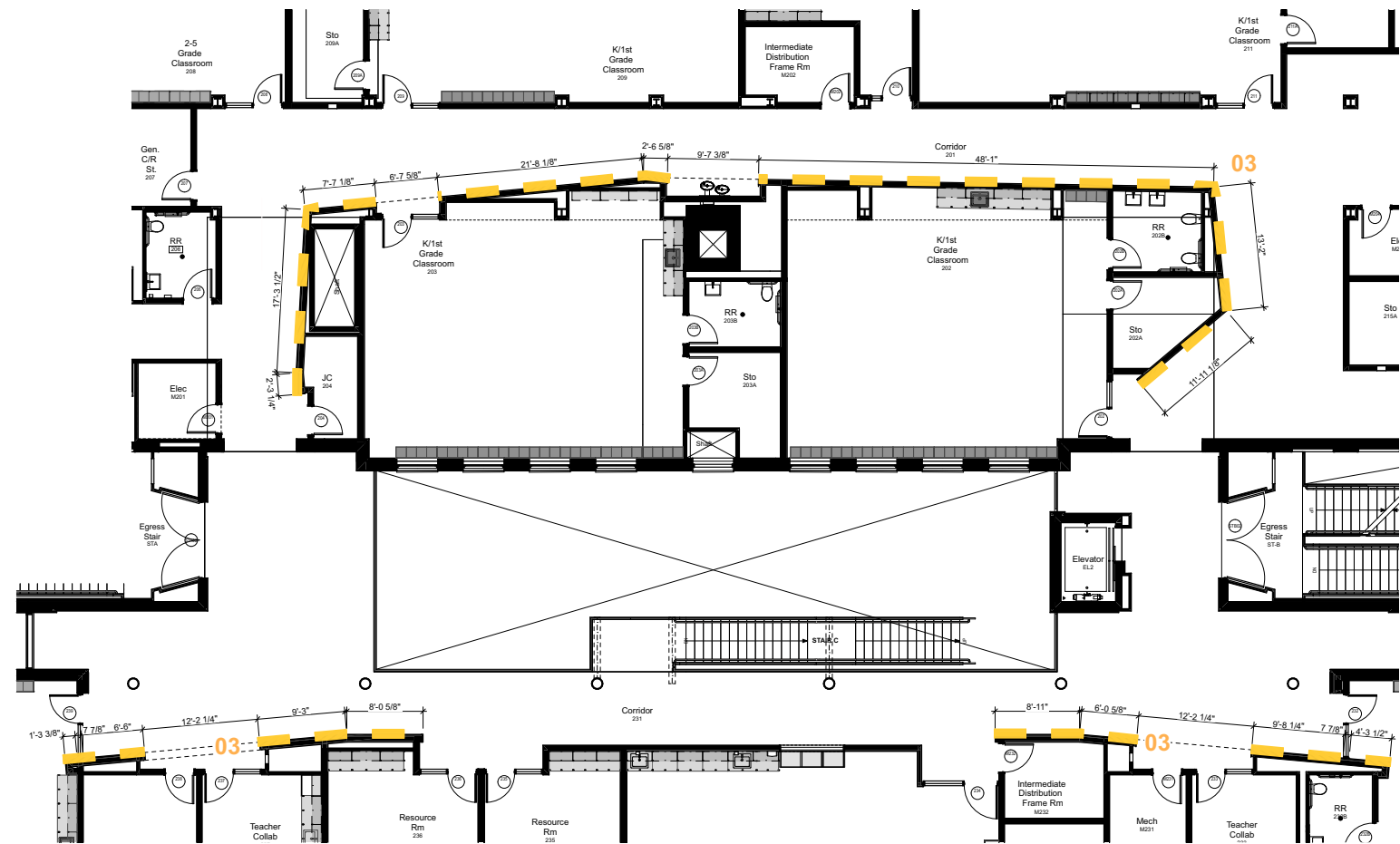
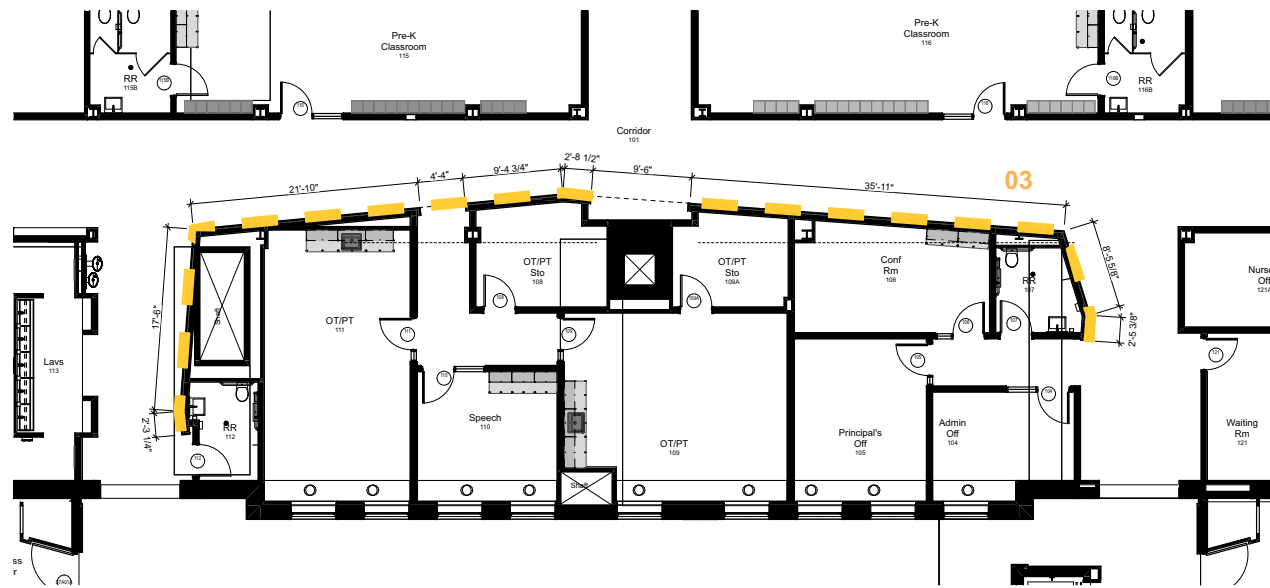
The art work is to be monochromatic/ silhouette graphics that will be delivered to the contractor as a digital vector file. This will be incorporated into the plaster by the installer as stencil graphics. (Ref image below).

For the concept and final deliverable, artists must elevate to scale all the plaster wall surfaces (unwrap each one into a continuous elevation drawing) to facilitate review with the Owner and design team. The extent of the graphics should cover around 30% of the total wall surface. Artists are encouraged, however, to develop the graphics without 'defined' areas - rather exploring ways to make the walls read as single cohesive expressive elements with graphics incorporated into them.



Decorative Plaster Example
Note: Integrated stencil graphics are to be applied by plaster installer





3

60°-90° LATITUDE
POLAR ZONE



Potential Graphic Silhouette Graphics
NOTE: All final graphics to be monochromatic



Decorative Plaster
Example Installation
Eaton Elementary School

Commission 04 Solar Calendar Art Commission

Description

The double height commons space is covered with a large skylight. During the course of the year the sun will cast dramatic shadows onto the existing brick wall (north Burdick building) and the Terrazzo floor of the commons space.

The concept of this commission is to hang a distinctive shadow casting element (or more than one) in the volume of the space, whose shadows will align with 'paired' elements (also part of the art commission) on the wall and floor surface at significant times in the annual calendar.

The installation should promote learning about the movement of the earth/ sun through the course of the year. The following events should be marked by the commission:

- Dorothy Height's Birthday
- Summer Solstice
- Fall or Spring Equinox

Media

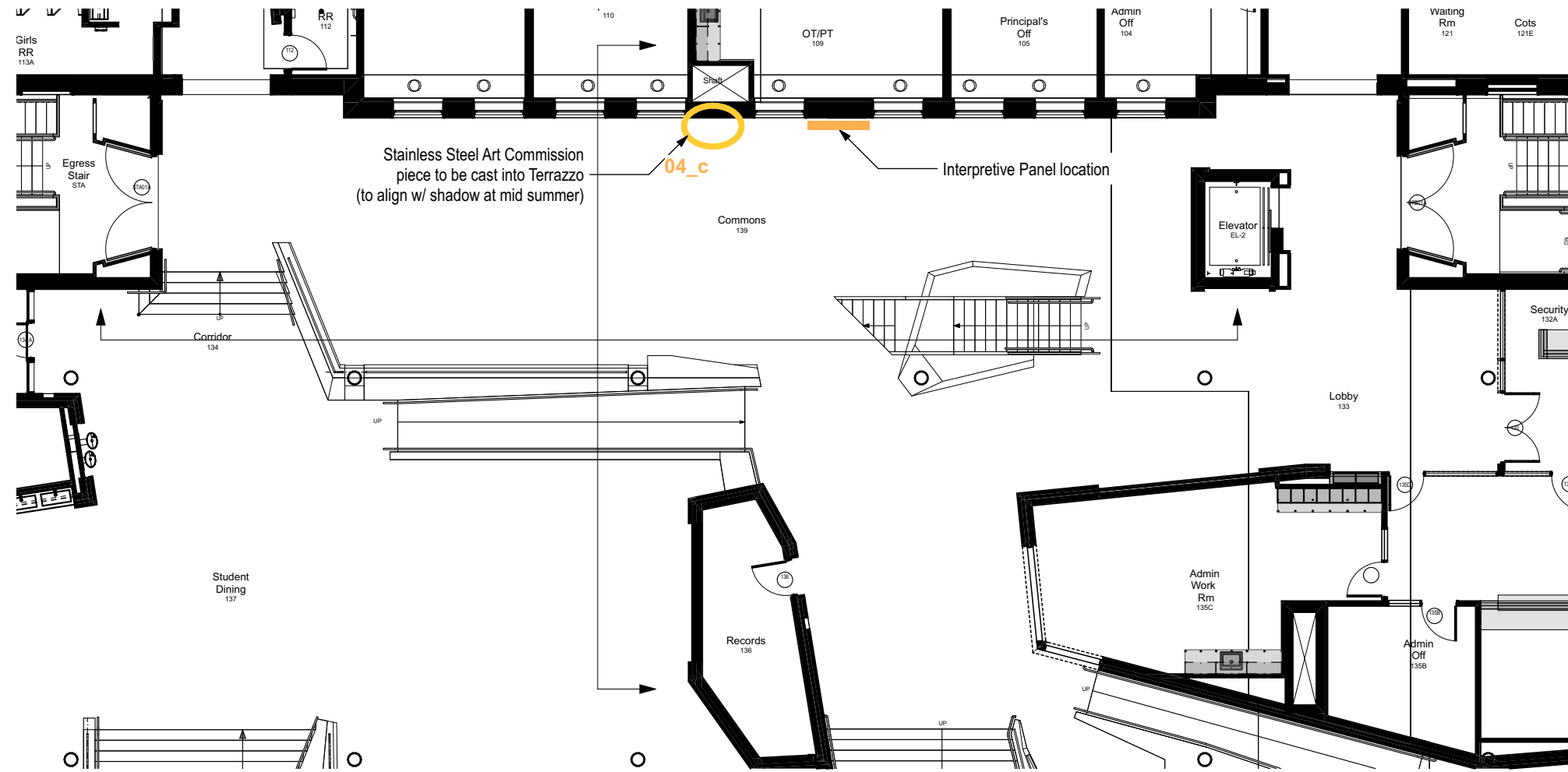
- Hanging Element: Pre-finished Aluminum. [Max weight 100Lb to be supported by 3 aircraft cables that will be attached to the skylight framing members]
- Wall Mounted elements: Pre-finished Aluminum
- Floor Inset Element: Stainless Steel or Aluminum [to be inset into thinset epoxy terrazzo and ground smooth]
- Interpretive Panel: The artist should create an information panel that explains why the sun position changes through the course of the year

