

# HORACE MANN 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 new Horace Mann Elementary School, located at 4430 Newark Street, N.W., Washington, D.C. 20016 in the Spring Valley, Wesley Heights, and Kent neighborhoods of Ward 3. The Artists shall develop a new original permanent work of art made specifically for the site.

**PLEASE NOTE THAT 2 OF 6 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.**

Work #	Location	Medium	Theme	Restricted to DC Artists/Galleries	Budget
1	Exterior a) (15.1.5’x34.5.5’ space) b) (13.8’x34.5.5’ space) c) 8’ tall	Prefer powder coated steel	Trees	Open to all artists	\$75,000.00
2	First Floor Lobby Elevator a) 16.8’x4.8’	Wood	All works show movement, emulating wind	Open to all artists	\$35,000.00
3	Second Floor Lobby Elevator a) 16.8.5’wx5.6’h b) 8.7.5’wx5.6’h	Glass	All works show movement, emulating wind	Open to all artists	\$50,000.00
4	Third Floor Lobby Elevator a) 24.2.5’x5.6’h	Metal	All works show movement, emulating wind	Open to all artists	\$50,000.00
5	Second Floor Stairs South (Two) 13.4.5’wx6’h	Glass	All works show movement, emulating wind	Restricted to DC Artists	45,000.00
6	Second Floor Stairs North (Two) 13.4’wx5.11’h	Wood	All works show movement, emulating wind	Restricted to DC Artists	45,000.00
				Total Commission for Horace Mann Elementary School	\$300,000.00

There are two (2) selection processes:

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

APPLICATION DEADLINE OCTOBER 31, 2014  
SEMI---FINALISTS ANNOUNCED NOVEMBER 2014

The finalist will be selected 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.

Conduct semi-finalists site visits and community input session(s). Submittal of a site – specific design proposal

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

Site Specific 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.

**Horace Mann School Website:**

<http://www.horacemanndc.org/index.php>

**About Spring Valley, Wesley Heights, and Kent neighborhoods of Ward 3:**

- [http://en.wikipedia.org/wiki/Spring\\_Valley,\\_Washington,\\_D.C.](http://en.wikipedia.org/wiki/Spring_Valley,_Washington,_D.C.)
- [http://en.wikipedia.org/wiki/Wesley\\_Heights](http://en.wikipedia.org/wiki/Wesley_Heights)
- <http://www.wesleyheightsneighbors.org/>
- [http://en.wikipedia.org/wiki/Kent,\\_Washington,\\_D.C.](http://en.wikipedia.org/wiki/Kent,_Washington,_D.C.)

**Existing Design Documents for Horace Mann Elementary School: See Attachment B.**

**School's Values : See Attachment C.**

***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.

The Department of General Services:

Manages the capital improvement and construction program for District government facilities;  
Acquires real property, by purchase or lease, for use by the District government;  
Manages space in buildings and adjacent areas operated and leased by the District government;  
Provides building services for facilities owned and occupied by the District government, including engineering services, custodial services, security services, energy conservation, utilities management, maintenance, inspection and planning, repairs and non-structural improvements; and  
Disposes of District real and personal property through sales, leases or other authorized methods.

#### Eligibility

The competition is open nationally to professional artists with 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 the 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 6 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:**

<b>Work #</b>	<b>Location</b>	<b>Medium</b>	<b>Theme</b>	<b>Restricted to DC Artists/Galleries</b>	<b>Budget</b>
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				Total Commission for Horace Mann Elementary School	\$300,000.00

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

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

### 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
4. your past working with the community.
5. Up to **10 DIGITAL** images of previous artwork. Images should be numbered to correspond with the **Image identification list**. Example: 01\_Jones; 02\_Jones.
6. Current artistic **RESUME** highlighting experience with site---specific work and public art commissions.
7. 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](mailto:kim.gray@dc.gov) or (202) 724--4121 phone

#### 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

APPLICATION FORM

Horace Mann Elementary School Art Project DEADLINE DATE: **OCTOBER 31, 2014**

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Daytime Phone \_\_\_\_\_ Email \_\_\_\_\_

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

#1    #2    #3    #4    #5

IMAGE IDENTIFICATION LIST

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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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Title	Materials	Dimensions	Year/Location	Budget/Price
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## EDUCATIONAL VALUES OF THE MANN ES SCHOOL COMMUNITY

Although always evolving, the Horace Mann community is one of constancy. The values which shape our pedagogy and practice are enduring ones with deep roots. They are well understood and can – *and should* – serve as the guide for the expansion and modernization of the school.

