

HEARST ELEMENTARY SCHOOL CALL TO ARTISTS

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 Hearst Elementary School, located at 3950 37th Street, N.W., Washington, D.C. 20008 in the Cleveland Park, Woodley Park, Massachusetts Avenue Heights and Woodland-Normanstone communities of Ward 3. The Artists shall develop a new original permanent work of art made specifically for the site.

PLEASE NOTE THAT 5 OF 9 COMMISSIONS ARE RESTRICTED TO ARTISTS WHO RESIDE IN DC OR ARE REPRESENTED BY GALLERIES LOCATED IN DC. PLEASE SEE THE LIST OF WHICH WORKS ARE DESIGNATED FOR DC ARTISTS AND GALLERIES.

Artwork #	Location	Type	Theme	Restrictions	(\$) Budget
1 (S2)	Entrance (17'x18' space)	3 Dimensional (Ground Mounted)	A school thematic work. The mascot is an Owl but it does not have to be an owl literally. It can also represent wisdom.	Open to All Artists	60,000.00
2 (S4)	Rear Plaza	3 Dimensional (Wall/Ground Mntd.)	Environmental Sustainability	Open to All Artists	60,000.00
3 (S6)	Steps	2 Dimensional or mosaic	International Greetings	DC Artists Only	20,000.00
4 (OE)	Gym/Multipurpose Room Entrance (9'x11' space)	2 Dimensional (Wall Mounted)	Sports/Performing Arts/Family & Community	DC Artists Only	15,000.00
5 (1A)	South Lobby (Two – 2'x20' spaces)	Mixed Media/2-Dimensional (Wall/Clg. Hung)	Community	DC Artists Only	25,000.00
6 (2A)	East End Lobby (11'x9'x5' space)	Mobile/Stabile (Ceiling Hung)	Peace & Collaboration	Open to All Artists	50,000.00
7 (1D)	Media Center Reading Room (13'x10.4'x10.4' space)	Mobile/Stabiles (Ceiling Hung)	Literature	Open to All Artists	50,000.00
8 (OC)	Gym Lobby (Two- 12'x7' spaces)	Painting (Wall/ Floor Mntd.)	Sports.	DC Artists Only	20,000.00
9 (2B)	Resource Room (10'x17' space)	Painting (Wall Mounted)	Researching	DC Artists Only	15,000.00
					\$300,015.00

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
SEMI-FINALISTS ANNOUNCED

OCTOBER 31, 2014
NOVEMBER 2014

The finalist for each location will be determined through an Art Selection Committee selection process. This will be a commission for a new original permanent work of art made specifically for the site. Semi-finalists site visits and community input session(s) will be conducted in concert with the Art Selection Committee prior to the submittal of a site-specific design proposal.

SITE SPECIFIC DESIGN PROPOSAL DEADLINE **JANUARY 9, 2015**

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.
- Incorporate context of the Ward 3 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.

Resources

Hearst Elementary School Website:

<http://www.hearstes.org/>

About Cleveland Park, Woodley Park, Massachusetts Avenue Heights and Woodland-Normanstone Terrace neighborhoods of Ward 3 serving Hearst Elementary School:

- <http://www.clevelandparkhistoricalsociety.org/cleveland-park-history/>
- http://en.wikipedia.org/wiki/Cleveland_Park
- <http://www.wpcaonline.org/historych2.htm>
- http://en.wikipedia.org/wiki/Woodley_Park
- http://en.wikipedia.org/wiki/Massachusetts_Heights,_Washington,_D.C.
- <http://gloverparkhistory.com/glover-park/residential-development-before-1926/massachusetts-avenue-heights/>
- http://en.wikipedia.org/wiki/Woodland_Normanstone

Design Documents for Hearst Elementary School:

See Attachment B.

Eligibility

The competition is open nationally to professional artists with a minimum of five years of site-specific and/or public art experience; however some works are restricted to artists who reside or have their studios located in the District of Columbia or are represented by galleries located in the District of Columbia. Artists should have demonstrated experience working with community representatives,

youth, businesses and government entities. It is also important that if the artist(s) selected for the project are not already very familiar with the Ward 3 they should be willing to actively engage and collaborate with local residents.

Selection Criteria & Process

The selection committee, representing diverse interests and expertise, will review images submitted by artists and recommend between (3) three to (5) five Semi-Finalists for each project. Each Semi-Finalist will be awarded a \$500 honorarium to create a site-specific design proposal that would include a scale model or rendering, an itemized budget, a project timeline, and a project narrative, and an additional \$500 travel stipend for artists residing outside of Maryland, D.C. or Virginia. Semi-Finalists should attend the site visit and definitely attend the panel presentation to the selection committee. The selection committee will review the designs and recommend (1) one finalist/team for the project.

The following Public Art Evaluation Criteria will be used for the Finalist:

Artistic Content

80 %

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

10 %

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
If the applicant is a resident of the District of Columbia or has a studio located in the District of Columbia or is represented by a gallery located in the District of Columbia, the applicant automatically receives the full 10% credit for this category, plus an additional 1 full point added to his/her score.

Capacity and Sustainability

10 %

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; 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.

Project Goals, Themes, & Budget

This Call for Artists seeks works of art for 5 spaces throughout the school and school grounds. Please be very specific (referring to Artist number) as which piece(s) of art you are responding to.

The total budget for each project is as follows:

Artwork #	Location	Type	Theme	Restrictions?	(\$) Budget
1 (S2)	Entrance (17'x18' space)	3 Dimensional (Ground Mounted)	A school thematic work. The mascot is an Owl but it does not have to be an owl literally. It can also represent wisdom.	Open to All Artists	60,000.00
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					\$300,015.00

The indicated budget must include all artists' fees and costs associated with design, fabrication, and travel, transportation of work to the site, insurance, permits, installation and documentation of the artwork.

Calendar and Timeline

Project Timeline	
Call/RFQ Released:	10/7/2014
Question submission deadline	By 10/17/2014
Responses to questions issued	By 10/24/2014
Submission Deadline for RFQ:	By 10/31/2014
First Round Panel Review	By 11/7/2014
Semi-finalists Notified and Announced:	By 11/14//2014
Site Visit Tour and Community Meeting with Semi-Finalists:	By 11/28/2014
Site-Specific Proposals Due:	By 1/9/2015
Proposal Presentation:	By 1/16/2015
Finalist Announced:	January 2015
Contract Executed:	February 2015
Final Design, Fabrication and Installation Begins:	March – July 2015
Installation Complete deadline:	8/15/15

RFQ SUBMISSION REQUIREMENTS

(Design proposals are NOT accepted at this stage.)

PLEASE EMAIL A COPY OF ALL THE FOLLOWING AND SUBMIT THE FOLLOWING ON A JUMP DRIVE.

1. Complete **APPLICATION FORM. Attachment A**
2. One Page **Letter of Intent** stating your interest in and qualifications for the project.
3. Describe in detail the approach to engage the community. Within the letter, outline your past experiences working with communities.
4. Include up to **10 DIGITAL** images of previous artwork. Images should be numbered to correspond with the **Image identification List** in **Attachment A**. Example: 01_Jones; 02_Jones.
5. Include your current artistic **RESUME** highlighting experience with site-specific work and public art commissions.
6. Please make a copy of the application to keep for your records.

QUESTIONS- E-mail no later than **October 17, 2014, by 5:00pm**

Contact Kim Gray at kim.gray@dc.gov or (202) 724-4121

MAIL OR DELIVER ENTRIES TO:
D.C. Department of General Services
Att'n: JW Lanum
2000 14th Street, NW 8th Floor
Washington, D.C. 20009
Phone: (202) 724-4121

About DC Department of General Services:

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 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.

**ATTACHMENT A
APPLICATION FORM**

Hearst Elementary School Call to Artists

DEADLINE DATE: **October 31, 2014**

Name _____

Address _____

City _____ State _____ Zip _____

Daytime Phone _____ Email _____

☐ I have reviewed Attachment #1 and I am applying to be Artist #:

 #1 #2 #3 #4 #5

IMAGE IDENTIFICATION LIST

Title	Materials	Dimensions	Year/Location	Budget/Price
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Title	Materials	Dimensions	Year/Location	Budget/Price
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Title	Materials	Dimensions	Year/Location	Budget/Price
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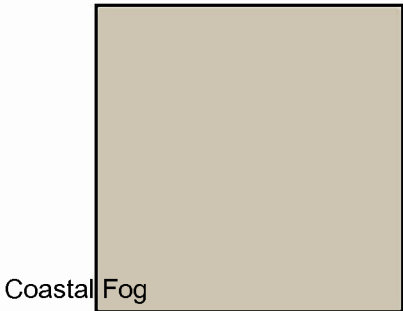
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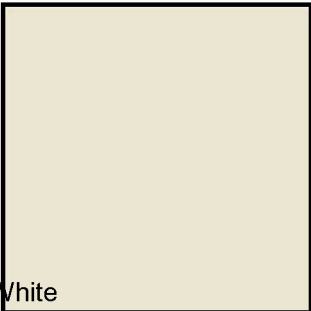
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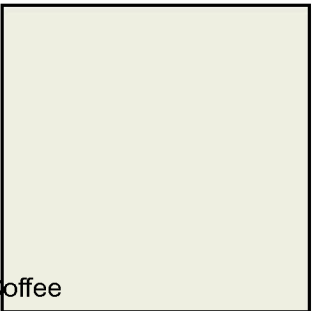
Rendering of Main Entrance



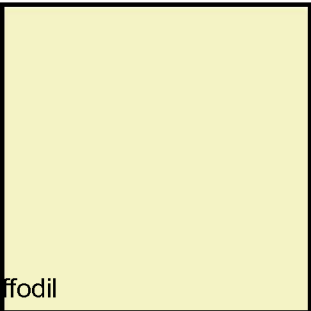
Coastal Fog



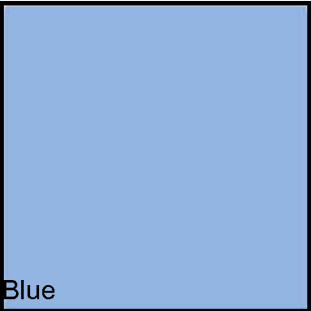
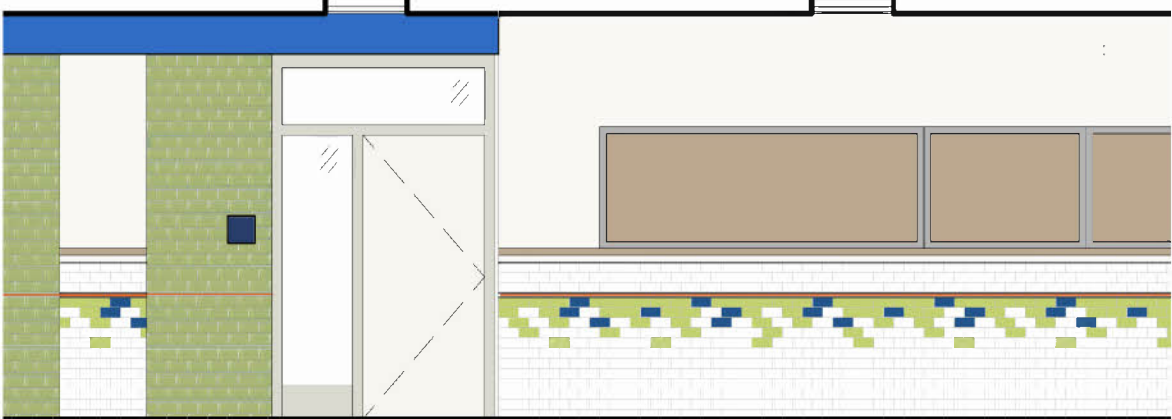
Monterey White