NOTE: 3D BIM Model of Space/ Context will be available to the artist

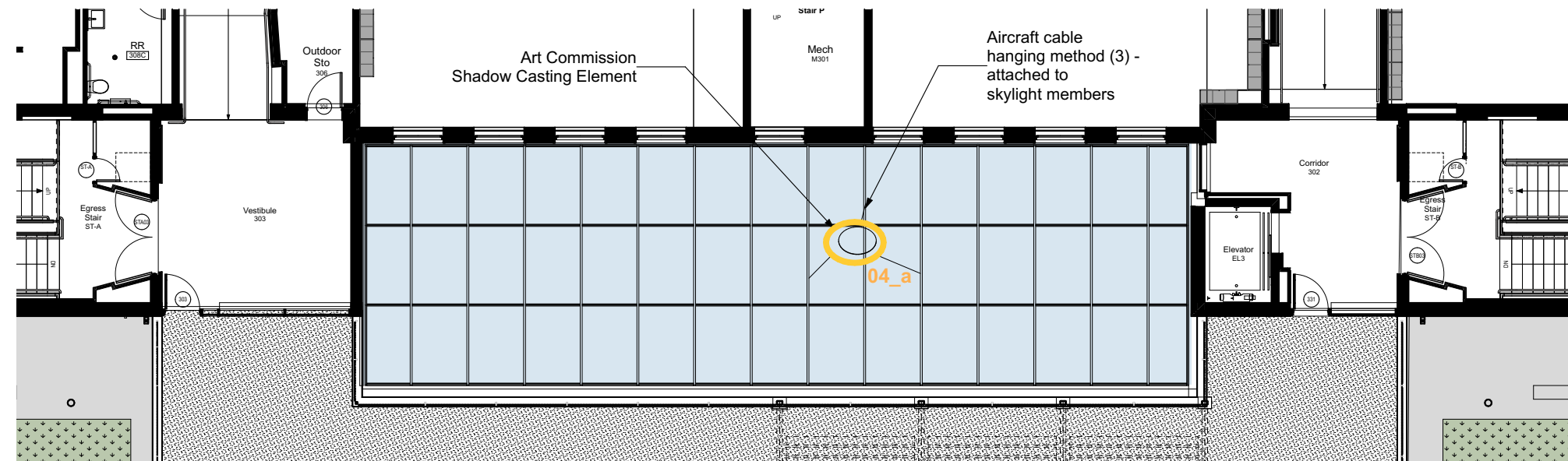


Commission 04 Solar Calendar Art Commission

[Continued]



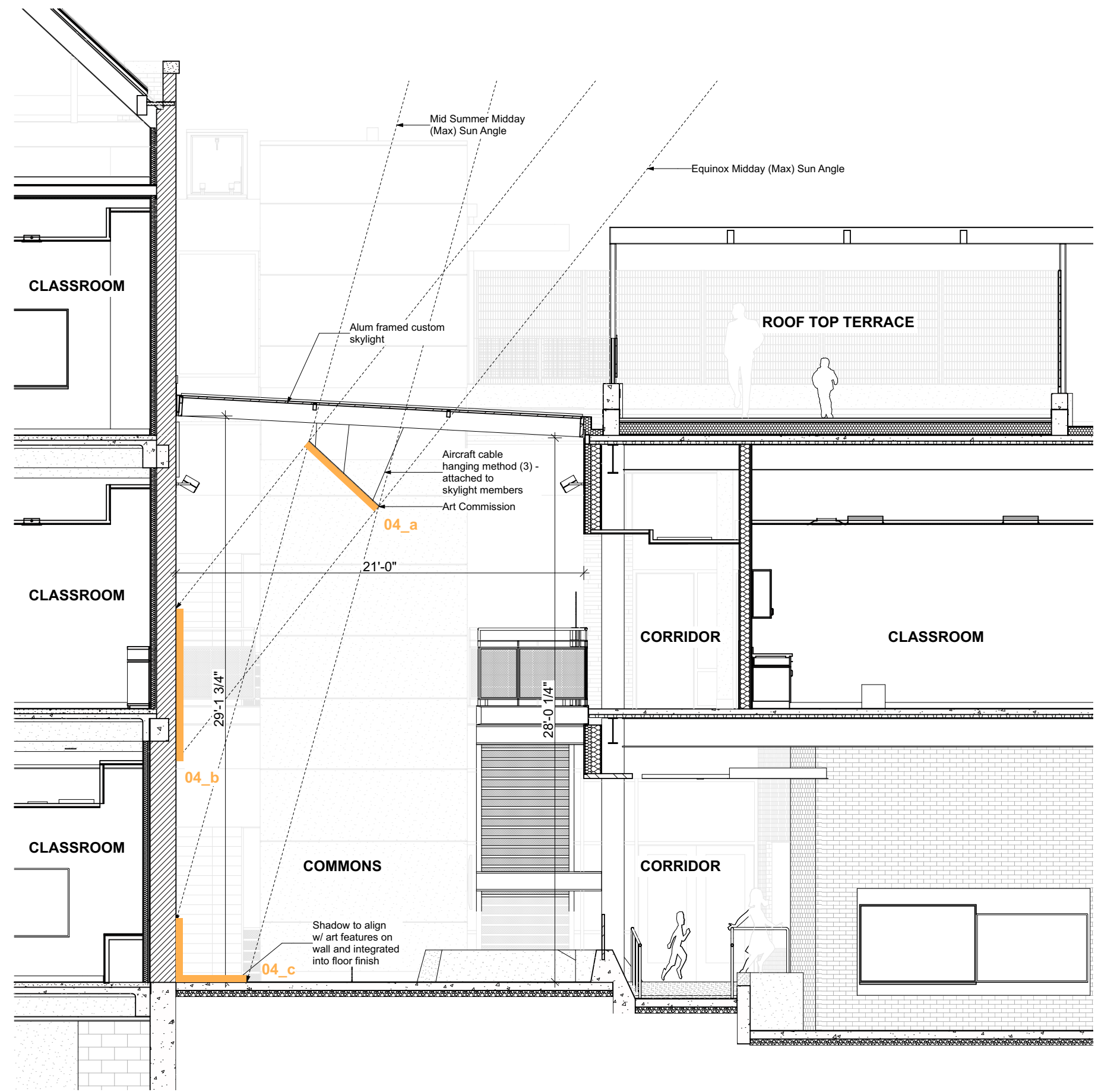
First Floor Plan

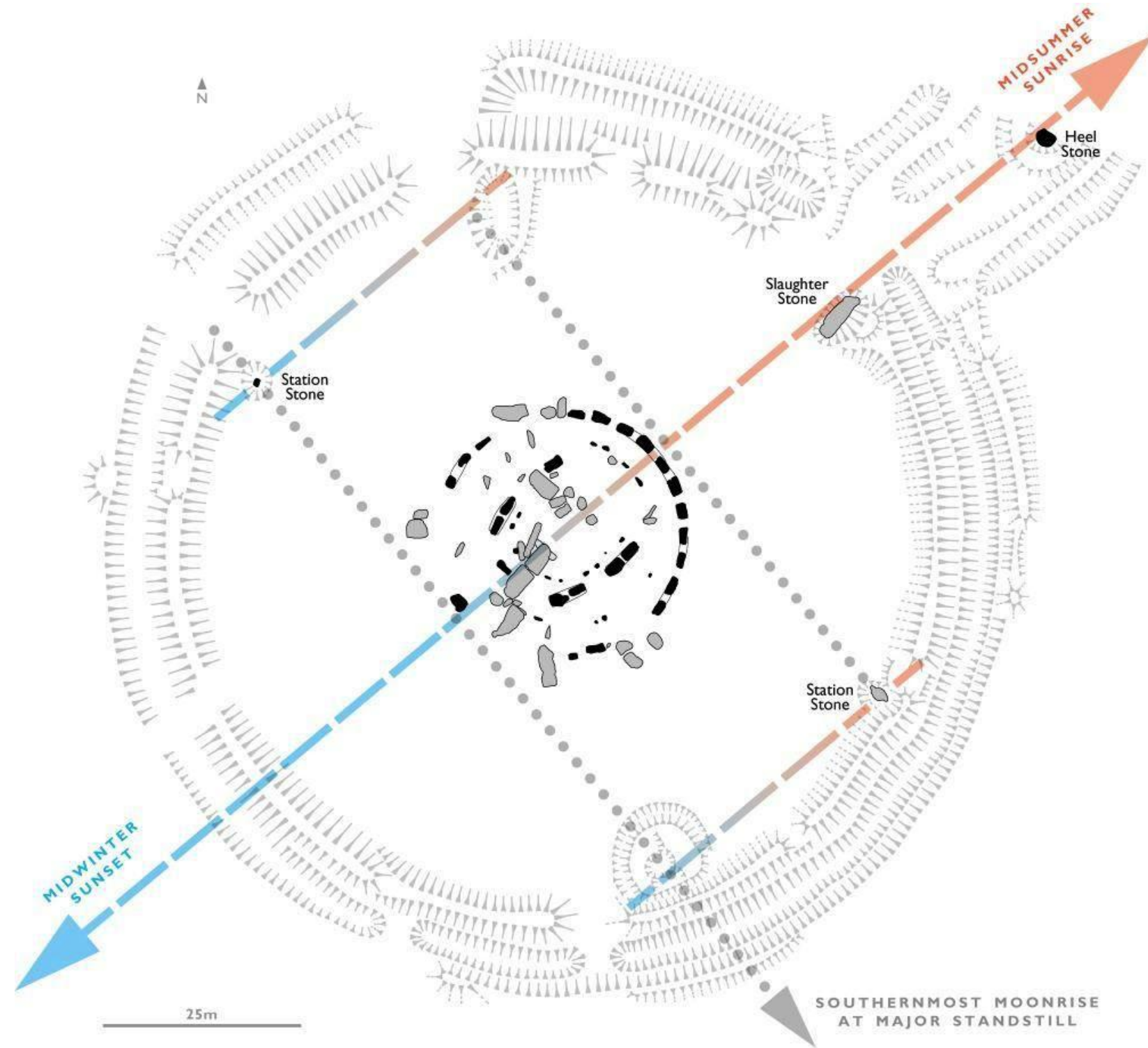


Skylight Plan

Commission 04 Solar Calendar Art Commission

[Continued]





Example of Stone Circle configured for sun alignments:
Stone Henge, Wiltshire, England

Commission 05 Washington Health School Historic Interpretive Art Commission

Description

This commission is located at the first floor entry point to the Historic Washington Health School building (from the Addition). It consists of 2 panels - one on either side of the 'connector' ramp [ref plan below].