**Value:** *At Horace Mann, we aspire to nurture a love of learning in **all learners**, small and tall. Collaboration among and between our students and adults is ever-constant.*

### Design Implications:

- Paramount need for adequately sized flexible spaces that enable cross-grade and small group collaboration among students and adults
- A Media Center that is highly visible and accessible and serves as a hub for learning and collaboration and celebrates a love of reading
- Non-classroom meeting space that helps us serve an additional adult community in our role as a Professional Development School for American University and others (Trinity, GW) and a professional lab site for schools across the city and region seeking exemplars in the teaching and learning domain (Balanced Literacy, Responsive Classroom, inquiry-based science, constructivist math, ELL programming...)
- Special requirements for our smallest PreK learners with a design that supports our Reggio Emilia program (ample light, project space, natural furniture, access to the outdoors)
- Desire for communal planning spaces for faculty rather than discrete ones; classrooms should not be designed with “offices”; shared planning spaces which promote collaboration and community are needed

**Value:** *A persistent and daily goal is the capacity of the school to enable all its members – student, faculty, and parent – to be known, valued, and connected.*

### Design Implications:

- Gathering spaces that enable students and school adults to assemble for community-building celebrations and performances
- Places to play!

- Attention to appropriate scale (e.g. size of rooms, lobby, and furniture height) for young learners
- Ample avenues for presentation of student work (hallways, wall surfaces)
- Adult spaces that are shared and promote collaboration (no separate offices)
- At least one gathering space that enables the full assembly of students, school adults and parents for community-building celebrations
- A clear and accessible main entrance with a welcome/security station and access to waiting area that is not connected to instructional space
- A premium on creating a pedestrian campus with exterior spaces that support the tradition of students and parents gathering in class communities outside at morning drop off and afternoon dismissal

**Value:** *The place where we live is to be cherished. Understanding our role as caretakers and stewards of the earth's resources is paramount to being an educated citizen.*

Design Implications:

- The traditional look of our original building (front porch, natural woods, ceramic tiles) is to be valued as part of our legacy. New spaces should be in harmony with these elements and sense of place.
- Our outside learning spaces are as critical as our inside ones and should provide relevance and ownership for all in our community; outdoor play spaces will be inventive, natural, and easily accessible and serve various sizes of learners. Outside learning should include hands on gardening as well as demonstration spaces for instruction.
- Spaces that connect us – physically and visually - to the outdoors will help us realize our goals of connection, appreciation, and place-based learning. In turn, our indoor spaces should bring the light of the outdoors in and allow vistas to the environment outside.
- The building should serve as a teaching tool, an exemplar of how the principles of conversation and sustainability can be lived and practiced; these elements should be visible, tangible, and interactive forces within our building, not passive ones
- A teaching kitchen for adult and student use will connect our gardening work and our commitment to healthy living through attention to both *what* we eat and *where it came from*
- A messy room that serves as a transition space for indoor and outdoor projects and provides a place for exploration and creation
- Spaces should be built to serve multiple roles, not singular ones; we value design features that purposefully engage use of space in dynamic ways

**Value:** *We believe that choice is the basis of democracy and is a right that belongs to all within our community.*

Design Implications:

- Instructional spaces need to be highly flexible in design, with few installed pieces of furniture so that configurations can be modified by staff for various work stations within a class as well as combined class collaborations.
- Attention to public, private and shared spaces for learning responds to the varying needs of learning styles in our community
- Design features and decisions need to match our community's practices (e.g., with over 50% of our population who bring daily lunch to school, a full-scale from-scratch kitchen is not warranted; a small dual purpose kitchen with attention to scale, demonstration areas, recycling and composting is

**Value:** *Mann is a passionate, joyful community that values play and invention.*

Design Implications:

- Spaces that live multiple lives enabled through innovation in design (garage door walls that open to the garden, decorative floor surfaces etc.)
- Design of the studio art space that is flexible, inventive and visible is paramount; the space should take full advantage of natural light
- As we currently enjoy multiple outdoor play spaces separated by age groups, a premium on maintaining multi-use spaces will be made; improvement to an indoor play space is badly needed
- A science room that can shift from classroom to lab easily and that connects to our gardens and outdoor learning spaces
- A multipurpose space for messy work with our hands, whether for art, science, or cooking
- Every opportunity to be *playful* in the design of space will be appreciated; color and attributes of learning (floor tiles that make an array similar to work at Janney) will be welcome!