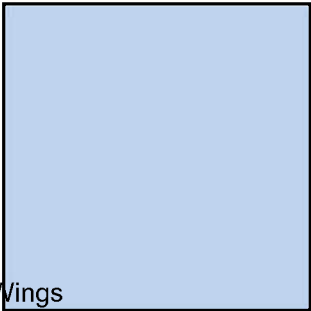
Swiss Coffee



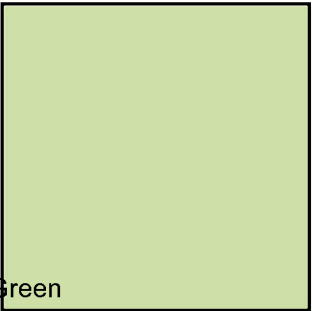
Light Daffodil



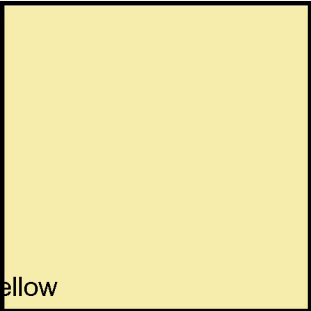
Summer Blue



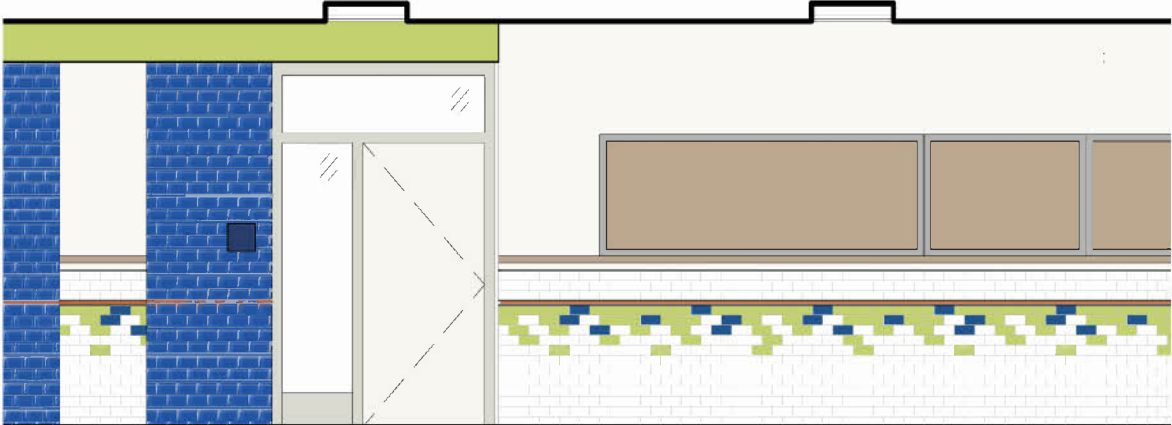
Windmill Wings



Potpourri Green

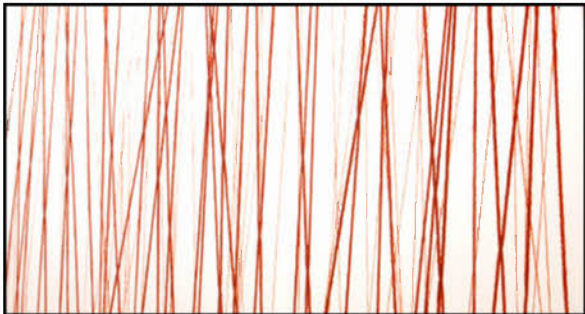


Jasper Yellow



Paint Color Inspiration

Interior Elevations of Corridor Wall Designs



Resin Accent Panels

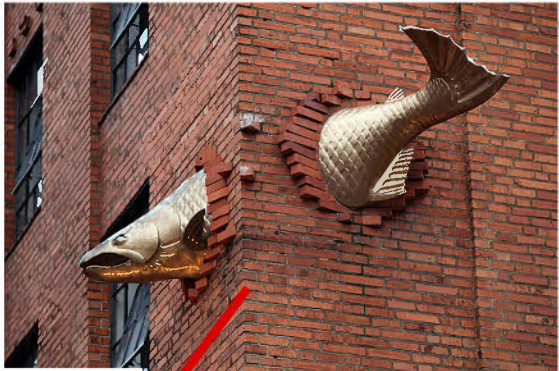
Design Palette



SCULPTURAL ART



S1.1



S4



OWL CORNER SCULPTURE



S2.1



OWL GABIAN SCULPTURE



S2



S2



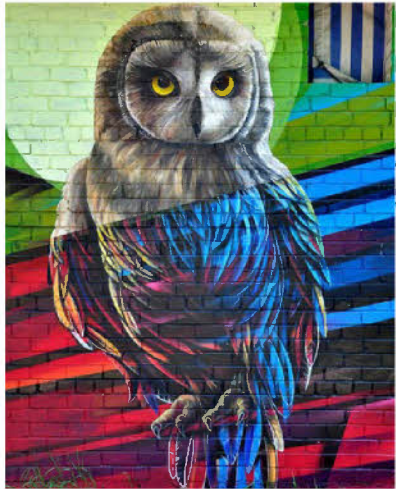
S1.1
0F

WALL ART

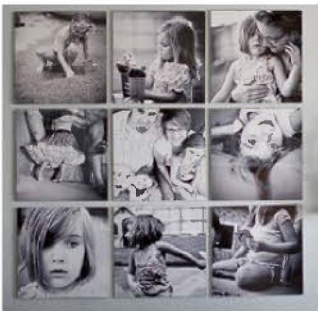


1A
1C
2C

3D TILE INSTALLATION



0A
0C
0D
2B
S4



1B
1C
1E
2C



0A
0D
1B
1E
S4



0C
0D
0E
1C
1G
1G.1
2C



0C
1E

CUTOUT LIGHT WALL



WALL PAINTINGS*

Art Precedents/Inspiration

*TOP PAINTING IS SUSAN FINSEN

CEILING ART

METAL MESH ART



2A

FABRIC WAVES



1D

CALDER-INSPIRED MOBILE



2A

TINY BIRDS/OWLS MOBILE



1D
2A

METAL MESH



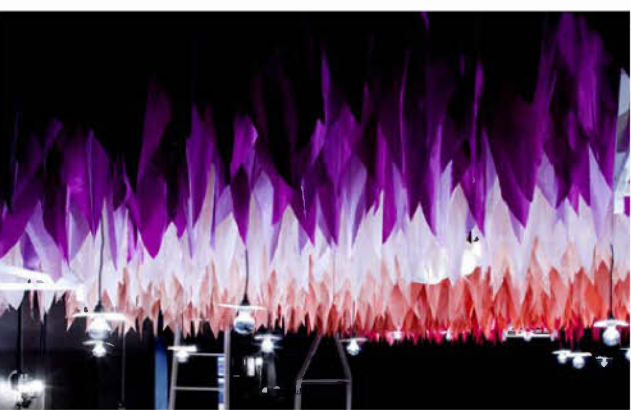
1A

PHOTO MOBILE



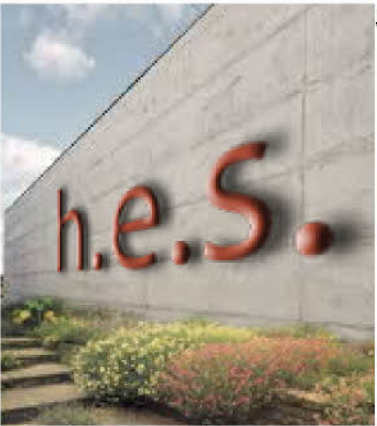
2A

FABRIC RIBBONS



1D

GROUND ART



S1

FRONT WALL SIGN



S1

FRONT WALL SIGN



S1.1
OF

SCULPTURAL SIGN



S3

COMPASS MOSAIC



S5

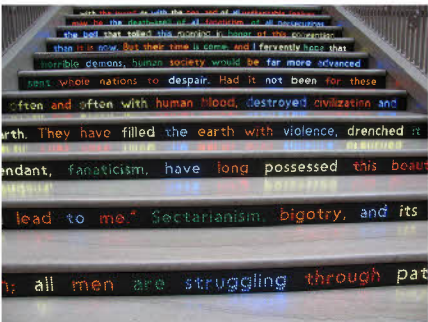


DECORATIVE PARKING GATES

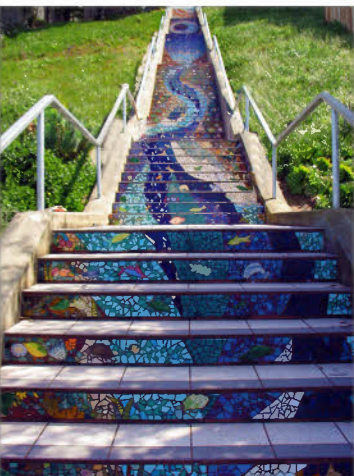


S3

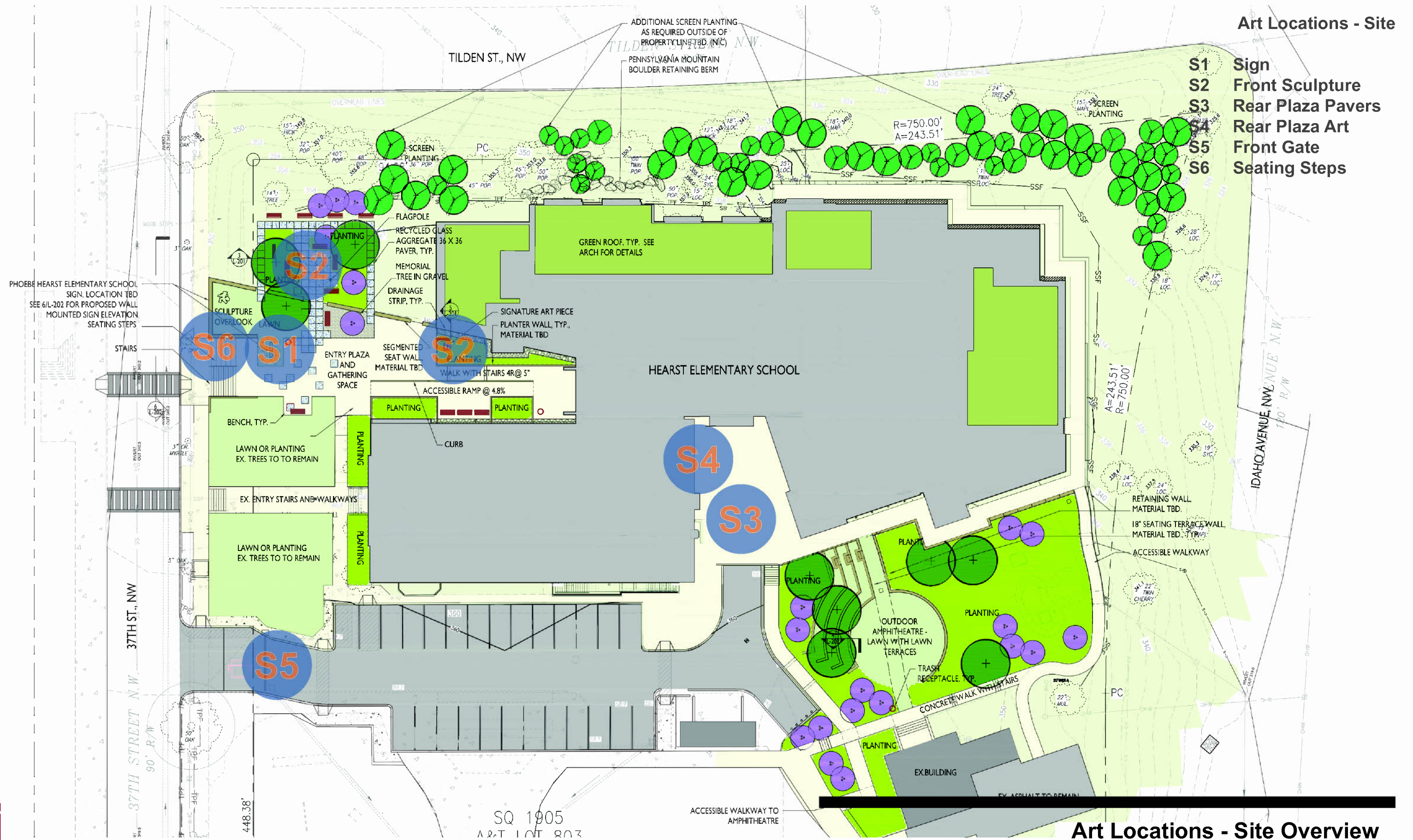
HOP-SCOTCH MOSAIC



S6

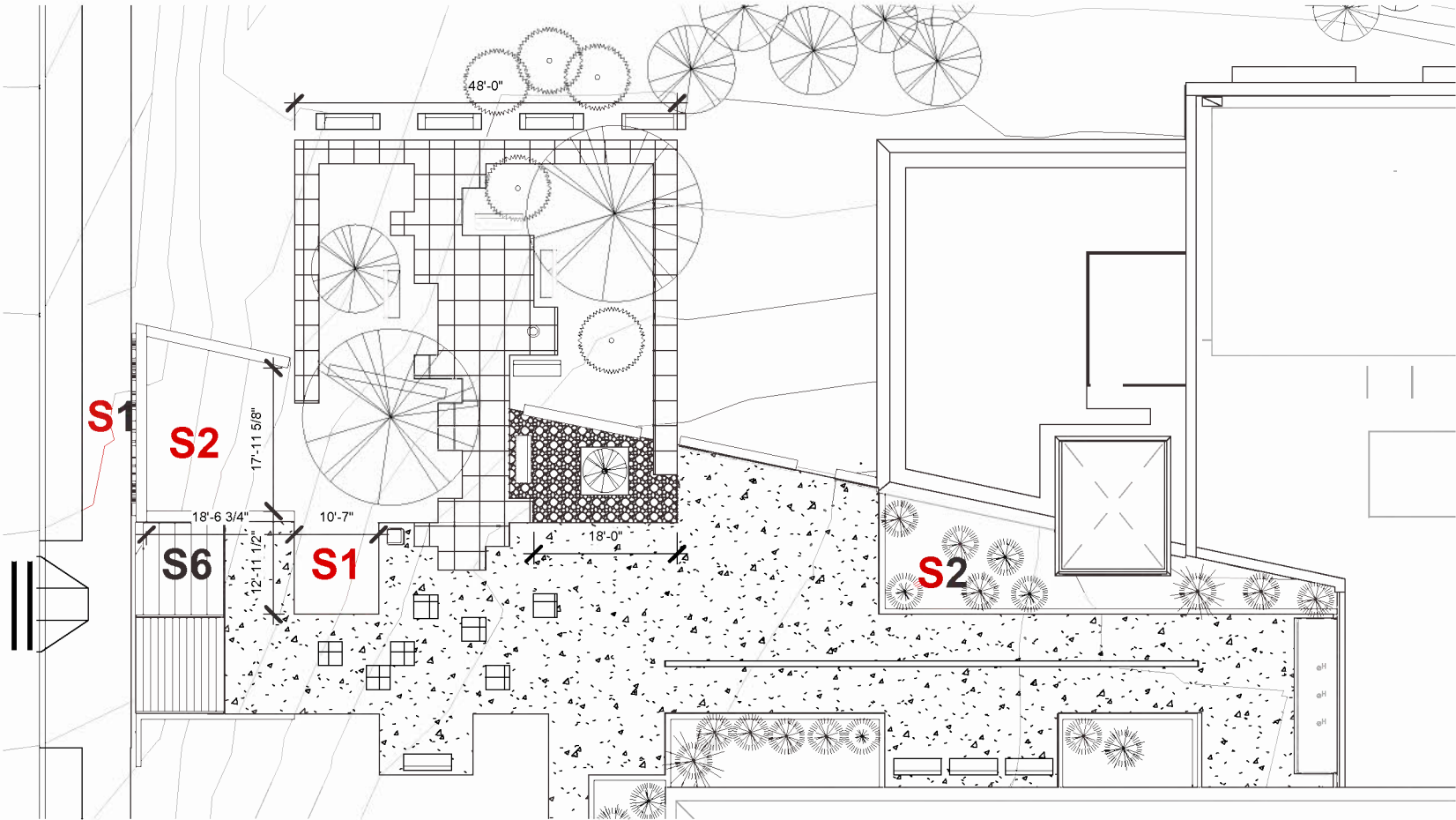


Art Precedents/Inspiration

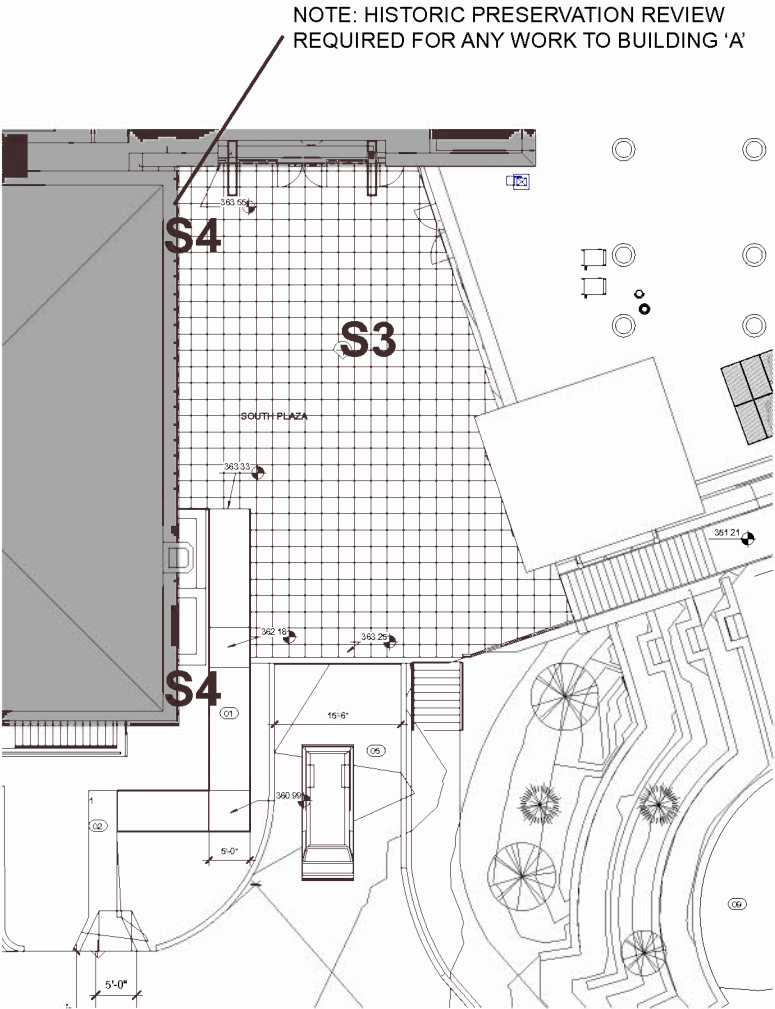


Art Locations - Site

- S1 Sign
- S2 Front Sculpture
- S3 Rear Plaza Pavers
- S4 Rear Plaza Art
- S6 Seating Steps