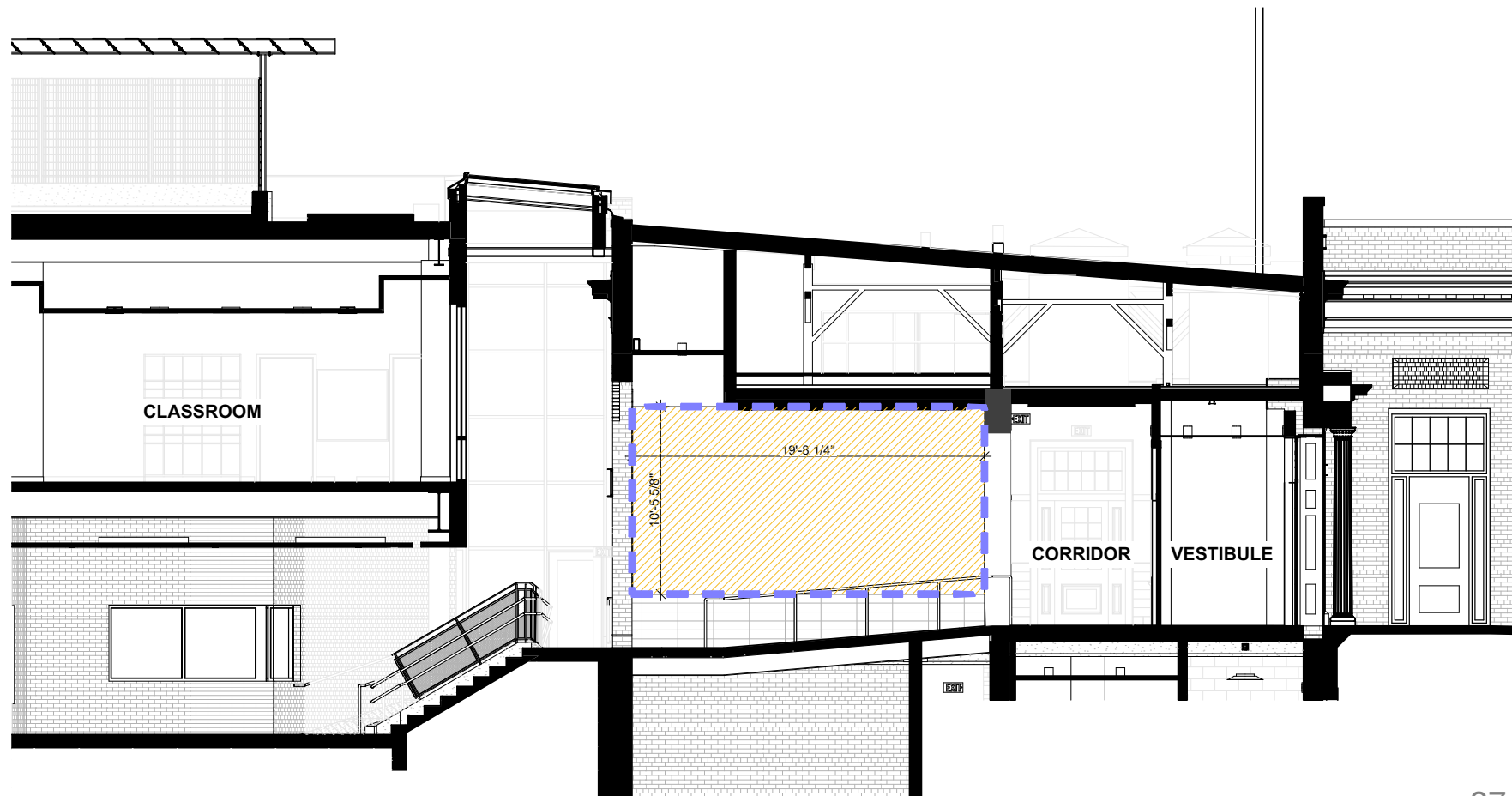
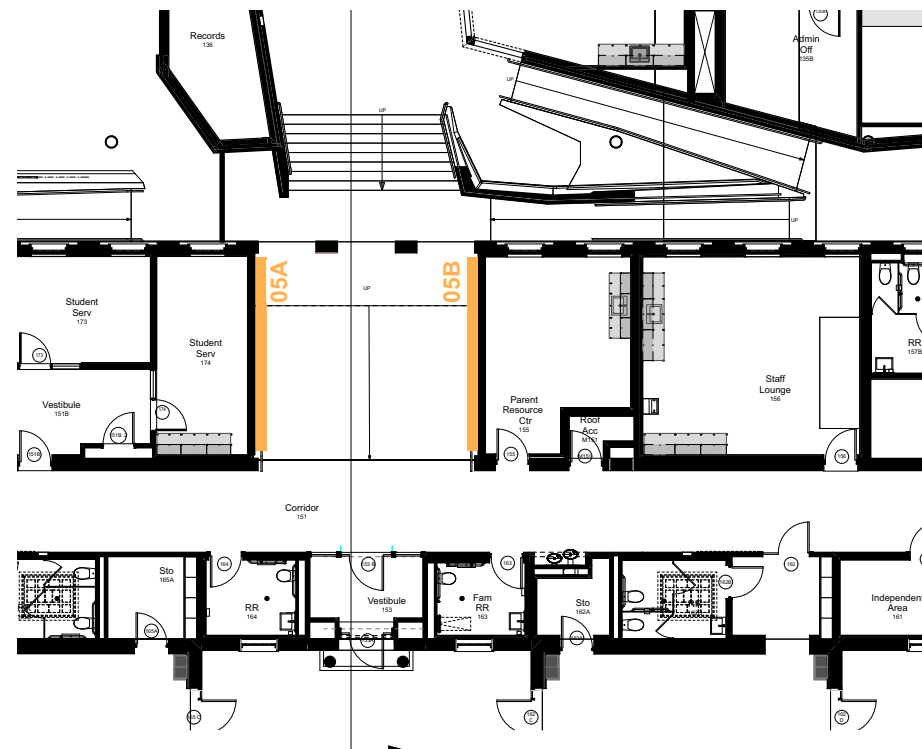
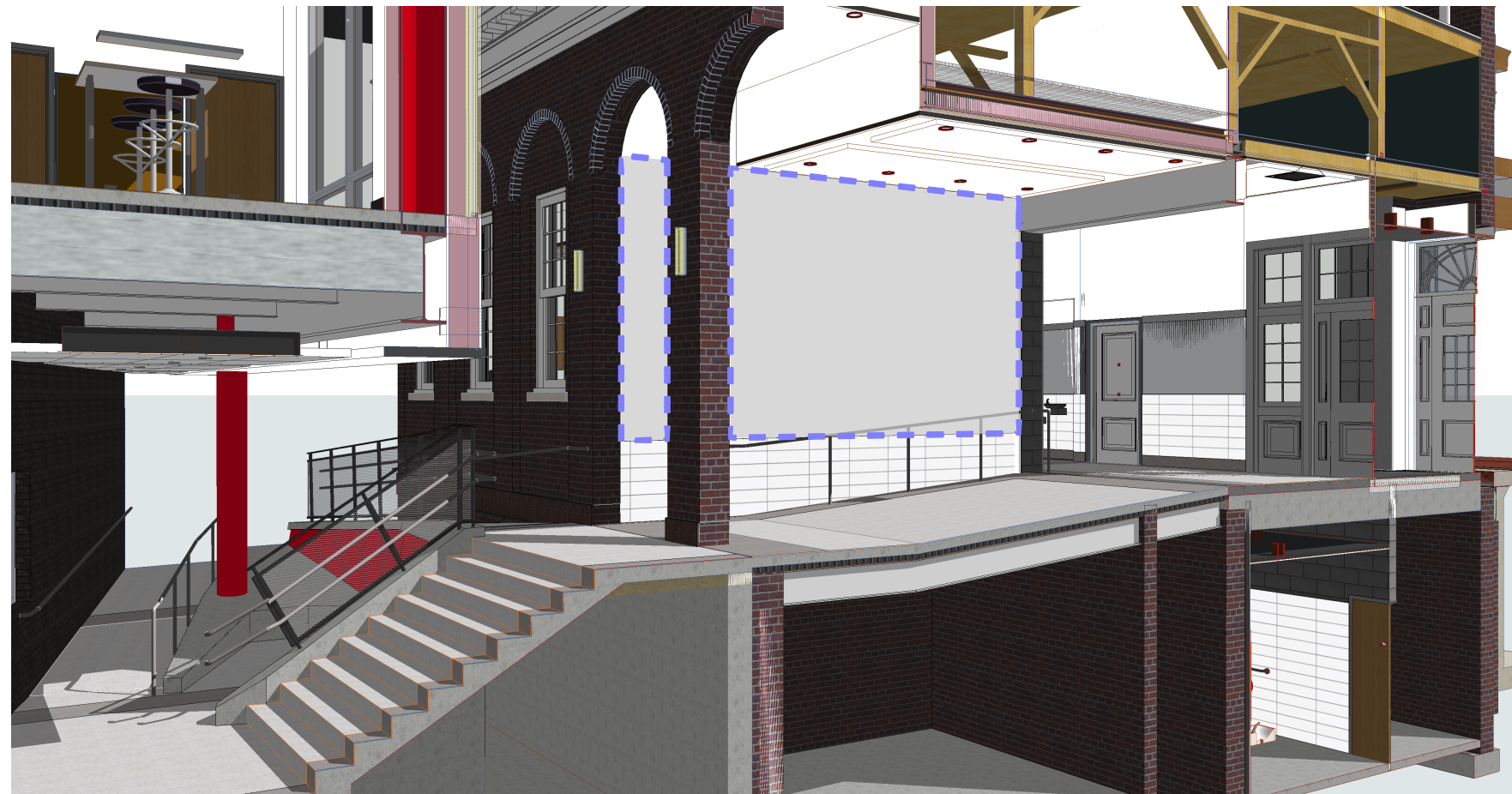
Theme

Completed in 1925, the Washington Health School was considered to be one of the most modern facilities of its kind. It was created for children suffering from tuberculosis so they could receive a quality education while being cared for by medical professionals. This commission is to be an interpretative piece that documents the history of the building, telling its story in a graphical and engaging way (particularly with the young student population of the building in mind),

Media:

The genre for this piece is 'Children's Illustration'. Similar to a children's book - the panels should include the story of what the building was originally created for in a simple, engaging manner. The media is open. Printed Graphics on Vinyl applied to painted drywall are acceptable. 2 Panels opposite one another. Text to be in English, Spanish and Amharic.

Resources: Historic Survey
https://drive.google.com/file/d/1TuKIVeoiDwIR26RrHyBcvxtufWgd_VHM/view?usp=share_link





MANY OF US KNOW WHAT IT IS LIKE TO BE FAR FROM HOME. FOR PAVLOS THE POLAR BEAR THE PERILOUS JOURNEY FROM HIS ARCTIC HOME TAKES HIM FAR, FAR AWAY. ONLY THROUGH THE HELP OF STRANGERS IS HE ABLE TO GET HOME. THE WORLD IS CHANGING FAST, ESPECIALLY FOR ARCTIC ANIMALS. THEY FACE MANY DANGERS AHEAD AND WILL NEED HELP FROM PEOPLE OF GOODWILL AROUND THE WORLD.

ILLUSTRATIONS BY MARTINA TERZI

LOCATION OF WEST HEAD BATTERY

The railway small-dial equipment to be moved from the HQ link to the gun position.

The remains of the southern searchlight emplacement.

Bombarder Val Simpson and No. 1 Gun detachment demonstrate loading. Val Simpson is holding the summer in preparation to turn the 4.7 inch shell held by the number 4 who will place it into the barrel.

Entrance to the underground observation post.

The railway running from the bottom of the inclined railway to No. 2 Gun & the Battery Observation Post. Equipment, ammunition and stores were moved along this railway. The car on the left is the No. 1 Gun and the gunner behind it.

Gun of 4.7 inch (Mark II) on Carriage. Gun of 4.7 inch (Mark II).

The Observation Post was used to identify targets and control the fire of the guns.

Located between the guns it was the rest and accommodation area for the duty detachments. Note railway lines and camouflage nets.

The 162 Gun during installation prior to the installation of the overhead splitter protection.

Remains of the northern searchlight emplacement.

Take a boat around Pittwater to see the structures from the water or scan the QR code to watch the youtube video, A History of Pittwater - Part 4: West Head Forts.

PEOPLE WHO WORKED AT WEST HEAD

Jack 'Woody' Wooley, 1943. 1942 in a gun turret at Victoria Barracks. Photo: Jack Wooley.

The 'Gang of four' is, from left, Bill Bolwell, Lynchay McDowell, Bruce Cox and Bruce Maxwell' marching together on Anzac Day 1947. Lynchay, Bruce and Bruce also worked together at West Head. Photo: Bruce Cox.

Michael Camilleri, Secretary RMA Association NSW and Brian Walsh, West Head Awareness Team, in the Battery Observation Post, September 2012. Photo: Michael Camilleri. The inset shows Pauline Battery Day and gives an impression as to how it may have looked in 1942. Photo: Michael Camilleri.

VOLUNTEERS

Two NPWS volunteer groups work at West Head, the West Head Awareness Team (WHAT) and the West Head volunteer bush regeneration group. A 2014 NPWS Heritage Volunteer Award recognised their efforts in bush regeneration and historic heritage research, videos, models and diagrams.

A key member of the WHAT team is war veteran Jack 'Woody' Wooley, who helped construct the Forts in 1942 and celebrated both his 118th and 90th birthday (in 2013) at the lookout.

To get involved in a volunteer group please contact 1300 361 967.

ACKNOWLEDGEMENTS

- WHAT - West Head Awareness Team
- West Head Bush Regeneration Volunteer Group
- Royal Australian Artillery Association (RMAA) - Vic Rae
- Royal Australian Artillery Historical Company Library
- Macken, J. Pittwater's War, Anchor Publications, Narrabri, 2002
- www.aheritage.com

For more information scan the QR Code

Commission 06 Vocational School (Burdick) Historic Interpretive Commission

Description

This commission is located opposite the main historic entry door of the Burdick (North) Building. It is located in a niche in the feature trapezoidal wall.