# Marshall | Moya Design

ART INITIATIVE PROPOSAL - MANN ELEMENTARY SCHOOL  
10.06.14

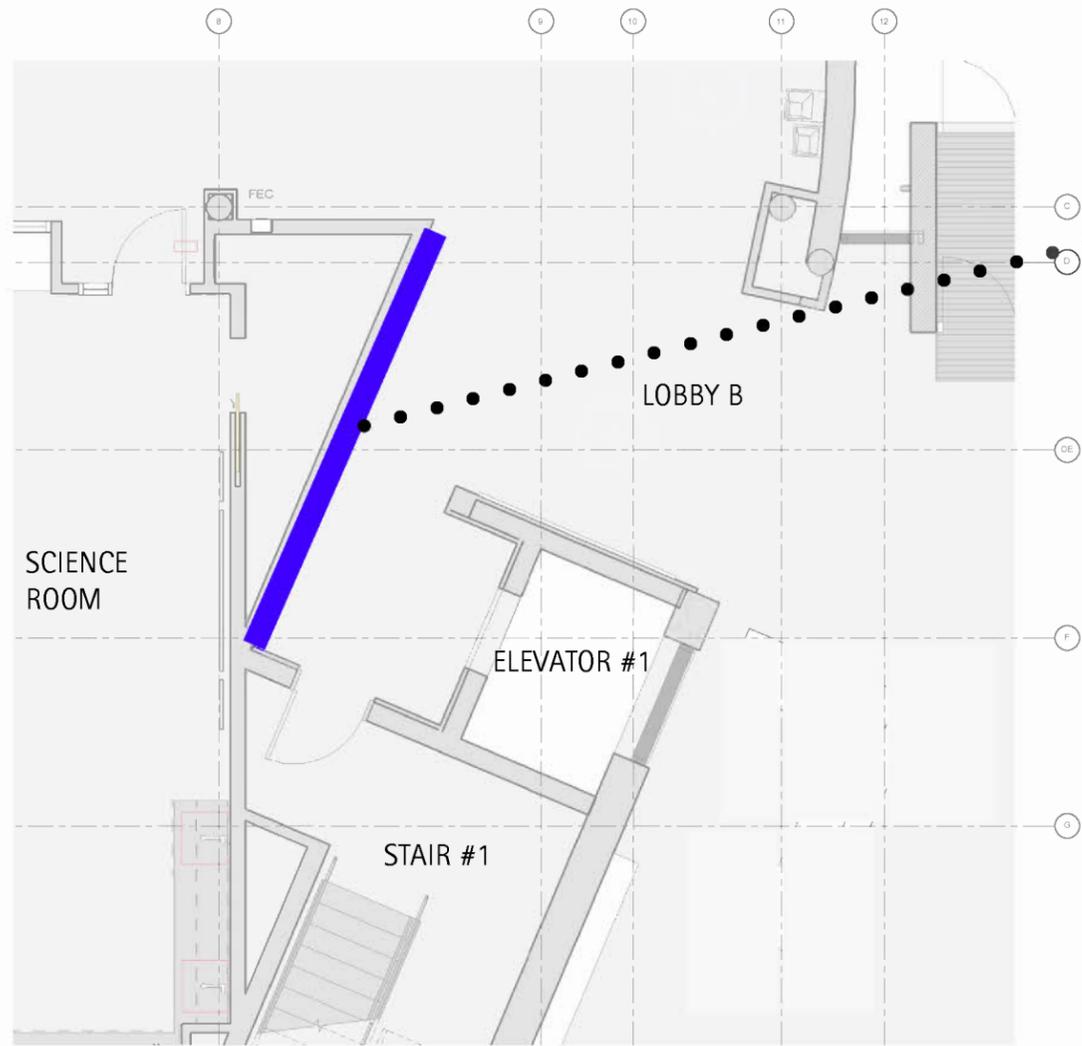


**1st FLOOR**

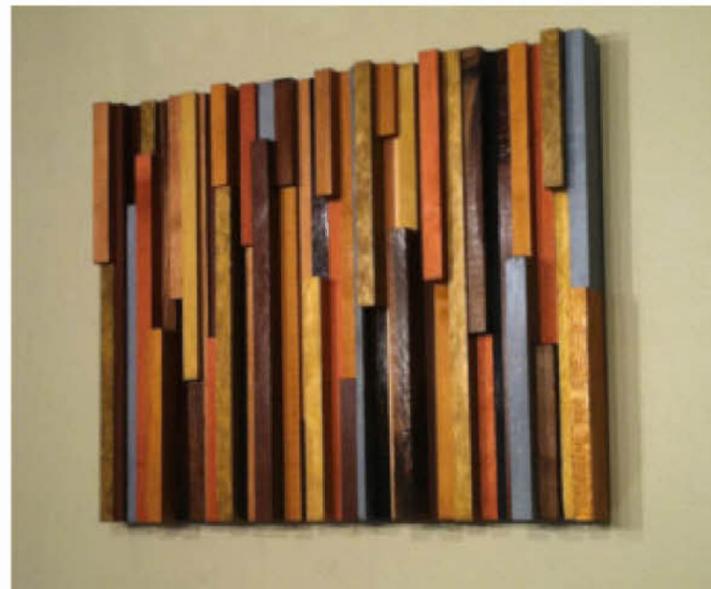
# Marshall Moya Design

ART INITIATIVE PROPOSAL  
MANN ELEMENTARY SCHOOL