Front Plaza Site Plan



Rear Plaza Site Plan

Art Locations - Site

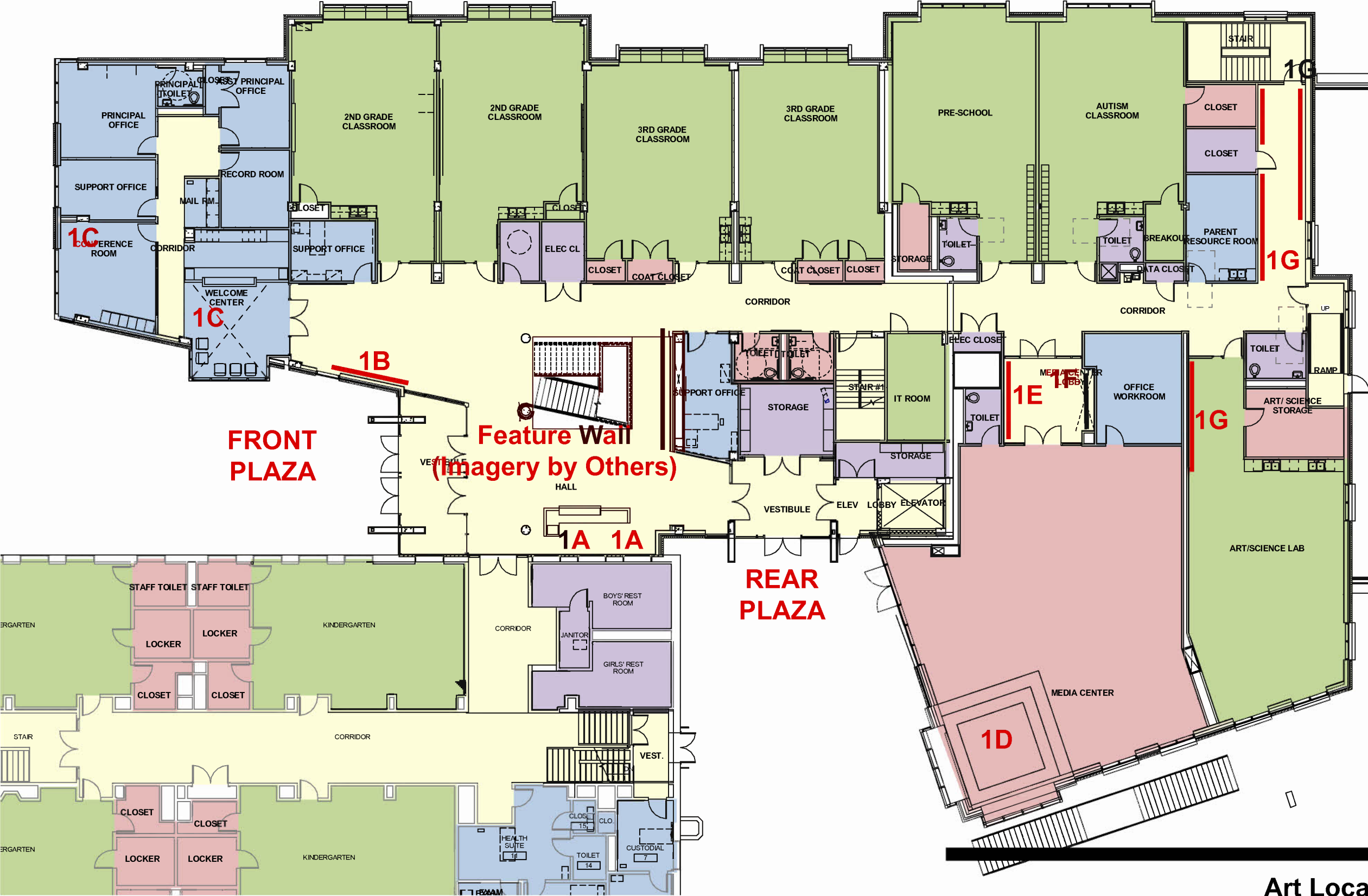




- 0A Gym Entry Sign
- 0B Glass Tiles (TCCO) (NIC)
- 0C Lobby Art
- 0D Stairwell Art
- 0E Hall Art

Art Locations - Ground Floor





- 1A South Lobby Art
- 1B Lobby Photo Wall
- 1C Admin Art
- 1D Reading Room Art
- 1E Media Center Art
- 1F Niche Art or Aquarium
- 1G Student Art Gallery

Art Locations - First Floor



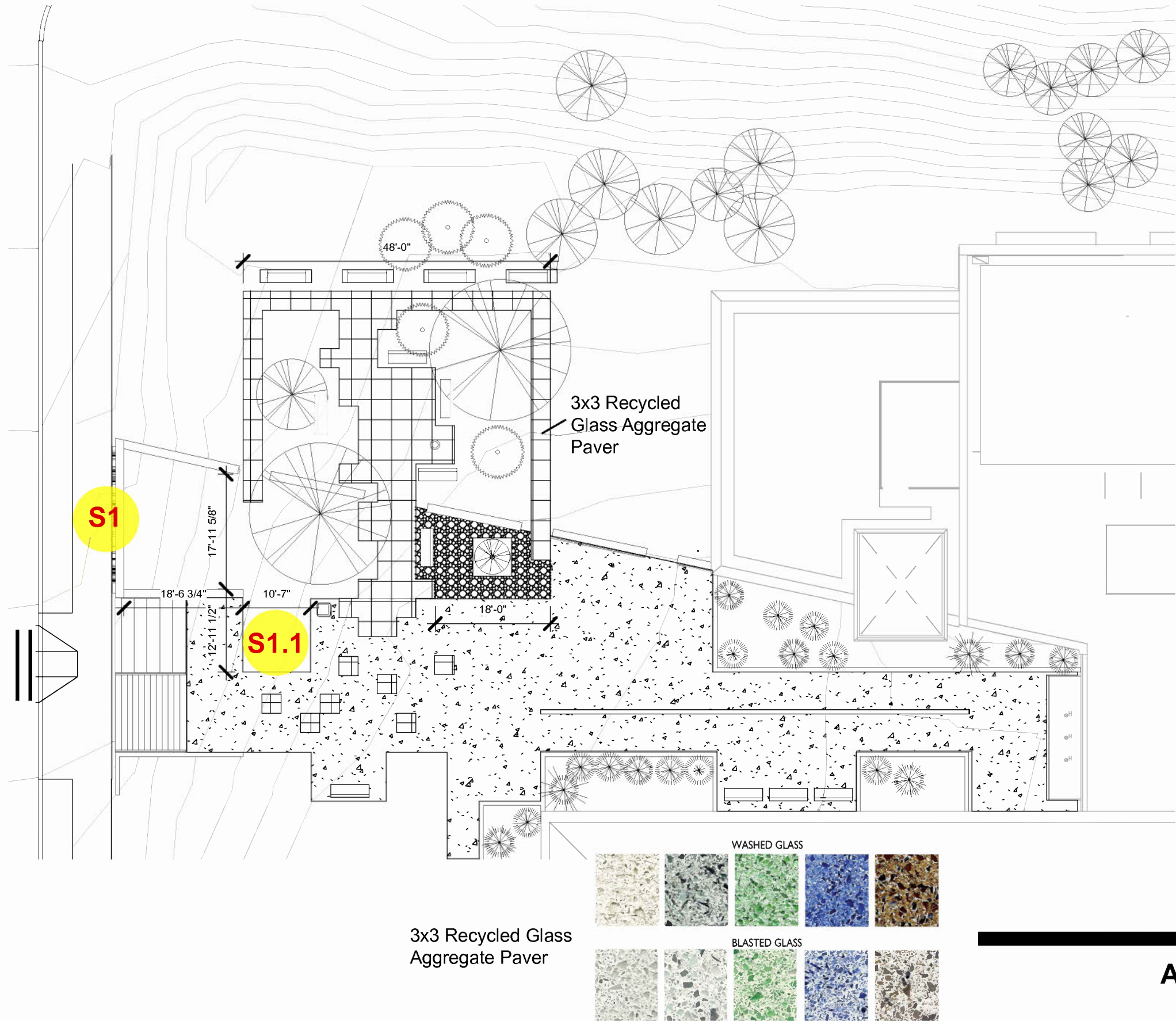
Art Locations - 2nd FL

- 2A Mobile in Lobby
- 2B Mural Second Floor
- 2C Hall Art Locations



Art Locations - Second Floor





Front Sign Wall

Location: Adjacent to 37th Street NW
Type: 3-dimensional
Media: Concrete or another durable material

Description:

Iconic, durable, and sculptural sign to be located adjacent to 37th Street NW and the primary walkway leading to the new main entrance of Hearst Elementary School. The sign should include the full school name and be able to withstand weathering.

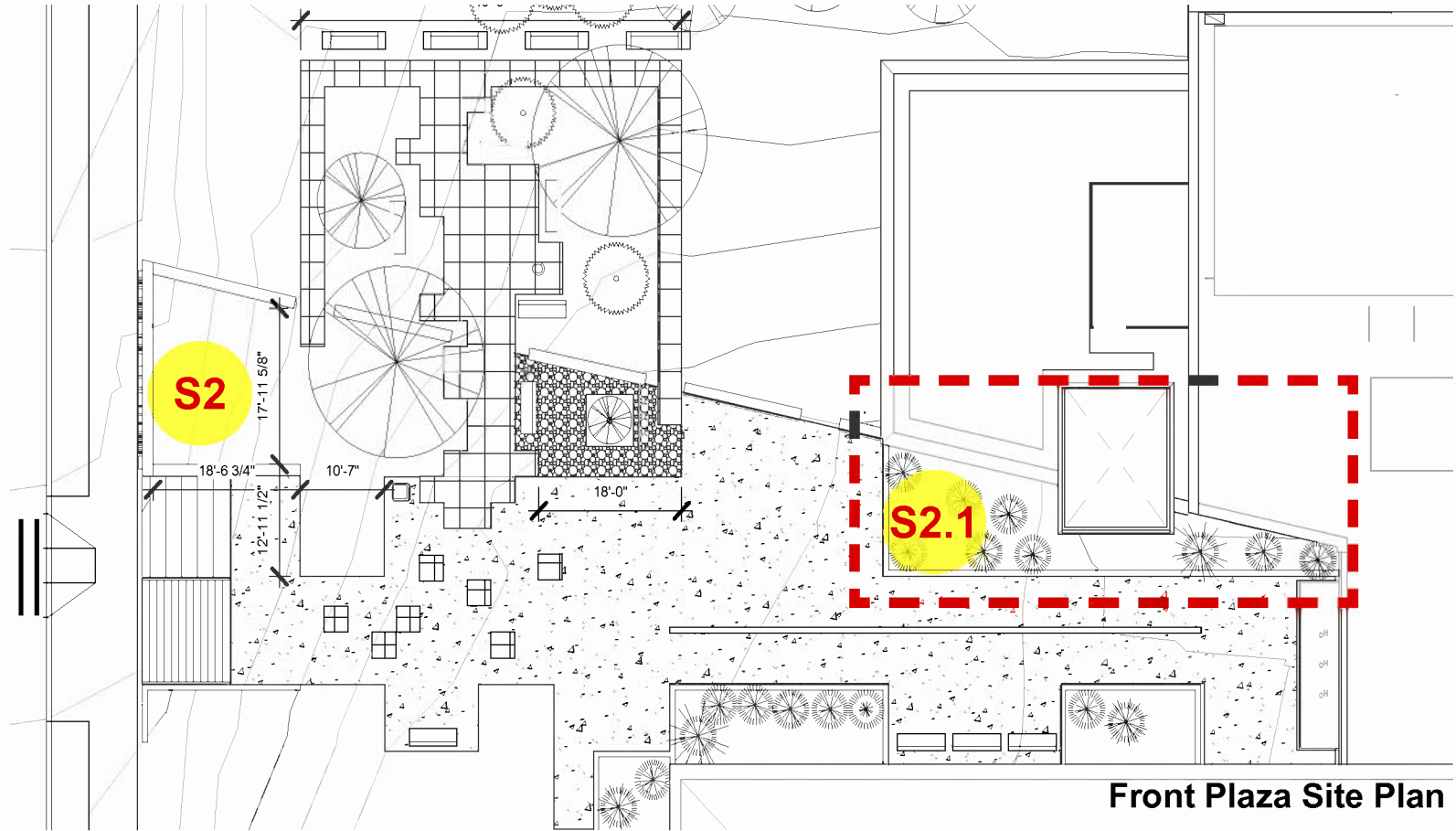
Considerations for the sign design should include incorporating the school mascot in some way and possibilities for how the sign may be integrated into the landscape and act as a focal point for the school. The sign design may also take the form of being integrated with a built-in bench, or sculpture integrated into the stair/bench seat design that would allow for direct interaction with the students as they enter the school each morning.

S1.1

Front Sign Sculpture

Location: Lawn at bottom of entrance stair
Type: 3-Dimensional
Media: Concrete, metal, resin and durable exterior materials

Art Locations - Front Sign/Sculpture



Front Plaza Site Plan

Front Plaza Sculpture

Location: Adjacent to Welcome Center
Type: 3-dimensional
Media: Steel or another durable material

Description:

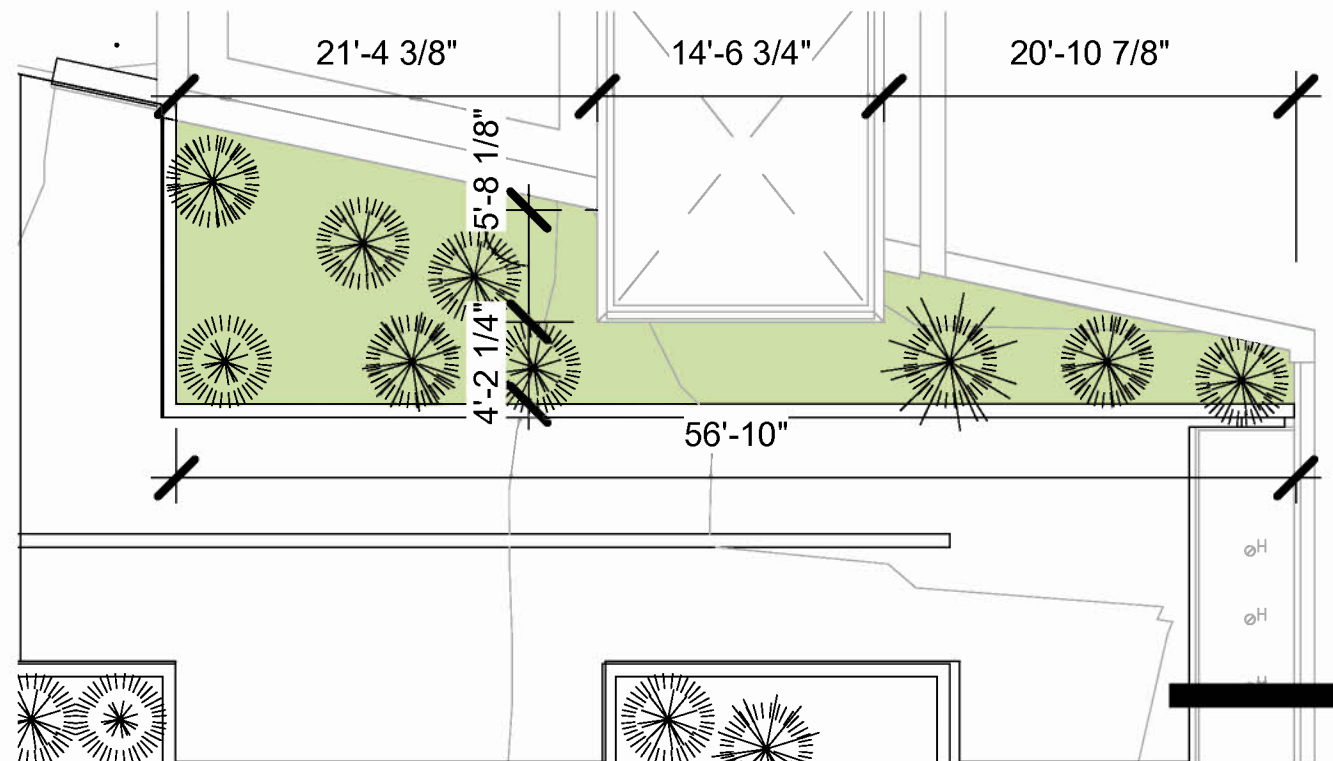
Sculpture to be located between the exterior of the school's Welcome Center and the primary walkway leading to the new main entrance of Hearst Elementary School set in the "garden" area adjacent to the building. This sculpture is to be a major icon for the school and should symbolize educational themes of DCPS and the Hearst School.