Theme

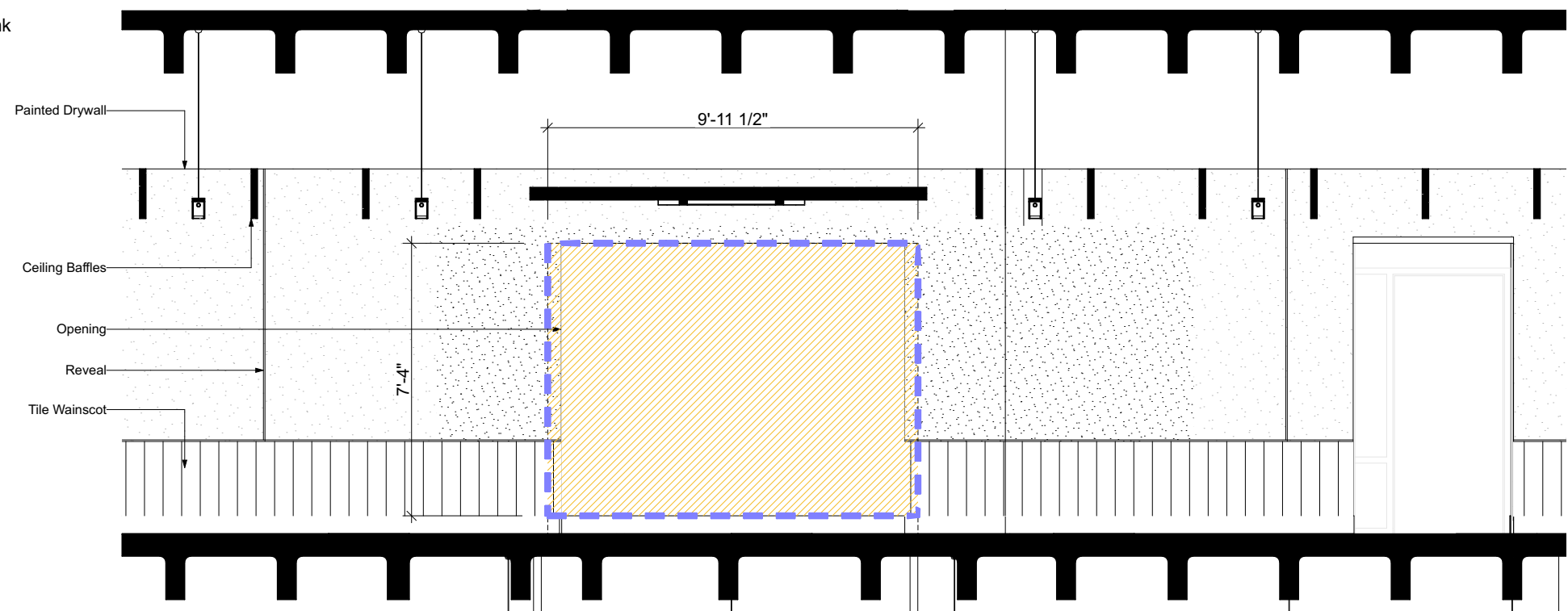
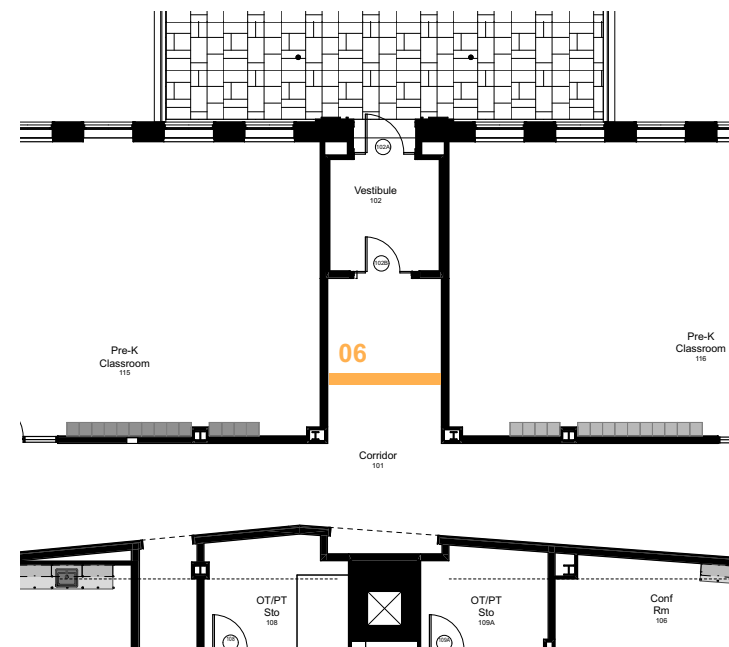
The Burdick Building was originally built as vocational high school for girls in 1939. The curriculum was designed to prepare young girls for skilled jobs such as practical nursing, retail, cosmetics, dressmaking, clerk-typist, and secretarial work.

The theme for this commission is to be 'Women in the Workplace'. It should both communicate the history of the building and at the same time communicate an aspirational message related to the opportunities for women in the present; to be educated and become leaders in society.

Genre/ Media:

Similar to commission 05, this piece should be an age appropriate interpretive panel related to the History of the building. Pre-K grade classrooms are on this floor and the piece should therefore take this student age group into consideration. The piece should be tactile and include sensory elements including a puzzle.

Resources: Historic Survey
https://drive.google.com/file/d/1TuKIVeoiDwIR26RrHyBcvxtufWgd_VHM/view?usp=share_link



Commission 07 Music Room Mosaic

Description

This location is in the Lower Level corridor close to the Music Room. It is intended to be a colorful, tactile mosaic created from thousands of small plastic 'bricks'.

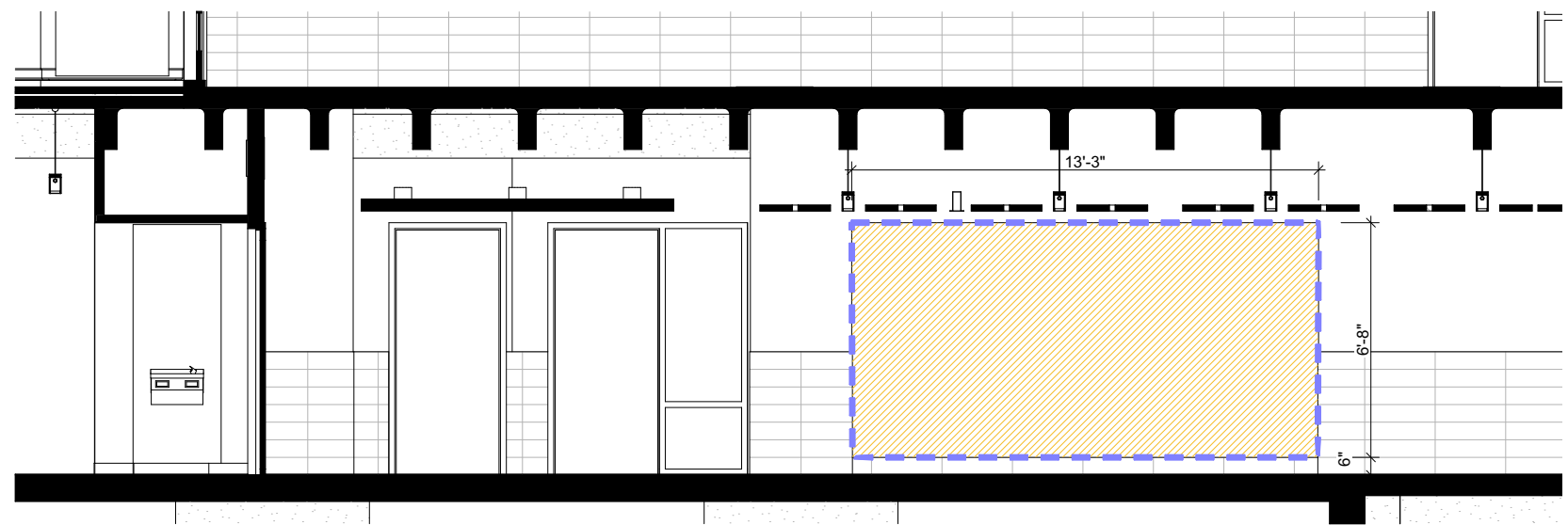
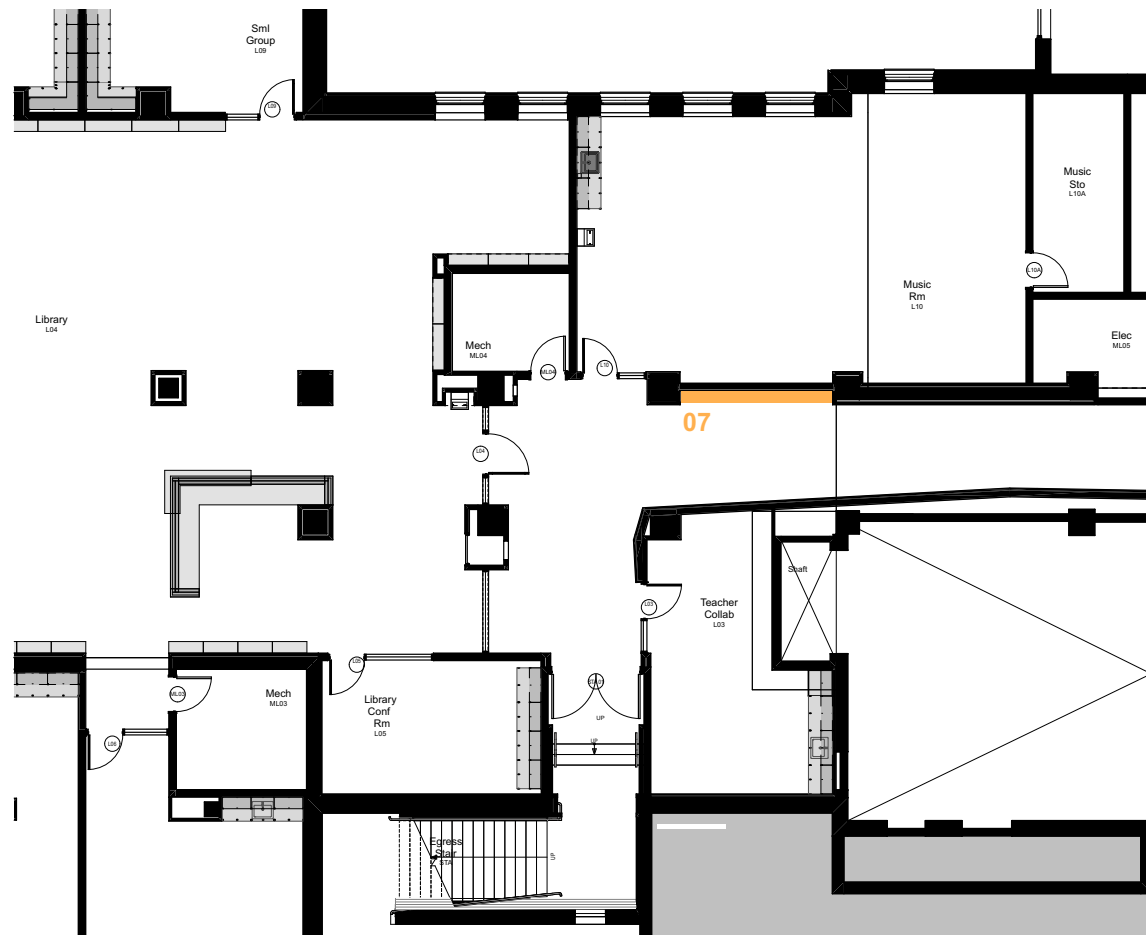
Theme