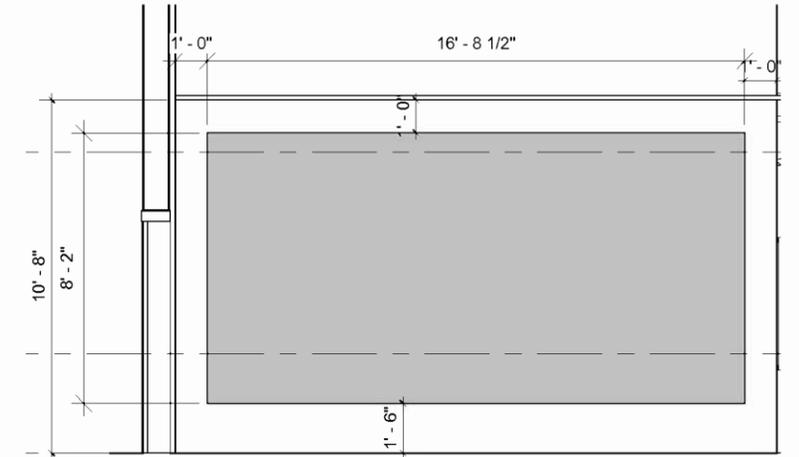
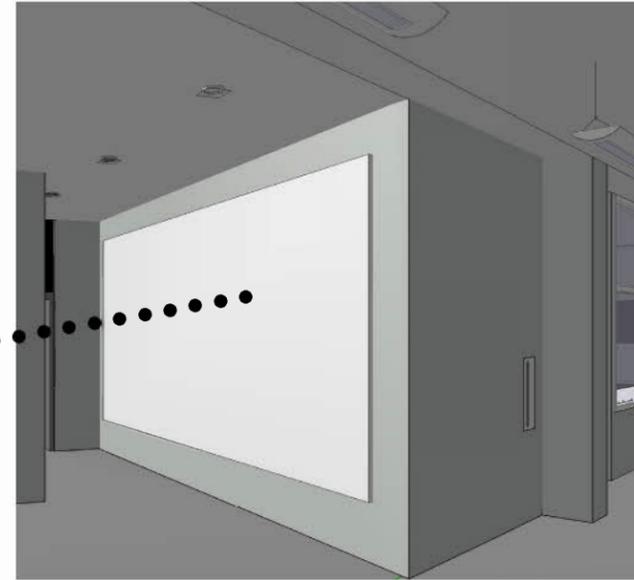
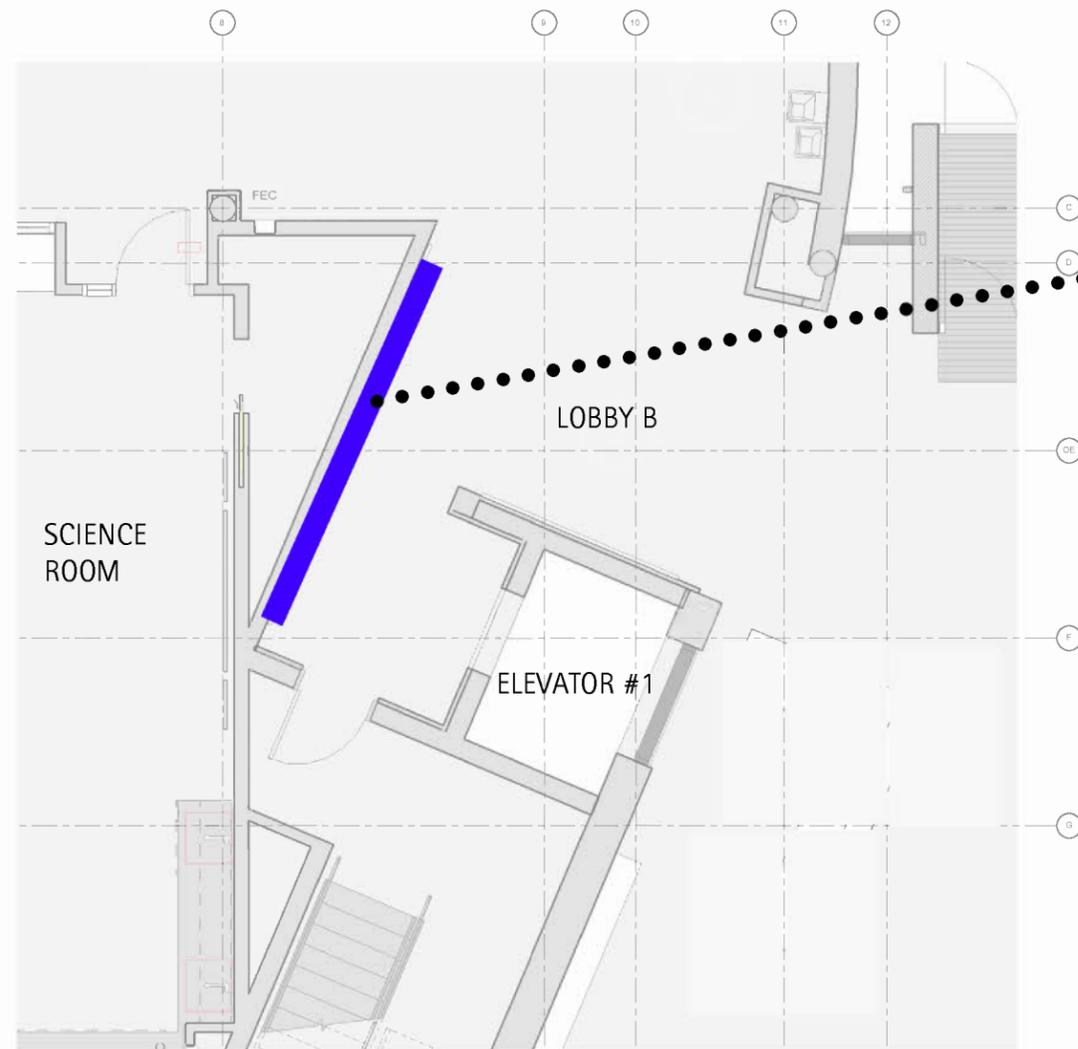
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PREDOMINANT COLOR: WALNUT  
DIMENSIONS NOT TO EXCEED: 16'-8 1/2"W X 8'-2"H  
INSTALLATION: HUNG ON WALL