Considerations for the sculpture design should include incorporating the school mascot and/or school colors in some way. We envision a brightly colored object that sets the tone for the entry plaza. Other possibilities for the sculpture include integration or references to the surrounding landscape. The design should be safe and durable to withstand direct interaction with the students.

S2.1

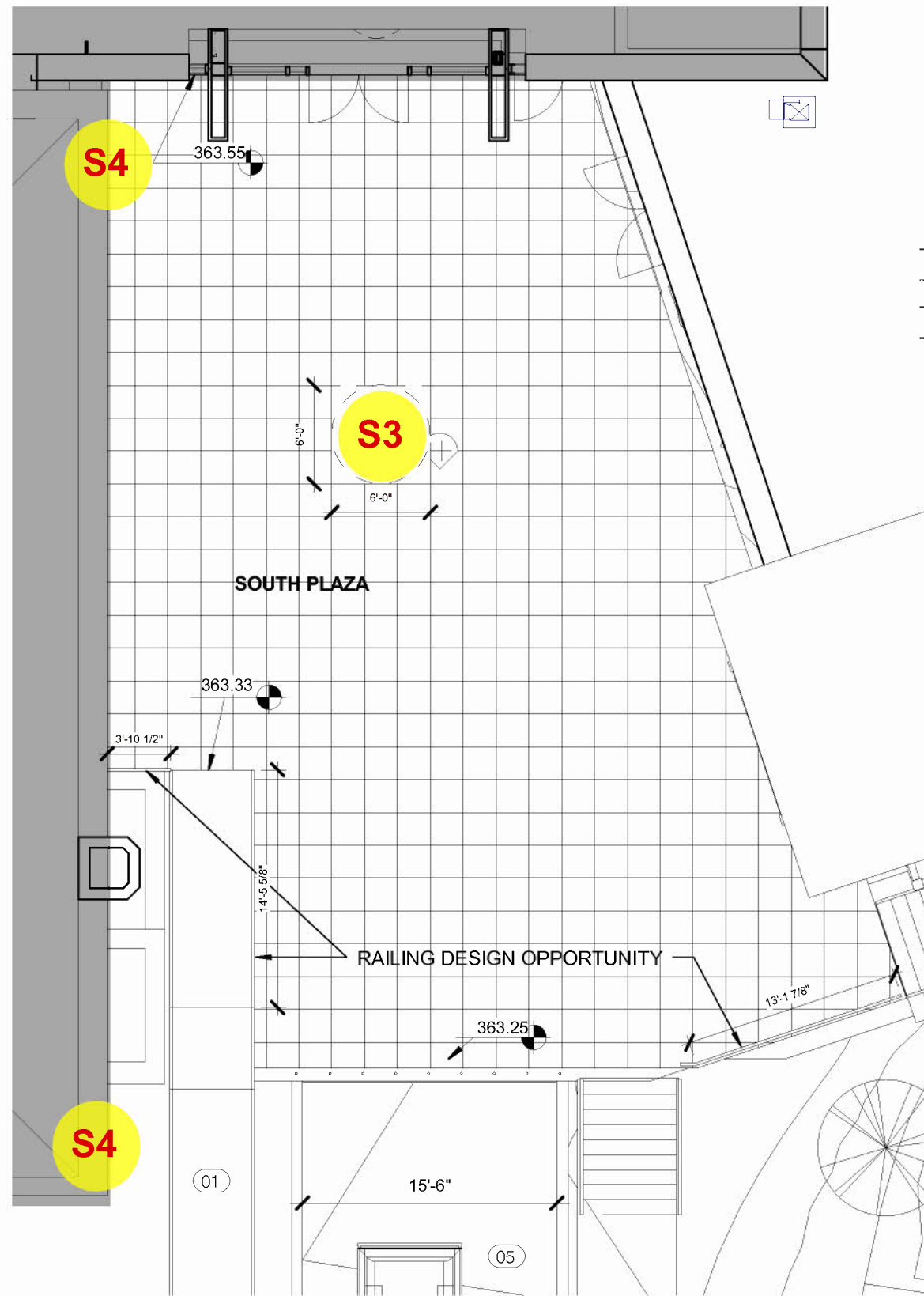
Front Plaza Signature Art Piece

Location: Planter in Front Plaza
Type: 3-dimensional
Media: Steel or another durable material

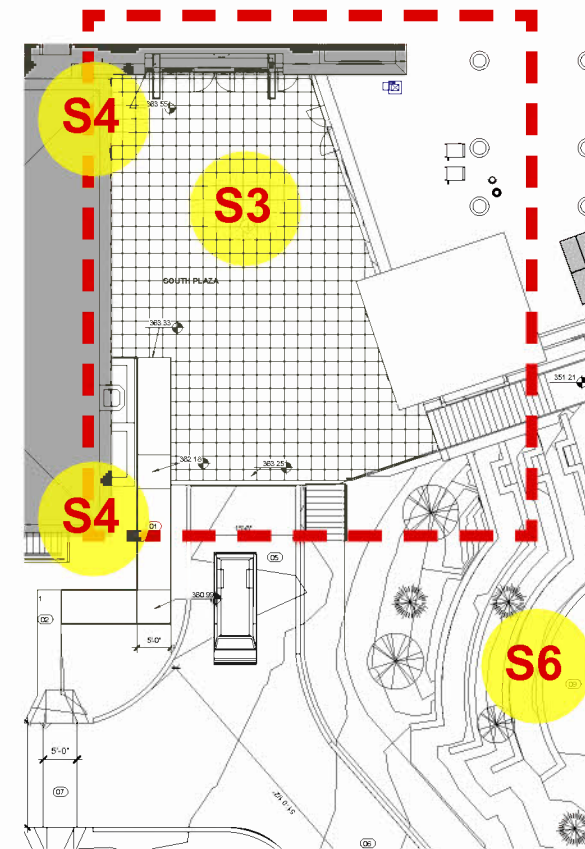


Front Plaza Site Plan- Detail S2.1 Location

Art Locations - Front Plaza Sculpture



S3 - Rear Plaza Site Plan-Detail



Rear Plaza Site Plan



S4 - Rear Landscape Plan

Rear Plaza Design

Location: Adjacent to Welcome Center
Type: 2 and 3-dimensional
Media: Metal or stone, and other potential materials

Description:

The rear plaza will act as a secondary entrance to Hearst Elementary School and a major daily entry point from the play areas and park to the school.

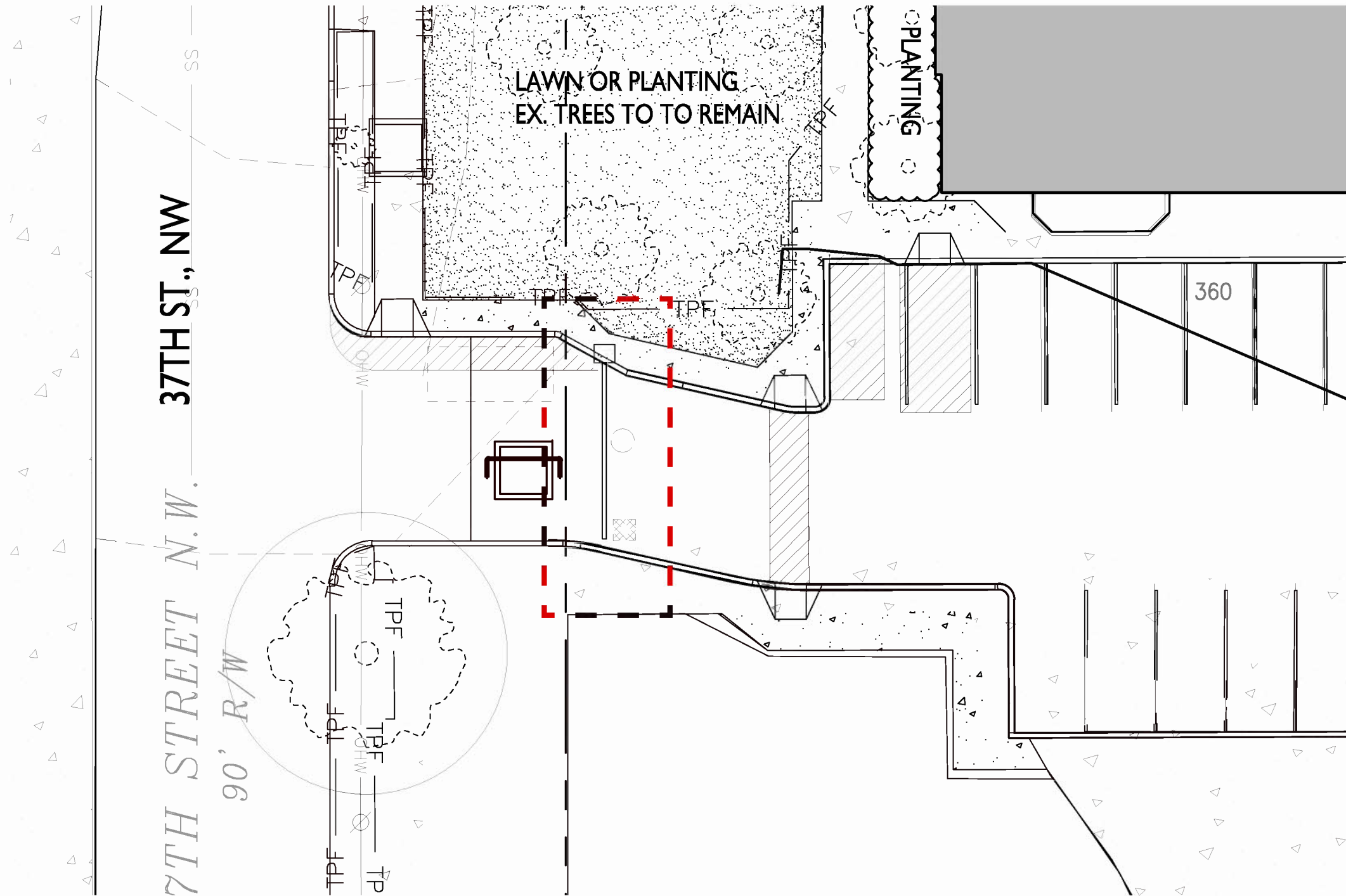
S3: The design should be an inlaid design of a durable material or combination of materials such as metal or stone. The design should not pose a tripping or safety hazard to pedestrians and kids at play. This also includes the option to incorporate design into the railing noted in the S3 plan detail.

S4: Rear Plaza Installation
 Possibilities for this installation include integration to the surrounding landscape, the incorporation of wayfinding signage, and connecting the three phases of the school historic cottage and playground. Exterior railings can be a coordinated playful steel/metal applique added to the railings is possible at various areas around the site. The design may also include sustainability measures or references such as rain gardens, cisterns, or native plantings

NOTE: All art for S4, which disturbs the facade of Building 'A' must be approved by the DCHPB.

S6: Rear Landscape
 This terraced landscape area is open for design of the seating walls as well as integrated landscaping.

Art Locations - Rear Plaza Design



S5 - Front Gate

Front Gate Design

Location: Entrance to Site
 Type: 3-dimensional
 Media: Metal

Description:

The gate at the front entrance to the parking lot will be seen when closed across the street and when open along the sidewalk. The potential design should have a fun and positive feel, that appears welcoming even when the gate is closed. The design should not present any major opportunities for children to climb. The street is 24' across.

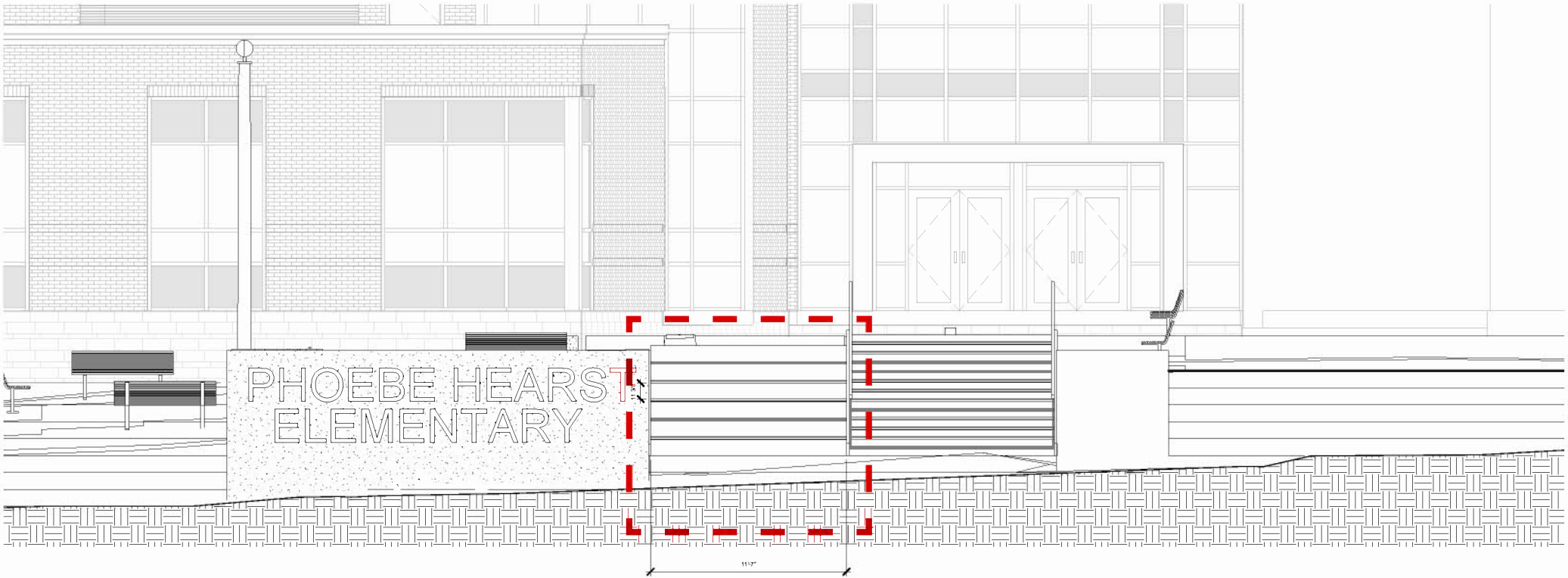
Art Locations - Front Gate

Seating Steps Art

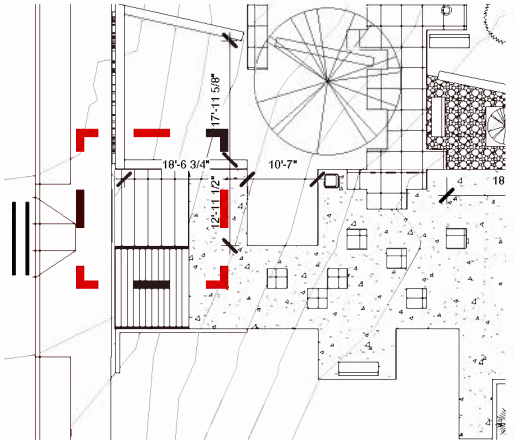
Location: Steps at Entrance to Site
 Type: 2-dimensional
 Media: Mosaic, Paint, metal

Description:

The seating steps at the entrance of the site are adjacent to the steps intended for heavy traffic. The seating steps provide an opportunity for students to wait for parents, or enjoy the outdoors. There is an opportunity to use the steps as a display for welcoming and lively art to supplement the main entrance to the site. The art should be 2-dimensional and not present any tripping hazards.