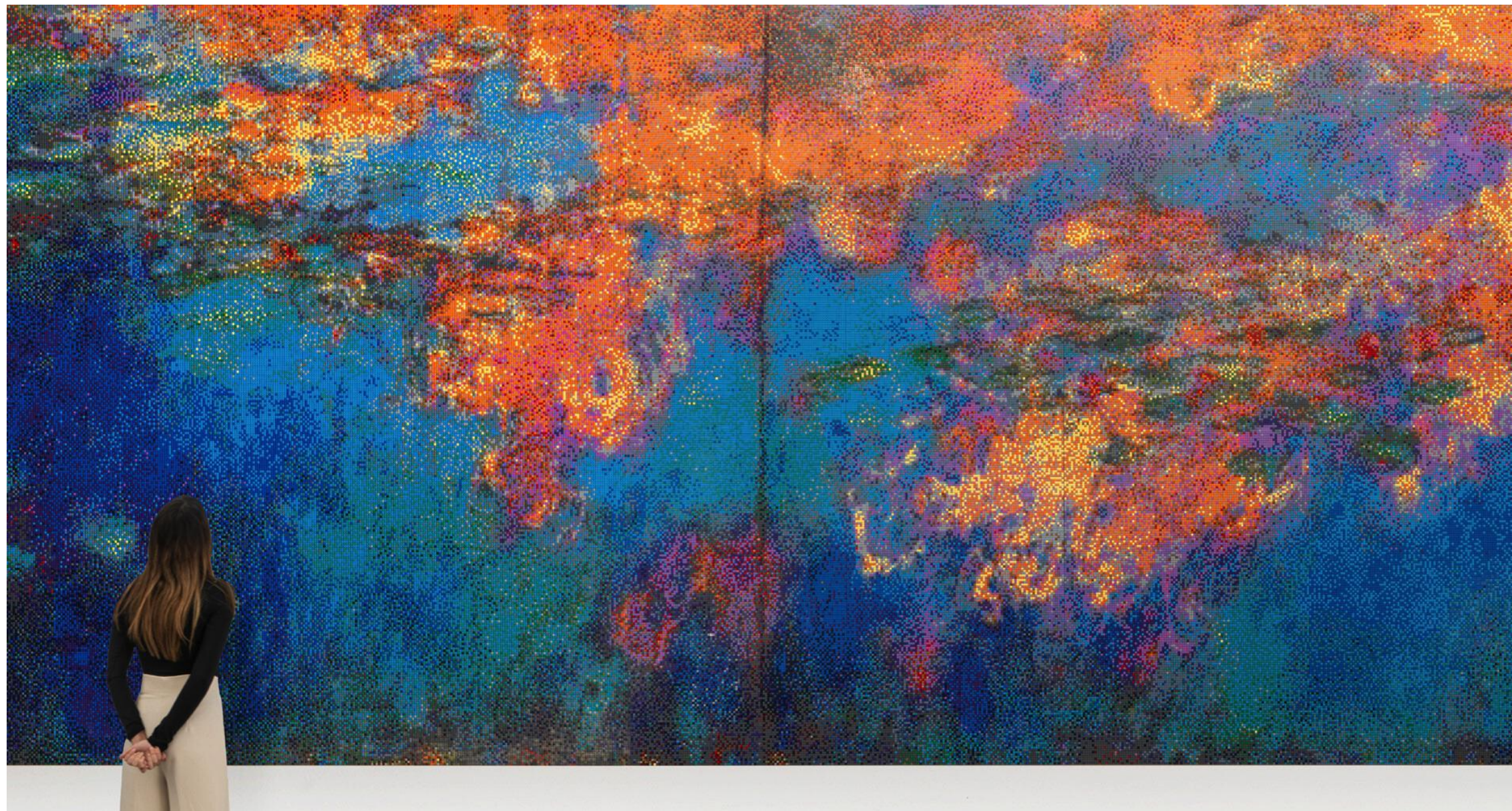
Adjacent to the music room (and Library and Science Lab) the owner is interested in exploring a Jazz theme for this piece (with the potential to include themes related to the Library and Science Lab if possible).

Media:

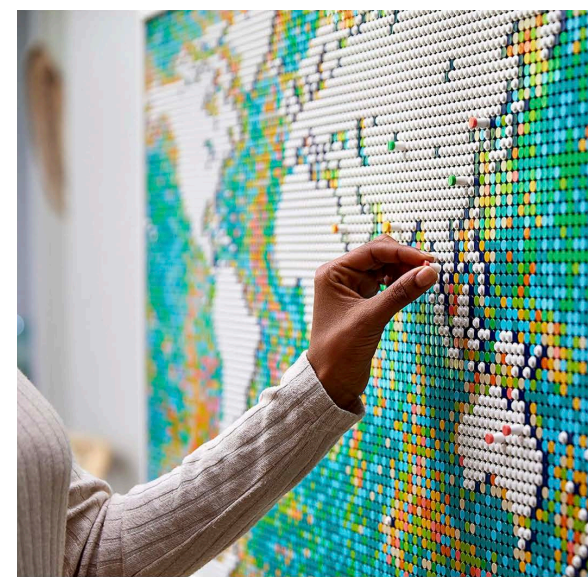
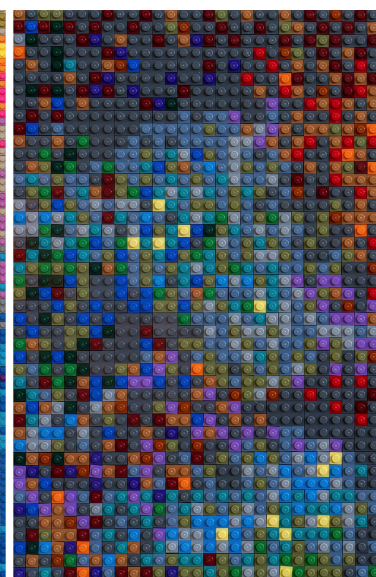
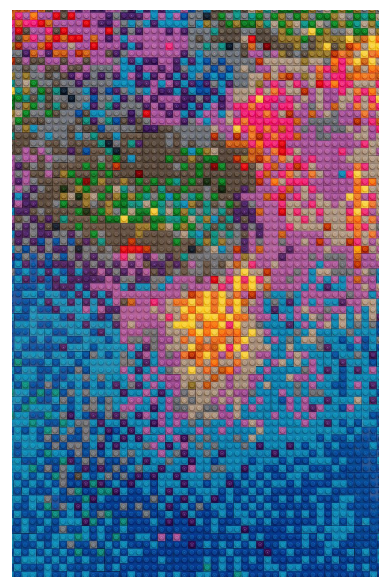
Plastic Brick Mosaic Commission. Artist should use readily available plastic bricks to create a mosaic. Artist may explore creating a level of depth/ relief within the commission. All elements to be secured to substrate.

Given the media the school is interested in exploring ways to include the some students in the process of creating this commission.





Ai Weiwei: Water Lilies #1



Plastic Brick Mosaic Concept

Commission 08 Main Staircases: Panelized Art Commission in Historic brick openings

Description

The two main circulation stairs are located against the original exterior walls of the existing Burdick building. Window openings in the original brick wall to the north will be closed up but their form will be preserved as 'blind openings'. Each stair will have 8 of these 'windows'. This will be the only place where an art commission will be directly appreciated across multiple levels.

Theme

The theme for this commission is to be 'windows to the world beyond'; each panel being a 'portal' to the wider world beyond the school. The commission should engage the students and promote interest in the natural and social world beyond their immediate context. The commission should also promote and celebrate global diversity. The panels should have individual themes but also be cohesive together as a whole composition graphically. Artists are encouraged to utilize the geographical theme/ color concept as a guiding framework for organizing the panels. (Ref drawings)

Media

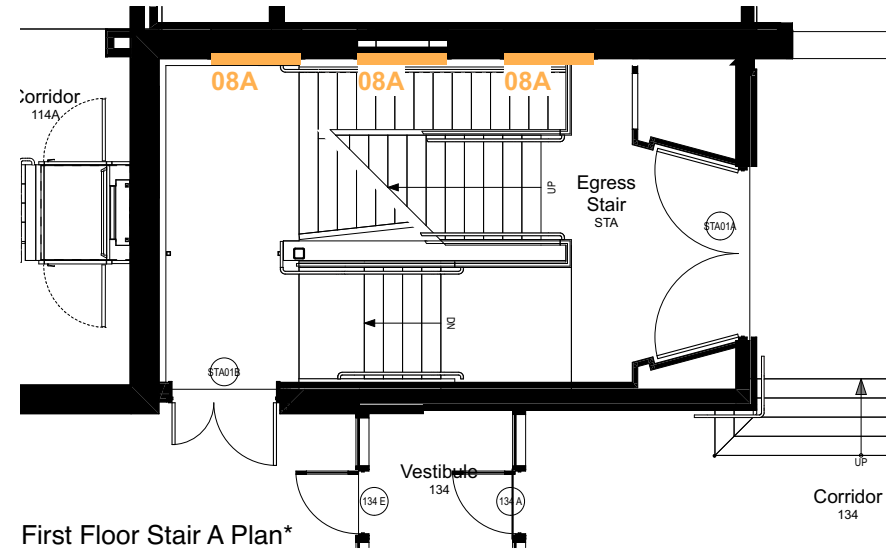
The Owner is interested in exploring the concept of fabric patterns from around the world. The artist should therefore use a resilient fabric as a media and incorporate ethnic fabric patterns. 16 Panels total (8 in each stair)

The following countries/ regions/ people groups should be represented:

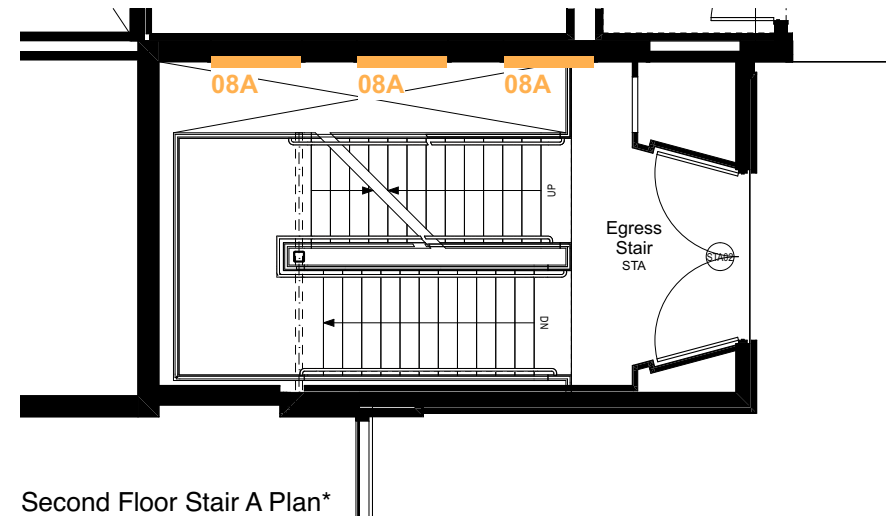
- Ethiopia/Eritrea
- Iraq
- El Salvador
- South Korea
- Bolivia
- DC Native American tribes**
- Ukraine
- West Africa/Caribbean

*NOTE: For the purposes of this commission Stair B is identical but an opposite mirrored condition.

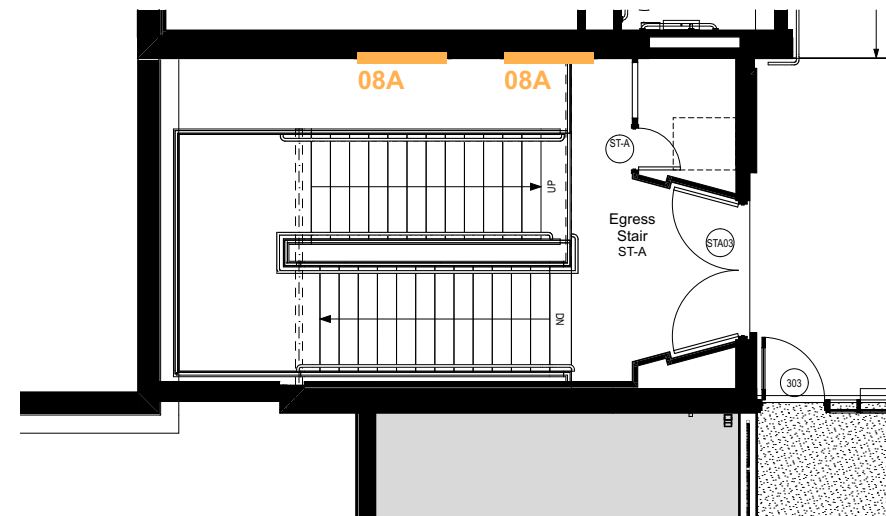
** <https://www.nafsa.org/programs-and-events/nafsa-land-acknowledgement#:~:text=For%20further%20learning%2C%20please%20visit%20the%20websites%20below,Conoy%20Tribe%208%20Piscataway%20Conoy%20Creation%20More%20items>