S6 - Front Seating Steps



Art Locations - Seating Steps

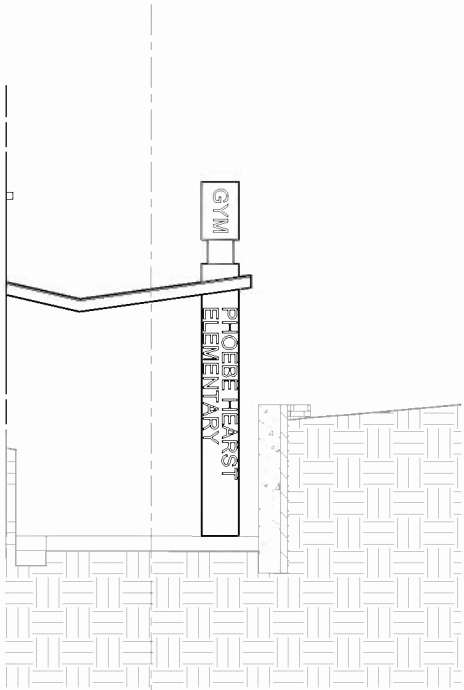
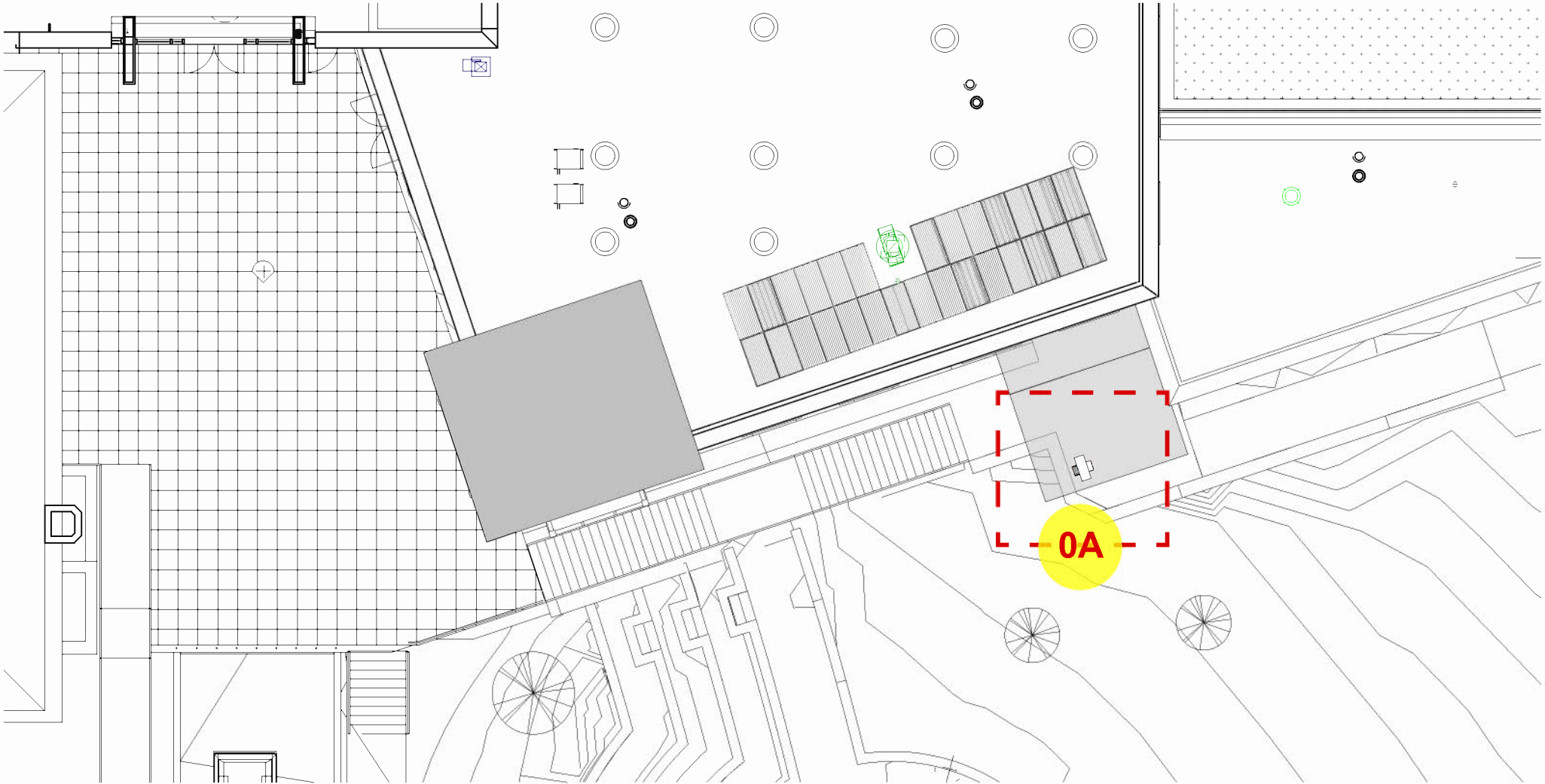


Gymnasium Entry Sign

Location: Southern Entrance into Gymnasium
Type: 3-dimensional
Media: Stone, Metal, Acrylic, durable material

Description:

The sign at this entrance should be welcoming, tie into the entrance roof to support the signifying of this place as an entrance, and should display the name of the school.



0A - CONCEPTUAL SIGN DESIGN

Art Locations - Gymnasium Entry Sign



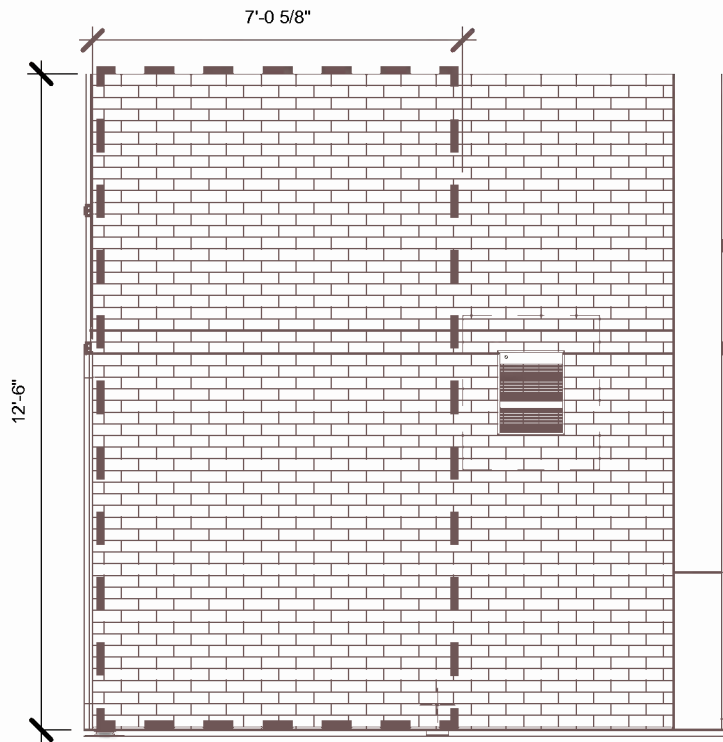
Gymnasium Lobby
Location: Entrance South of gym
Type: 2-dimensional
Media: Paint, Tile, Mosaic, or framed art

Description:

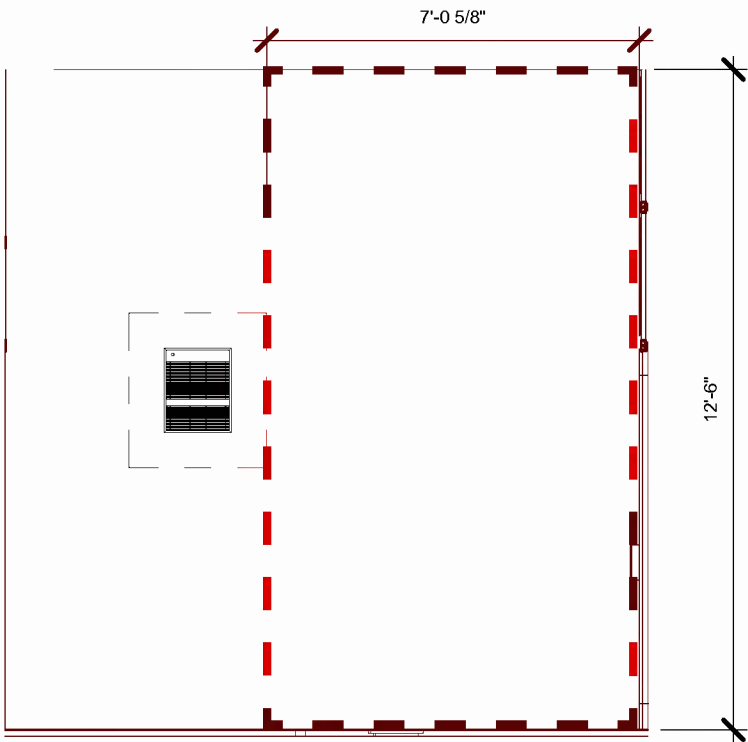
The entrance lobby at the gym will be used not only by students, but also by the community. This area is the school’s portal into the energetic and communal space.

Many different media are a possibility for this location. The art should reflect the school, and can encompass the school’s mascot and colors. The art can also be a vibrantly fun and colorful welcome into the school through this space.

Dimensions: 12’-6” High x 7’5/8” Long



East Wall



West Wall

Art Locations - Gymnasium Lobby

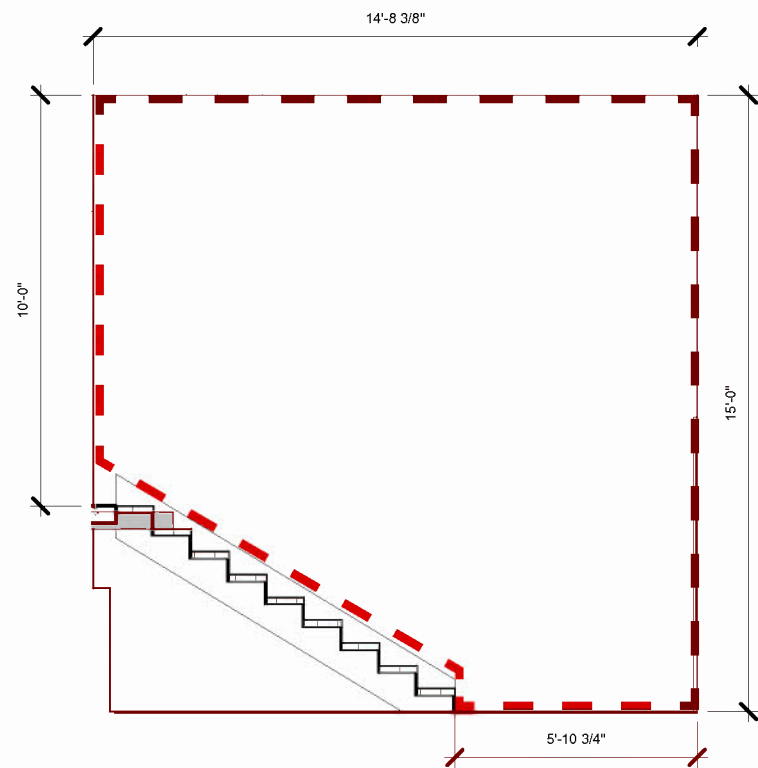


Stairwell Art
Location: Entrance South of gym
Type: 2-dimensional
Media: Paint, Tile, Mosaic, or framed art

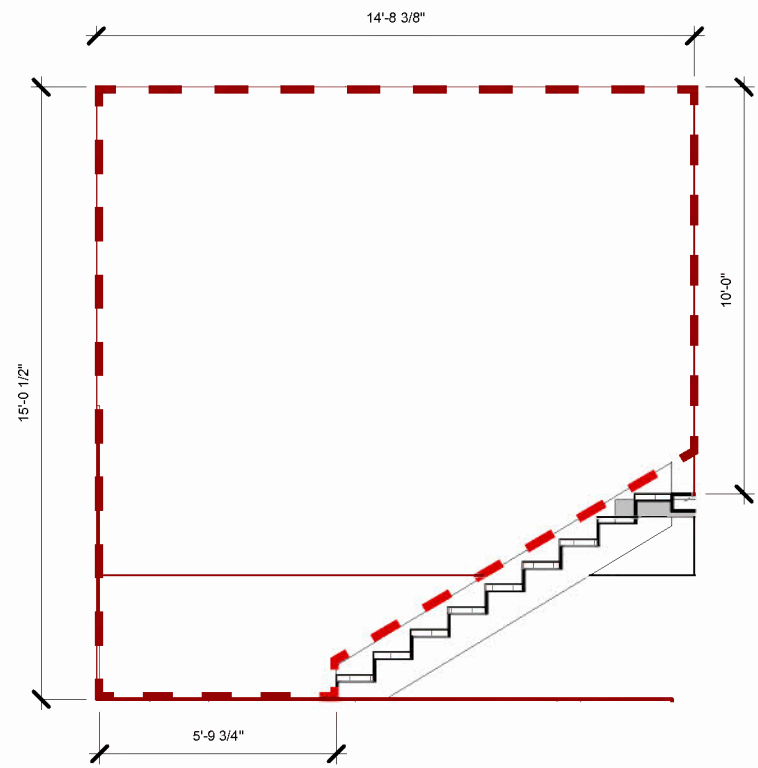
Description:

There are (2) stairs supporting the gym that provide an opportunity for art. These (4) walls are a potential art location that could display murals, wall-hung art pieces, mosaics and colorful tile patterns.

This art should be durable and colorful, and be an opprtunity to entegrate education into art. Any art displayed in these locations will be viewed in high frequency. Because of the transient nature of the stairwell, avoid any protrusions or sharp installations.