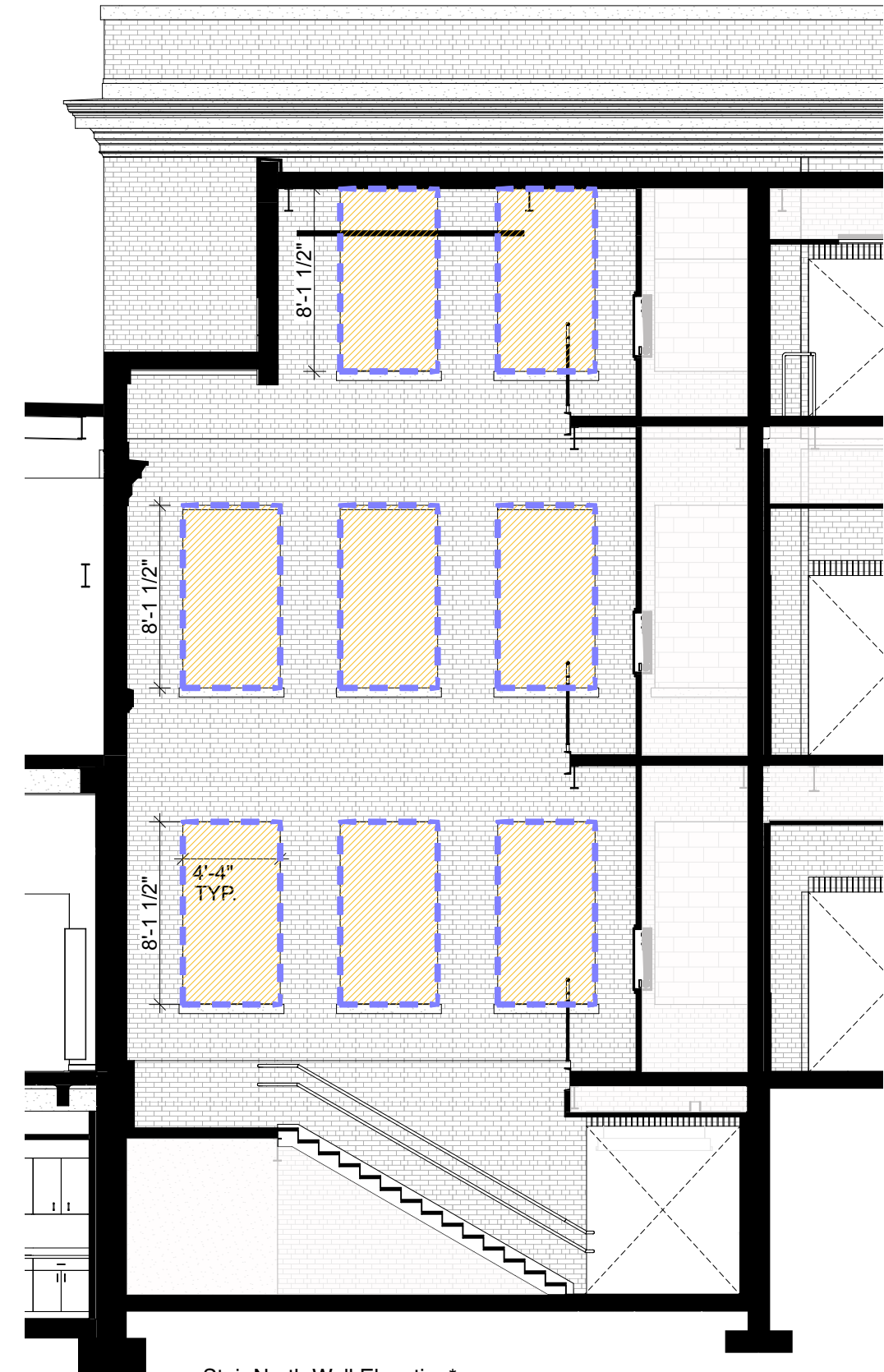
First Floor Stair A Plan*



Second Floor Stair A Plan*



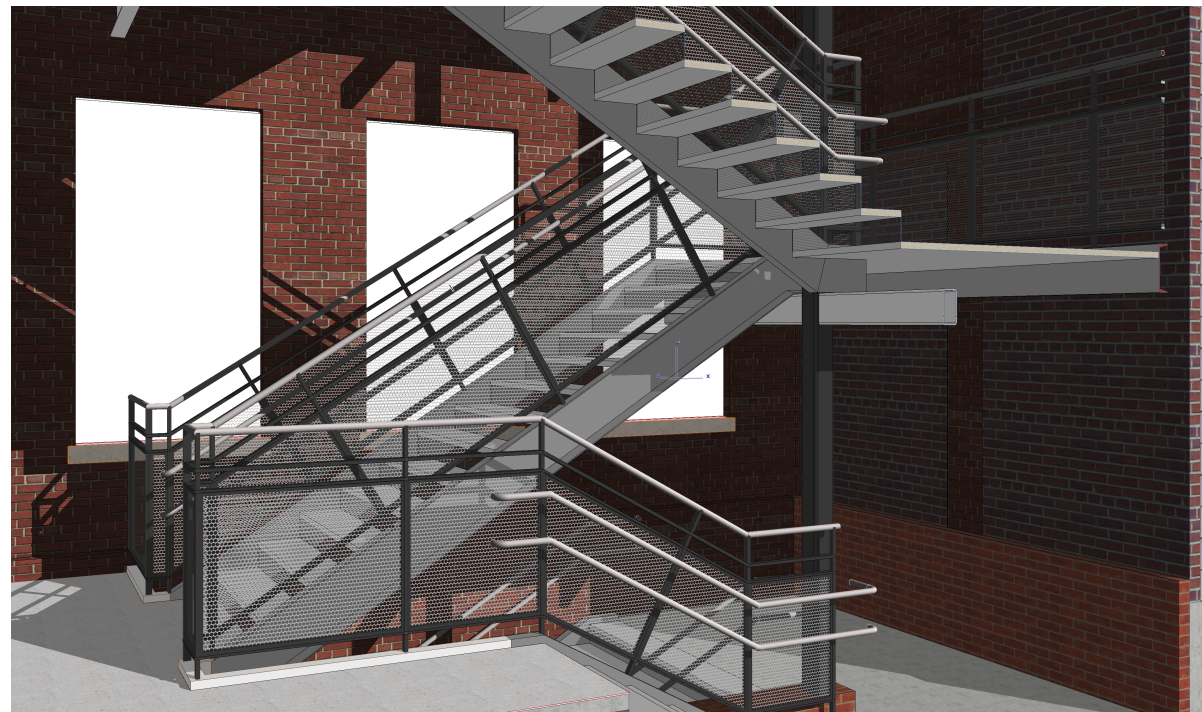
Third Floor Stair A Plan*



Stair North Wall Elevation*

Commission 08
Main Staircases:
Panelized Art
Commission in Historic
brick openings

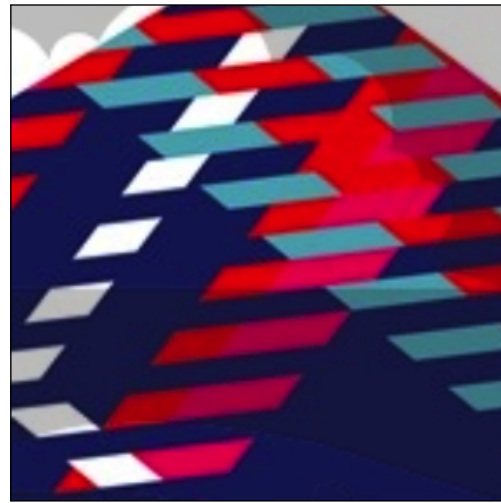
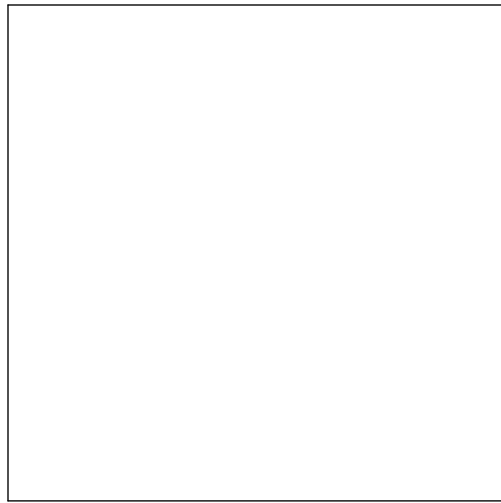
[continued]



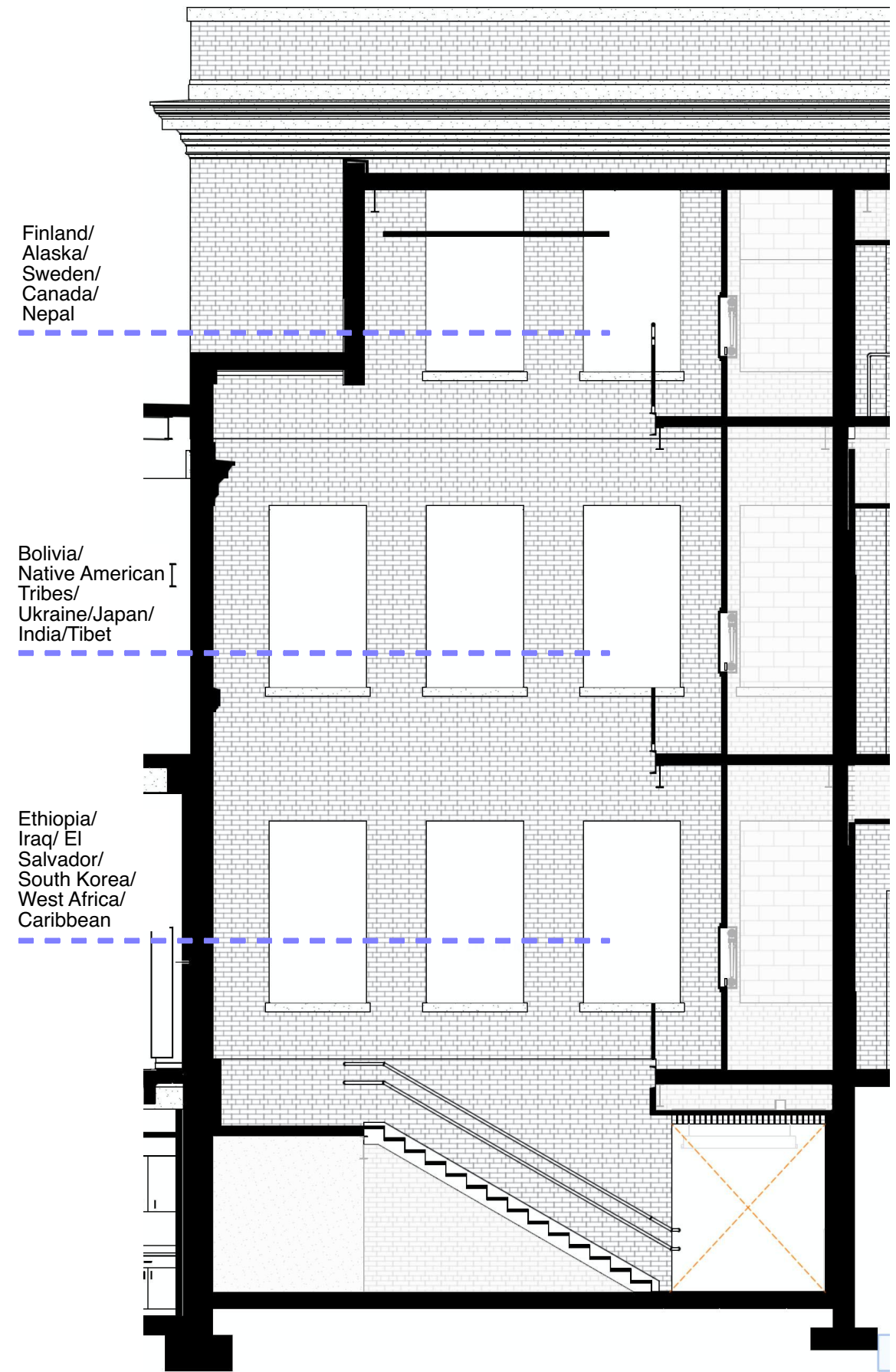
Stair B Detail View



Stair B Perspective View



Examples of World Ethnic graphics/ fabric patterns



8 Panel Concept

Commission 09 Dorothy Height Storyboard

Description

Located at stair/ ramps that connect the Addition to the south Historic building, this commission is intended to educate the building users regarding the story of the life of Dorothy Height.

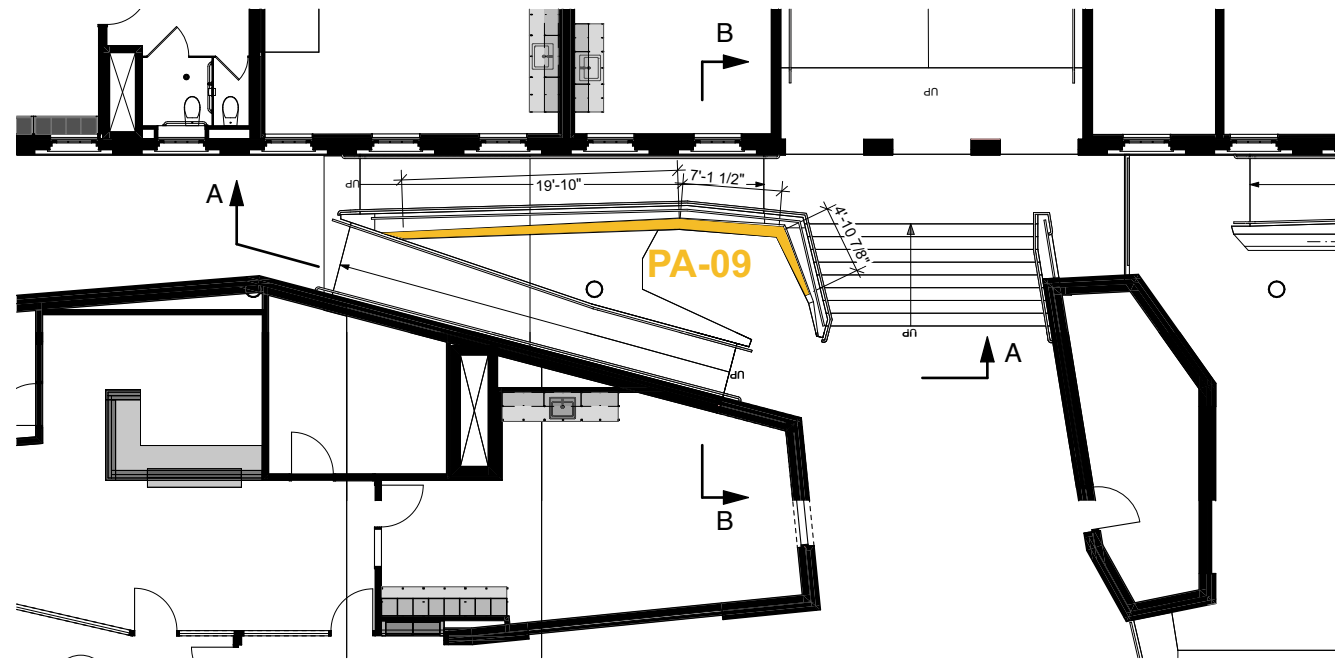
Theme

As a linear panelized piece (cf. Greek temple frieze), it is anticipated that the commission will represent in chronological fashion, the key milestones in the life and work of Dorothy Height. The artist should consider the young student population of the building and create a piece that is engaging to this age group and that promotes curiosity, discovery and delight.

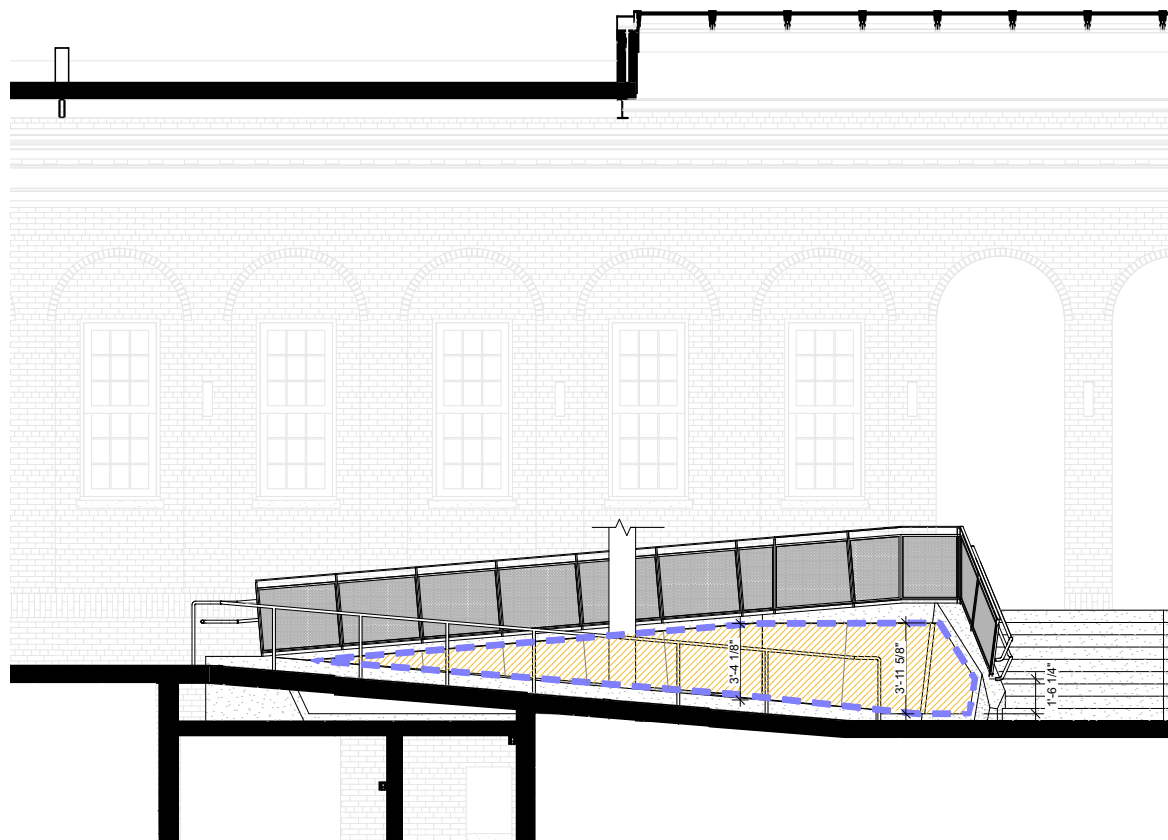
Media

Bronze Bas Relief. (Foundry Bronze)
(Given the location this commission must be extremely durable)

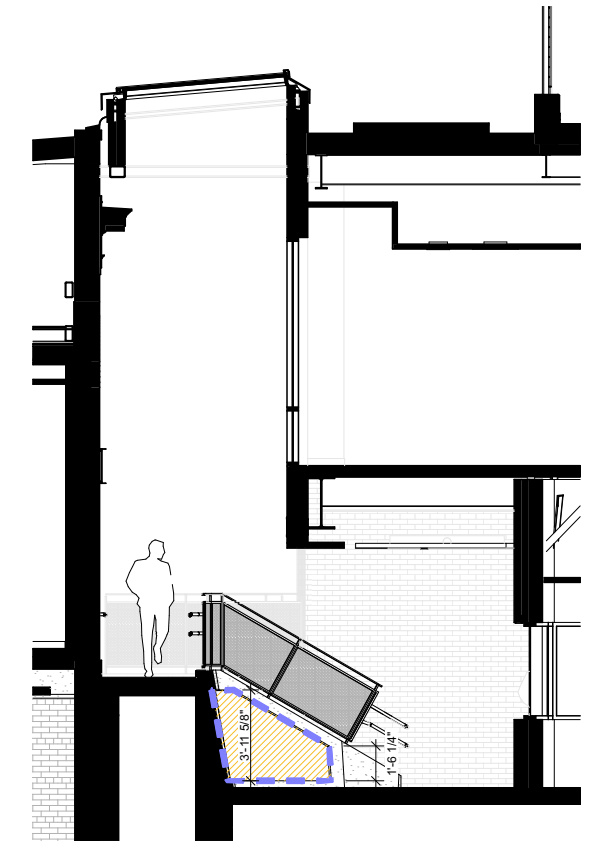
Note: The geometry of the wall is complex. Dimensions are provided in the proposal to illustrate general sizing, however more precise drawings will be furnished to the artist when awarded the commission.



Enlarged Plan of Commission 09



Section AA: Commission 09



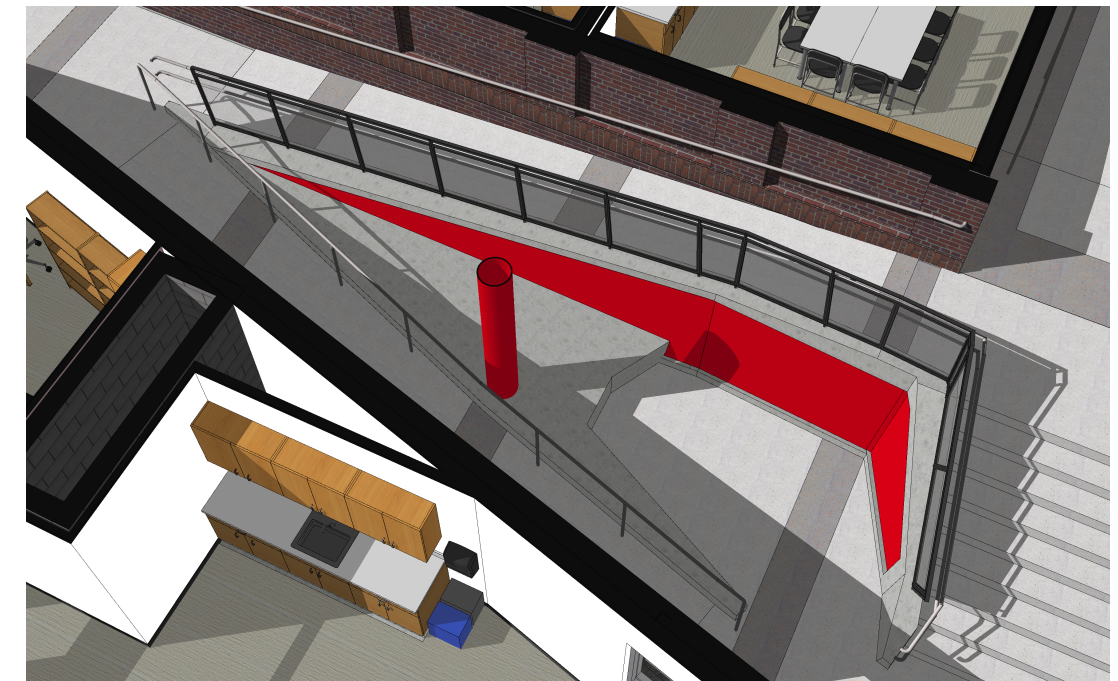
Section BB: Commission 09

Commission 09 Dorothy Height Chronology/ Timeline Piece

[Continued]



Perspective View: Commission 09



Aerial View:
Commission 09



Bas-Relief Panel

Bas-Relief Panel: Vinney Bagwell (Bronze Resin)

Commission 10EX Playground Commission - Shade Structure

Description

This commission is to be a part of the upper elementary school playground (5-11 year olds). Its primary role is to be a shade structure to contribute to the school's requirement for shaded areas in/ around the playgrounds.

Given the prominent location at the front of the school, this shade structure should have presence (scale and height; 12-15ft tall)

This commission is to be a non-climbable.