Stair North Elevation



Stair South Elevation

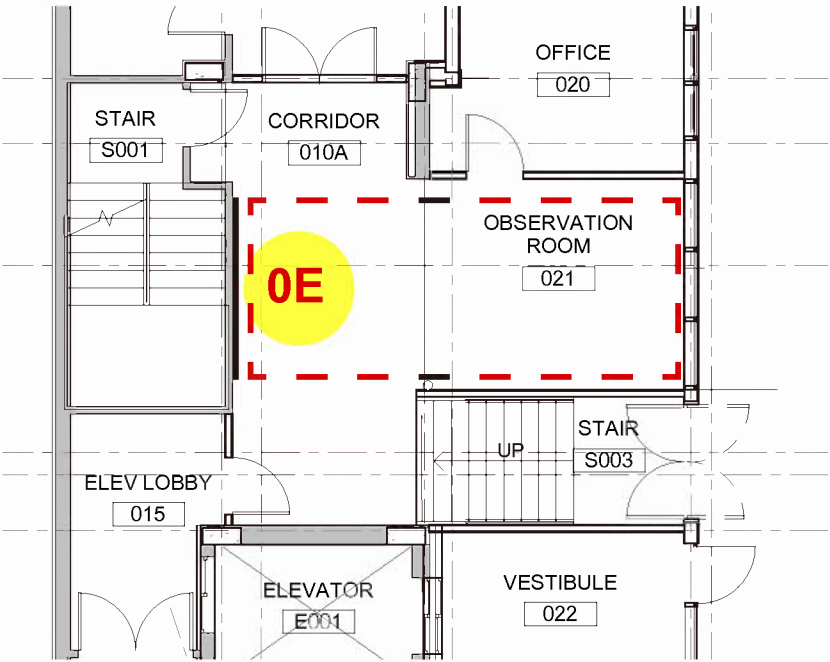
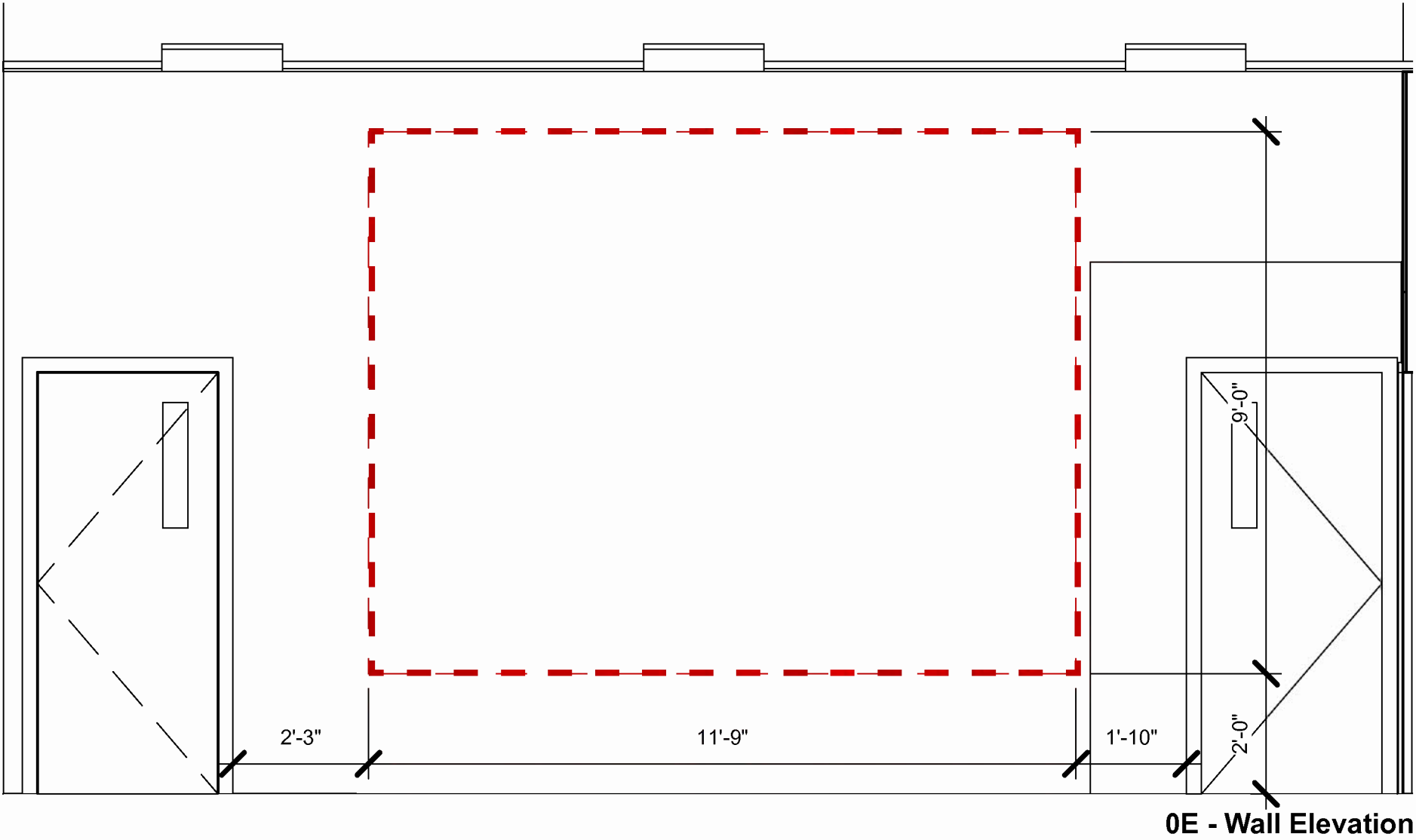
Art Locations - Stairwell Art



Obervation Room - Hallway Art
 Location: Between Stairwell and Gym @ Observation Room
 Type: 2 or 3-dimensional
 Media: Paint, Tile, Mosaic, or framed art

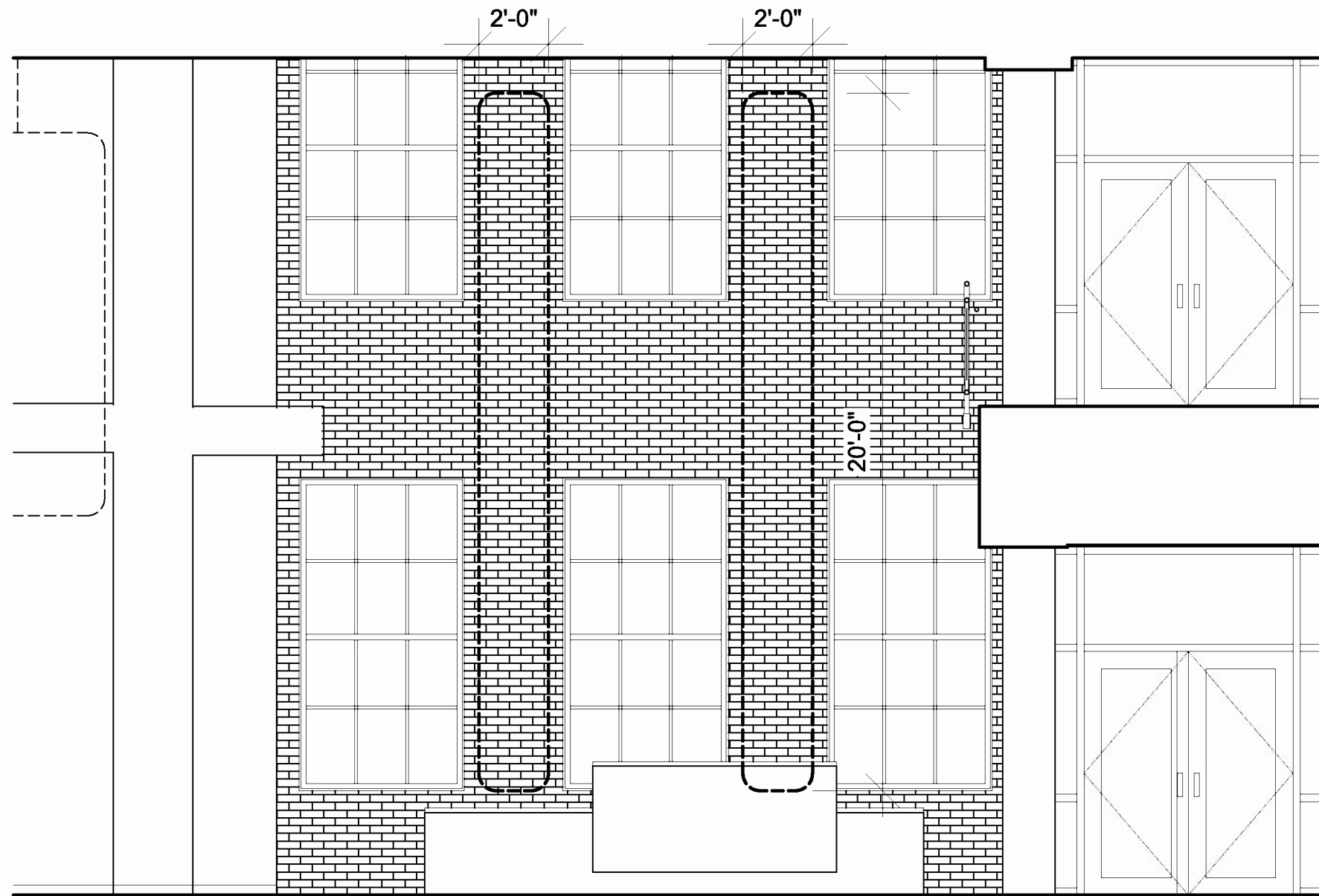
Description:
 Bridging the stairwell and corridor to the gym is the observation room, with large glass penetrations to open up the gym to this transtional space. The artwork here should honor this transitional connection by also connecting the space with the wall to the right of the stairwell, and the floor and ceiling leading through into the observation room.

There are many opportunities for different medias in this area, as well as the way that the art address the change of space. The artwork can be related to the functions of the gym, to the students and the school spirit, and to education and academic focus as well.



Art Locations - Hallway Art





South Lobby Elevation- Banner Locations

Banners on South Lobby Wall

Location: South Wall of Lobby
Type: 2-dimensional
Media: Metal Mesh or Fabric

Description:

The two-story lobby is the heart of Hearst Elementary School and where the new school addition connects to the historic building. The south wall is the historic brick wall of the original building.

The design should be a banner out of metal or, alternatively, another material of mesh to allow for transparency to the south wall. The banner's design should be compatible with other interior design elements of the lobby space.

Banner Dimensions: 2'-0" Wide x 20'-0" Long



Photo Detail of Existing Brick Wall

Art Locations - Banners in South Lobby



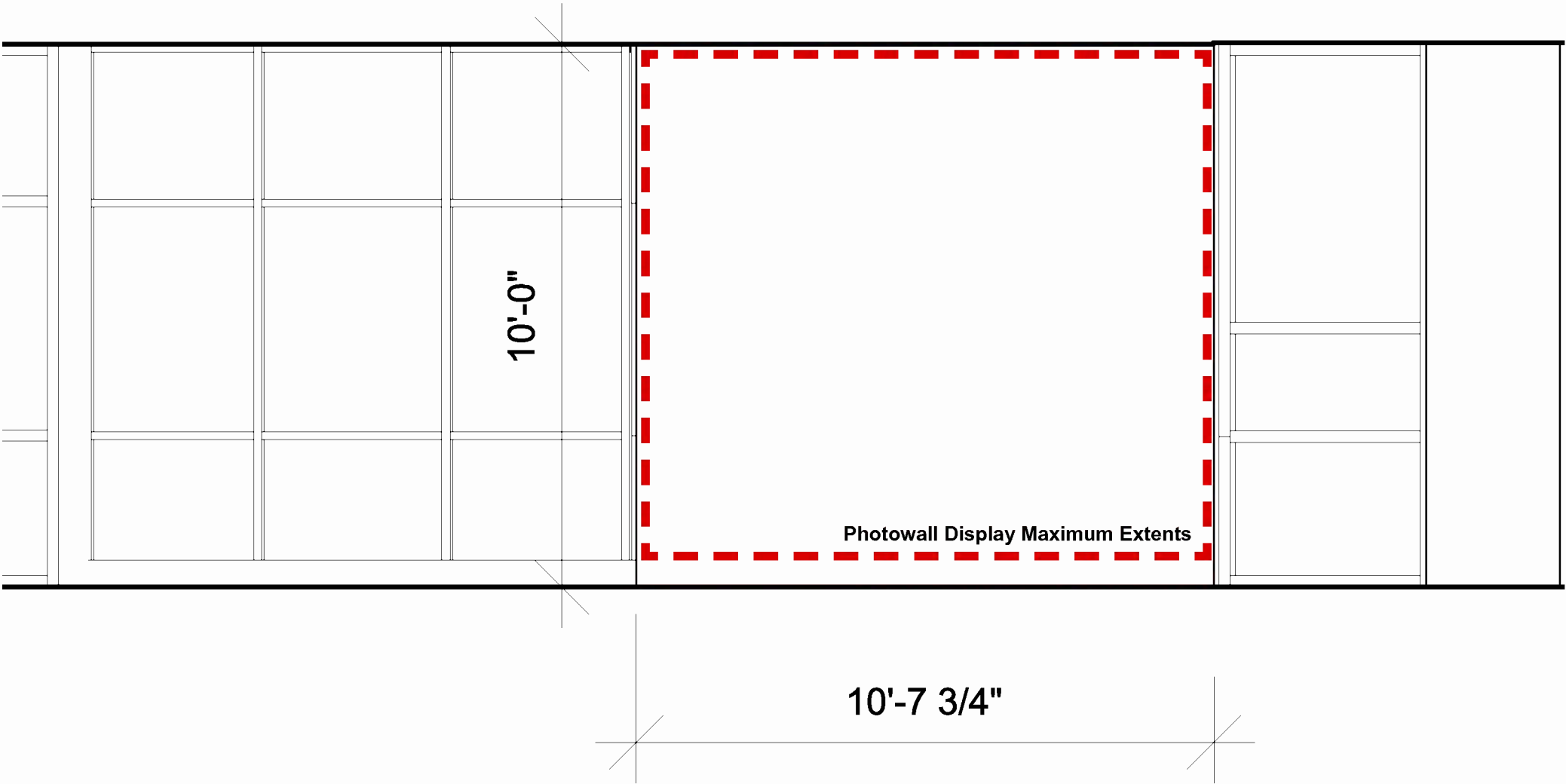
Photo Wall Display

Location: Wall in front of Welcome Center
Type: 2-dimensional
Media: Photographs

Description:

The photo wall display will be the major design element between the front door and the Welcome Center.

Design considerations include: photos of the current student body, teachers, and alumni. Other content opportunities are the neighborhood, the connection of Phoebe Hearst to education and the school, and broader historical references to Washington, DC. The option for the display to be updated or changed on a yearly basis should be strongly considered.



Photowall Location Elevation

Art Locations - Photo Display Wall



Admin Suite Artwork

Location: Administrative Suite
 Type: 2-dimensional
 Media: Open

Description:

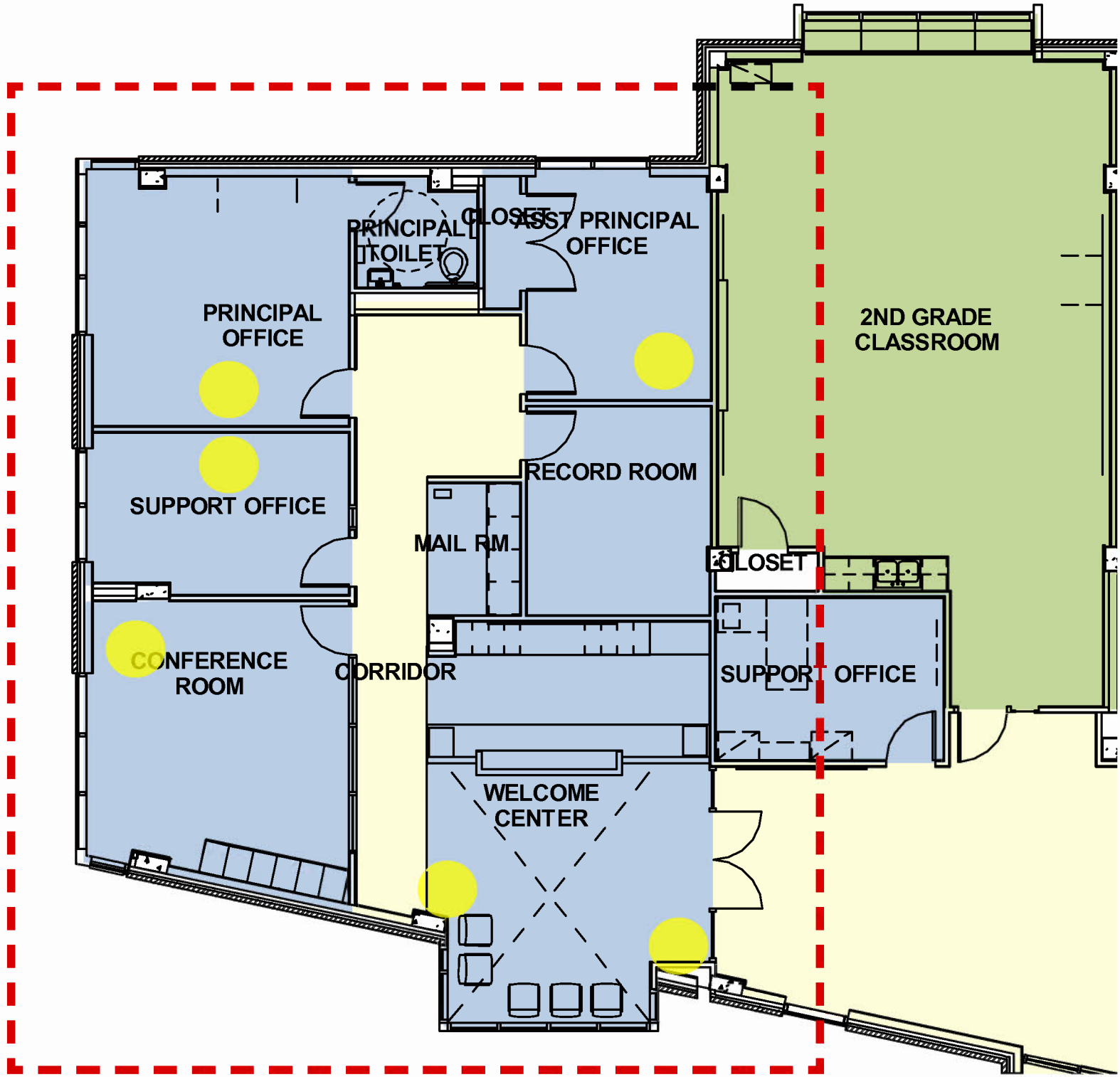
The Welcome Center and administrative suite serves as the primary point of contact between the public and the school. The artwork for this section of the school is an opportunity for a coherent collection of smaller, coordinated works to be displayed in office and conference room of the school.

Design considerations include realistic or abstract content appropriate for an educational environment. The artwork is strongly encouraged to pick up on colors and textures present elsewhere in the school.

Size Range: 16"x20" to 24" x 36" (Multiple panels may be hung next to each other)

2C

"Small art" pieces for location in the administration of teacher work areas: Includes various shapes, sizes and media, coordinated into a color and thematic statement should be considered here. School will also consider "second originals" and selected prints (excerpts) of the larger approved art pieces here.



Plan of Administration Suite

Art Locations - Administrative Art

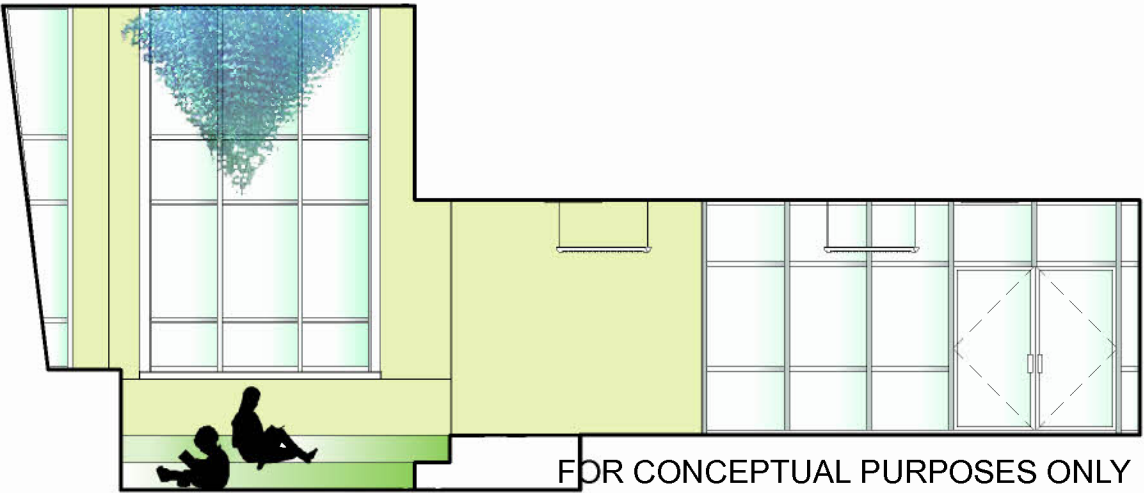
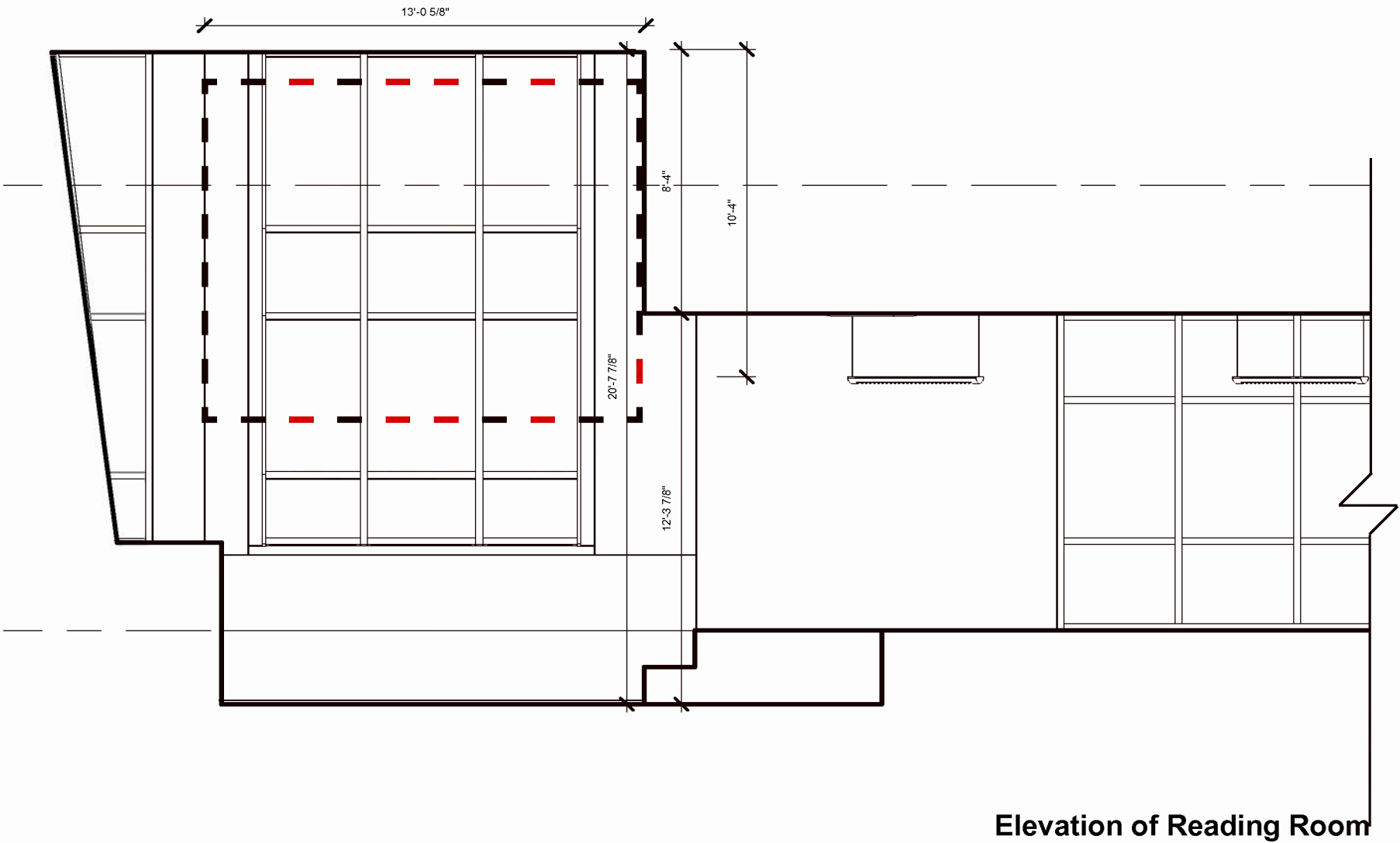


Media Center Reading Room Mobile
 Location: Reading Room
 Type: 3 Dimensional
 Media: Open

Description:

The media center reading room will be a positive and semi-private place for the students to read and enjoy some seclusion while enjoying a great view. The mobile in this space should be inspirational, colorful and should fit in a 13'-0" by 10'-4" by 10'-4" box. The materials are open, but should take into consideration any reflection of light into the space. The mobile may also be seen from outside.

The piece is not limited to a mobile. Other ceiling art fixtures or chandeliers are also an option for this space.

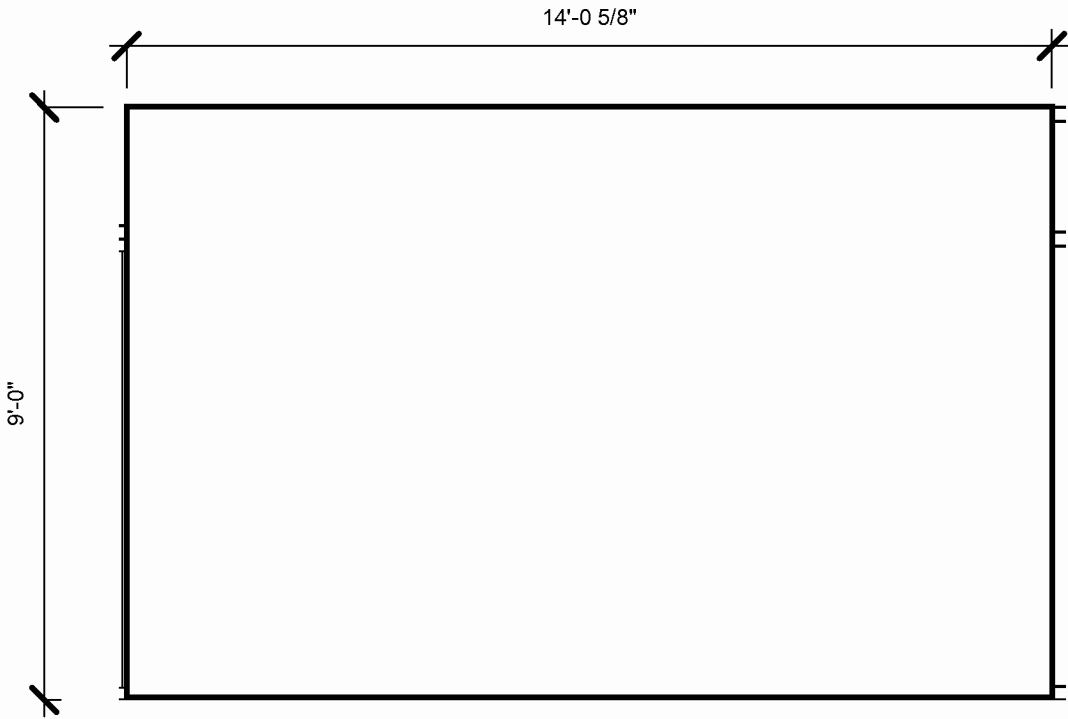


Art Locations - Reading Room Mobile

Media Center Art Walls
Location: Media Center Lobby
Type: 2 Dimensional
Media: Open

Description:

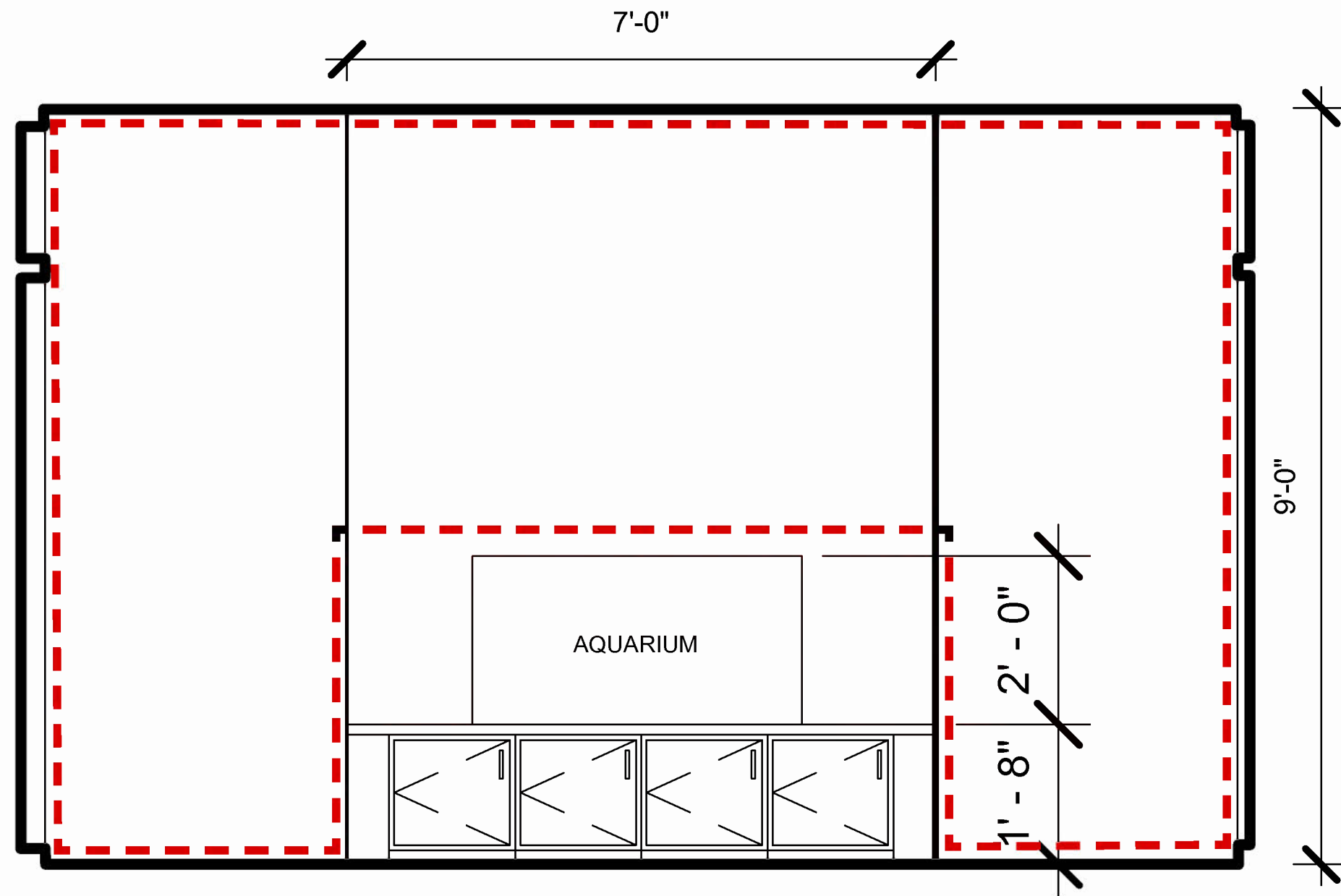
The media center lobby will act as a portal to one of the important gathering places for learning in the school. There are many opportunities for art in this location. This can be a place to showcase some of the school’s accomplishments, to display school pride and spirit, to inspire the students about learning and reading, and to transition from the transient hallway into the serene media center. The art can cover the full 9’-0” high by 14’ wide wall.