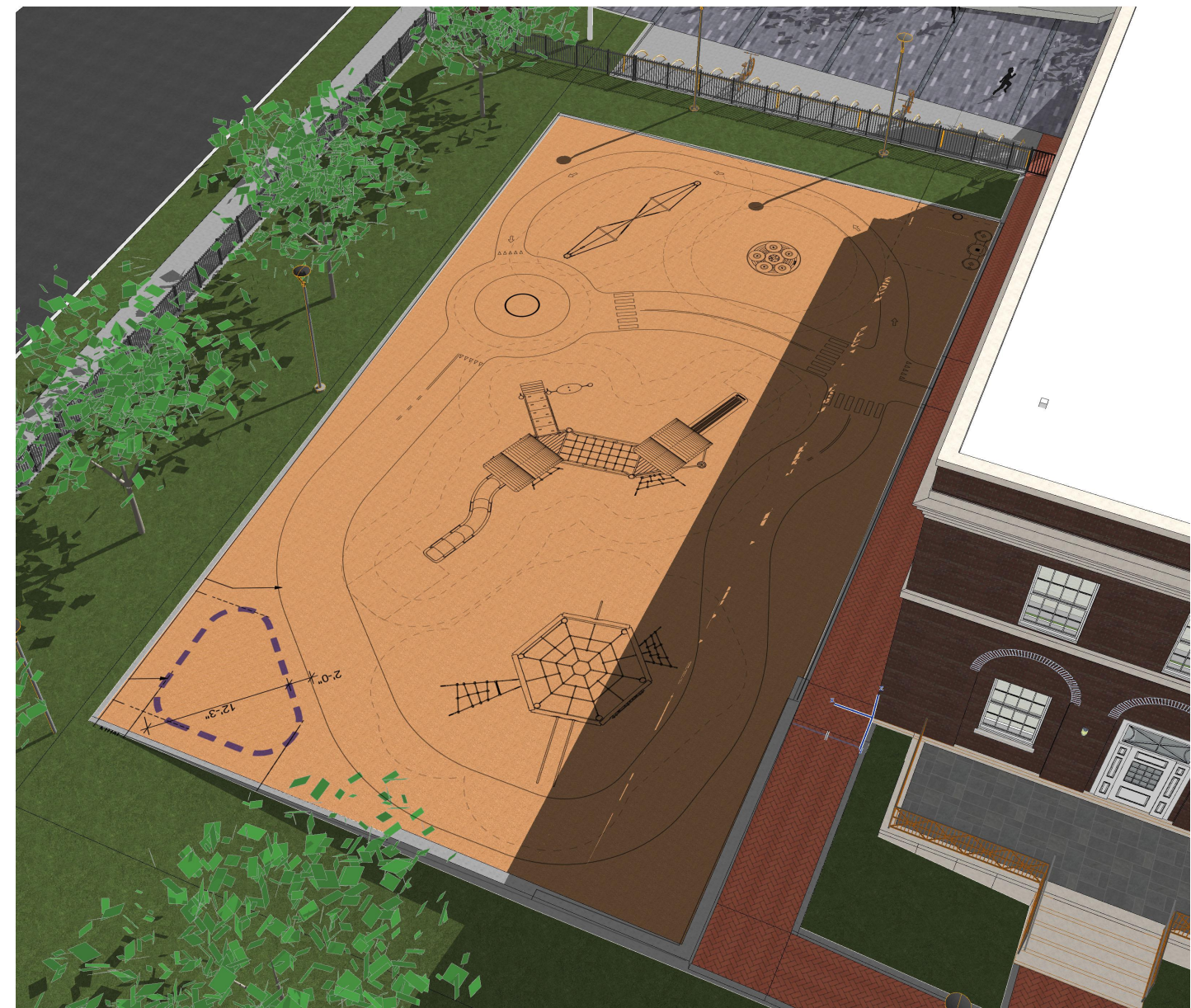
Theme

The piece should be colorful and engaging. Coordinate colors with playground color scheme (TBD)

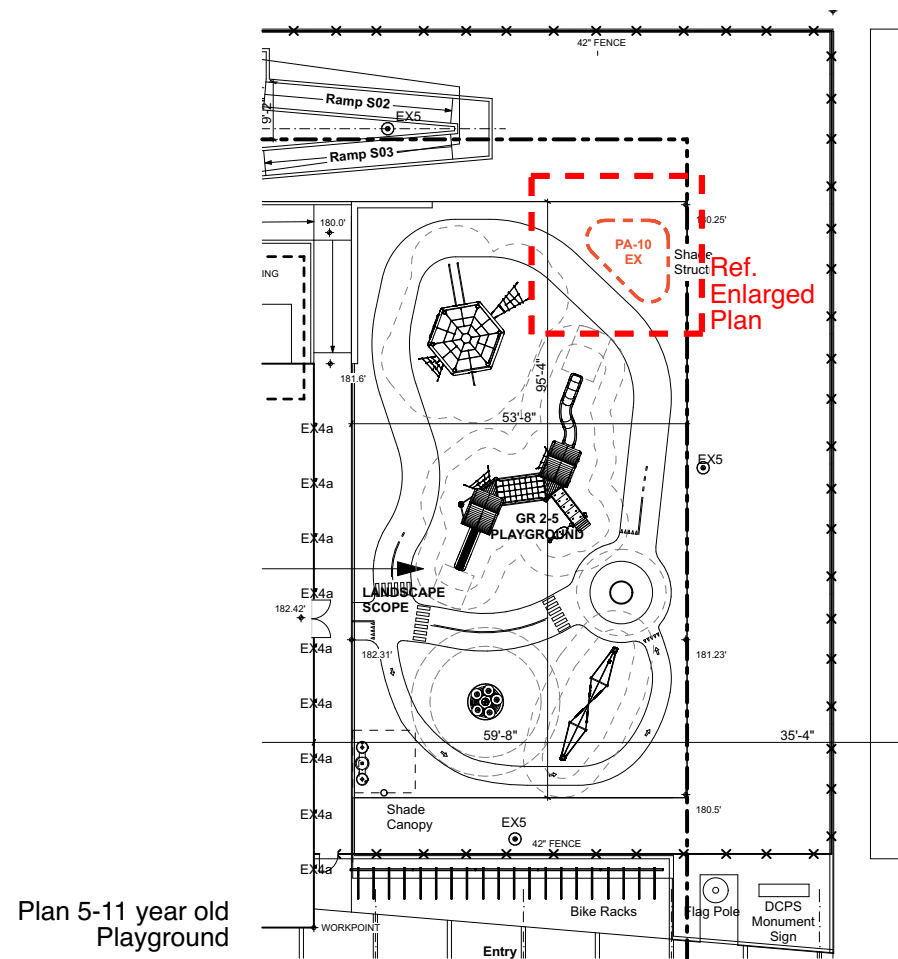
Media

Fiberglass/ metal or wood. Must be resilient/ durable.

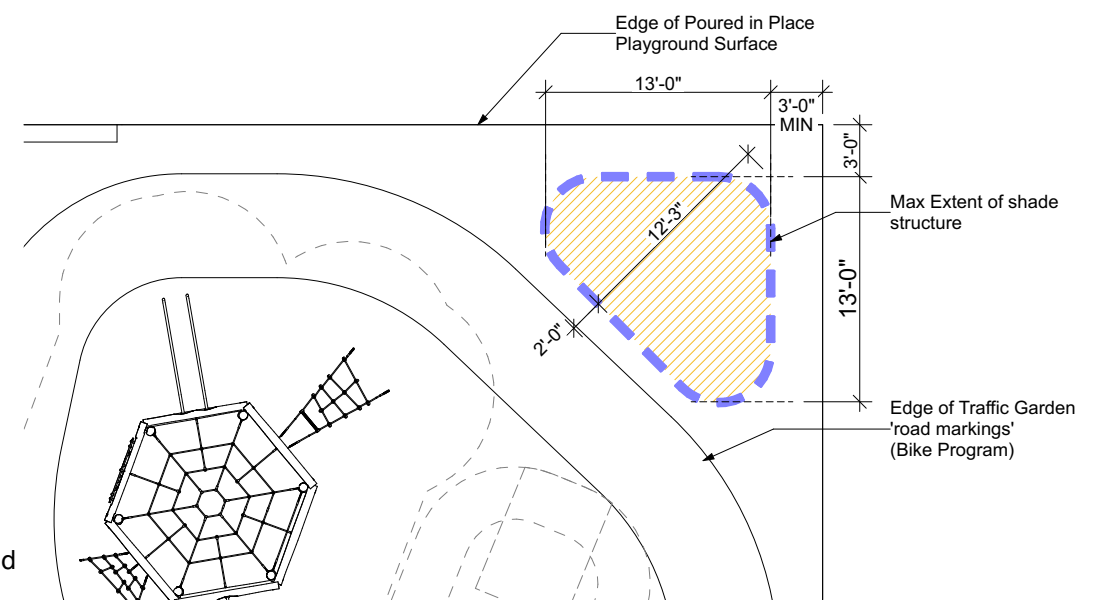
NOTE: The artist should engage a local licensed Professional engineer and provide stamped engineering drawings as part of this commission.



Aerial View of Playground



Plan 5-11 year old
Playground



Enlarge Plan of Playground
Commission Extents

'Trifolium'
AR-MA



'Phantom'
Volkan Alkanoglu | DESIGN LLC



'Reach'
Lorna Jordan

Commission 11EX West Terrace Sculpture

Description

The west outdoor terrace is adjacent to the library. This commission is anticipated to be sculptural benches/ plinths located in the hardscape that the students may use for seating.

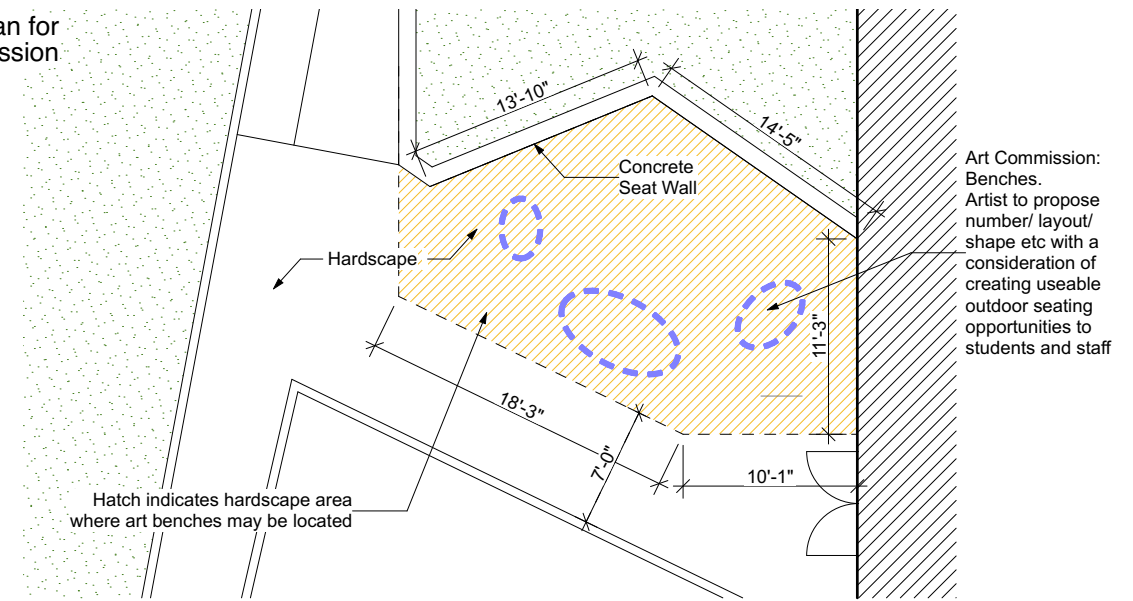
Theme

The piece should be colorful and inviting to the students to sit and climb over.

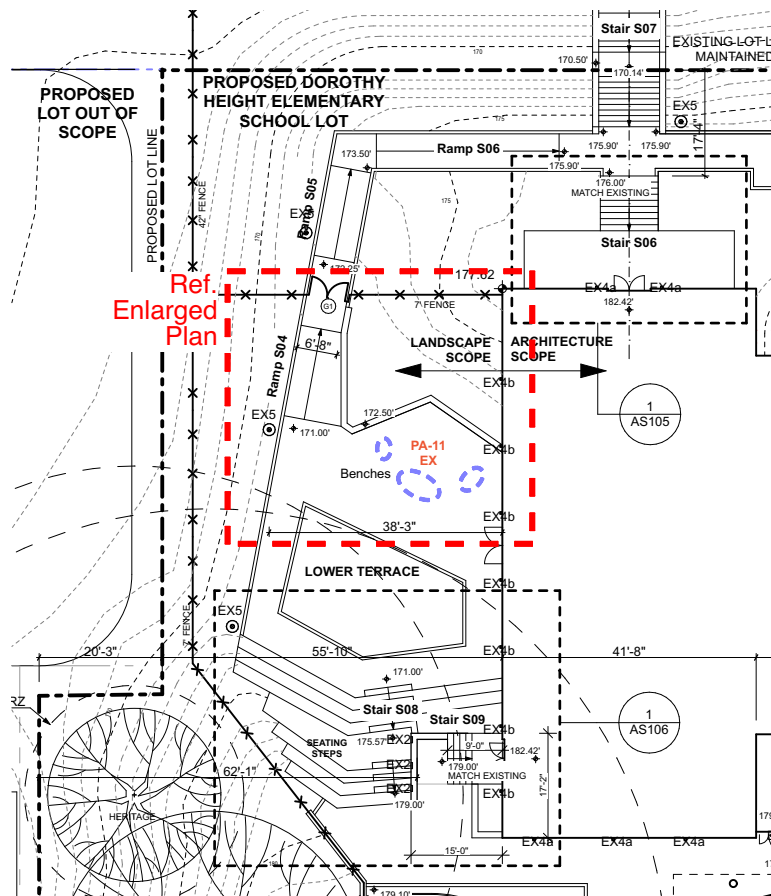
Media

Durable and tactile surface. No sharp corners.

Enlarged Context Plan for
EX11 Commission



Aerial View of West Terrace



Plan of West Terrace



Bellevue Bench Mark
Criag Nutt Studio



Mosaic Sculptures
by Valerie Theberge