1E - Elevation of Media Center Lobby Wall

Art Locations - Media Center Art Walls





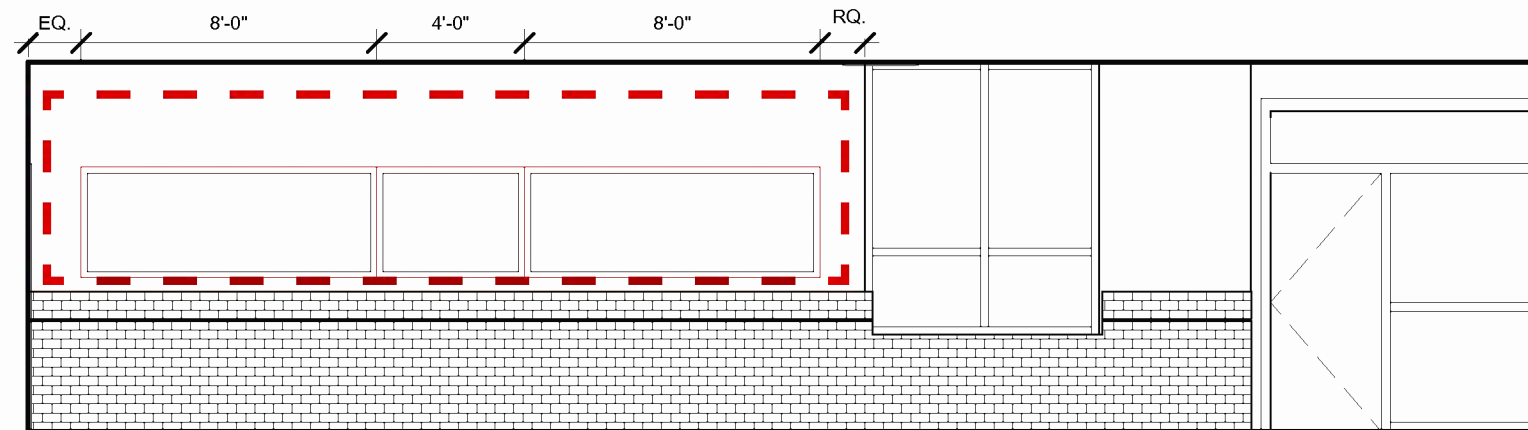
1F - Elevation of Media Center Aquarium Niche

Media Center Niche or Aquarium
Location: Media Center Lobby
Type: 3 Dimensional
Media: Open

Description:

The media center lobby will also be the host of either a large aquarium or a niche wall. The niche wall can be utilized for trophies, art, books on display and other uses. The large aquarium would have to be set upon a base. The base can be used to display art or be treated with a finish of visual interest.





1G - Elevation of Corridor - West

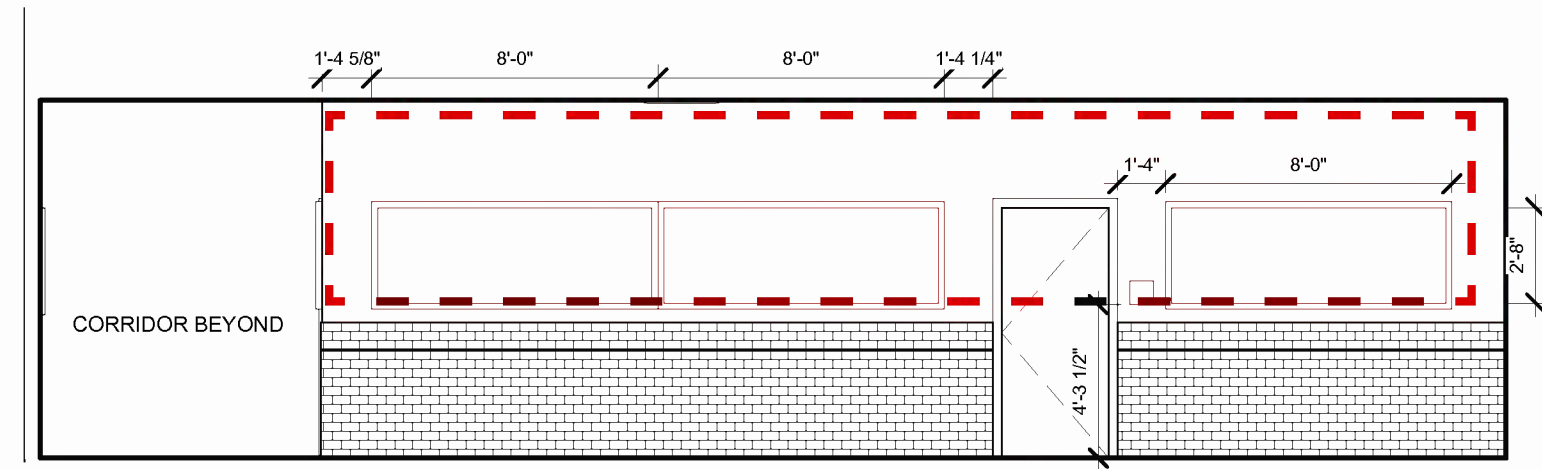
Student Art Galleries
Location: Corridor 150
Type: 2 Dimensional
Media: Student Art

Description:

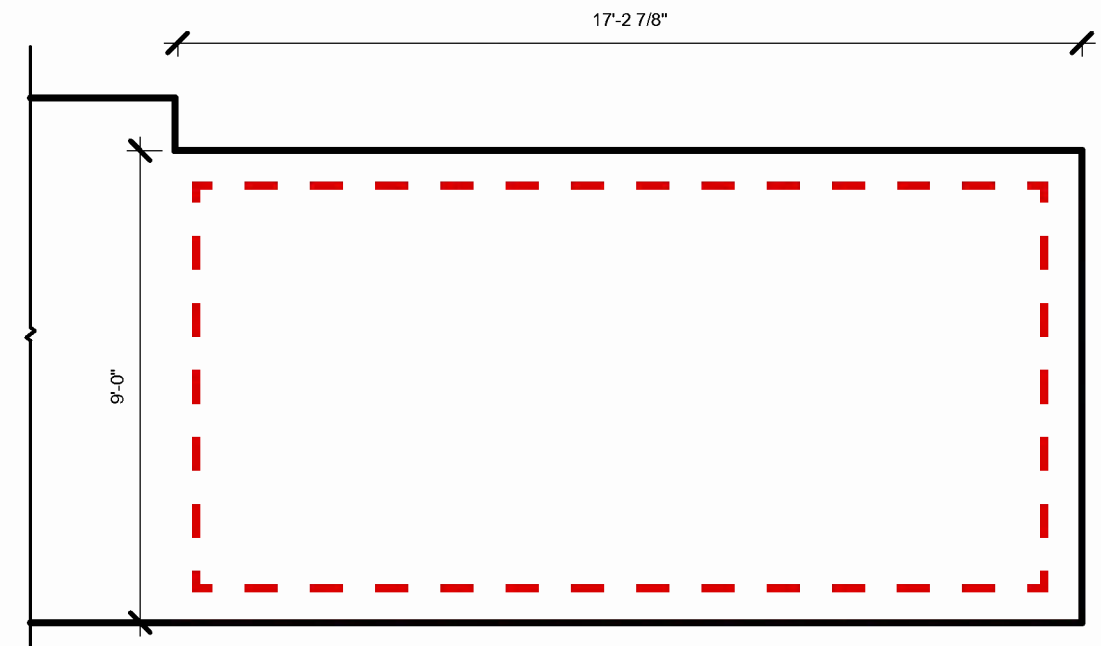
These areas are options to reserve as spaces to showcase student artwork. A background surface should be chosen to host the artwork, and provide the opportunity for easy changes in art.

1G.1

The art and science classroom is another location where student artwork can be displayed. The classroom teacher may have control over this area.



1G - Elevation of Corridor - East



1G.1 - Elevation of Art and Science Room

Art Locations - Student Art Galleries



Mobile

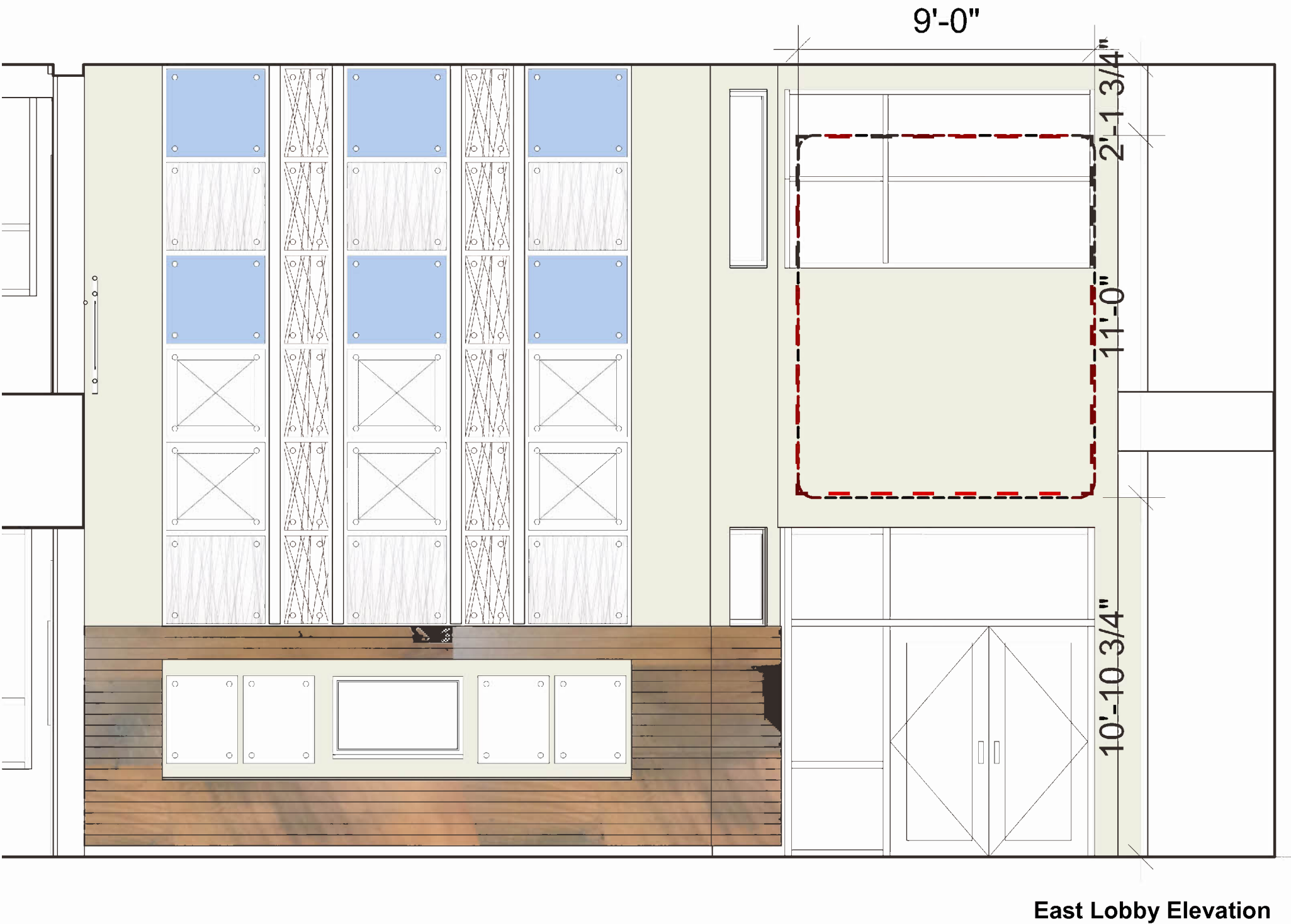
Location: East End of Lobby
Type: 3-dimensional, hanging
Media: Open

Description:

The two-story lobby is the heart of Hearst Elementary School and where the new school addition connects to the historic building. The placement of the mobile in the east end of the lobby will allow viewers to enjoy the work from multiple vantage points. Piece should have the possibility of including student art work or finishes applied by students.

Design considerations include realistic or abstract design appropriate for an educational environment

Maximum Mobile extents are 11'-0" high x 9'-0" wide x 5'-0" depth.



Art Locations - Lobby Mobile



Mural

Location: Second Floor, Next to Resource Room Door

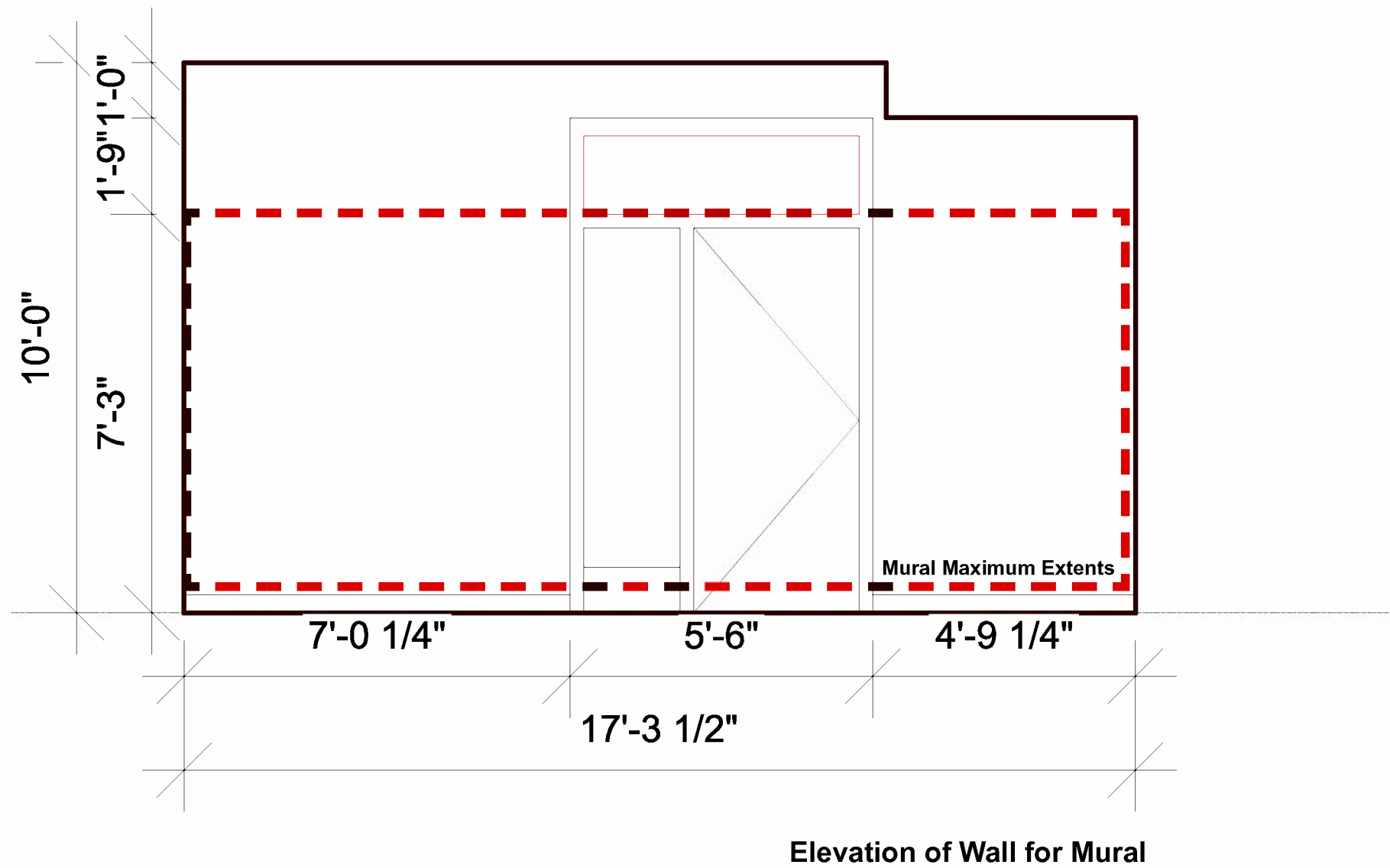
Type: 2-dimensional

Media: Paint/ Metal Mesh

Description:

The two-story lobby is the heart of Hearst Elementary School and where the new school addition connects to the historic building. The placement of the mural is placed so that students and visitors will see it directly when arriving at the top of the main stair.

Design considerations include realistic or abstract design appropriate for an educational environment. The design is strongly encouraged to tie into colors and themes present elsewhere in the building. This element should be a durable piece that still has depth and meaning after multiple viewings



Art Locations - Mural