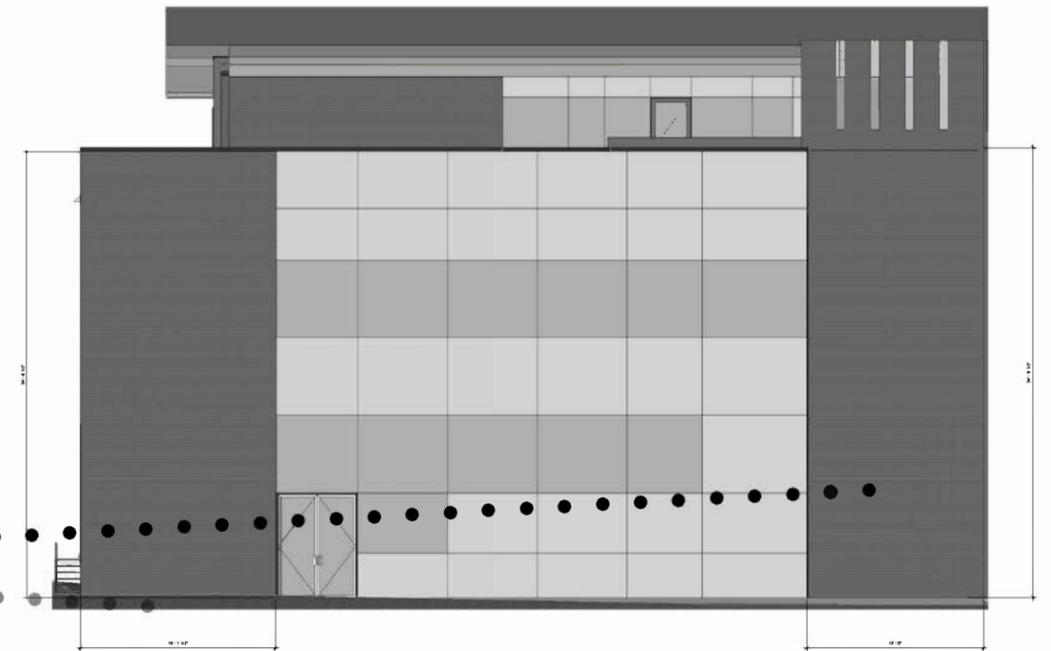
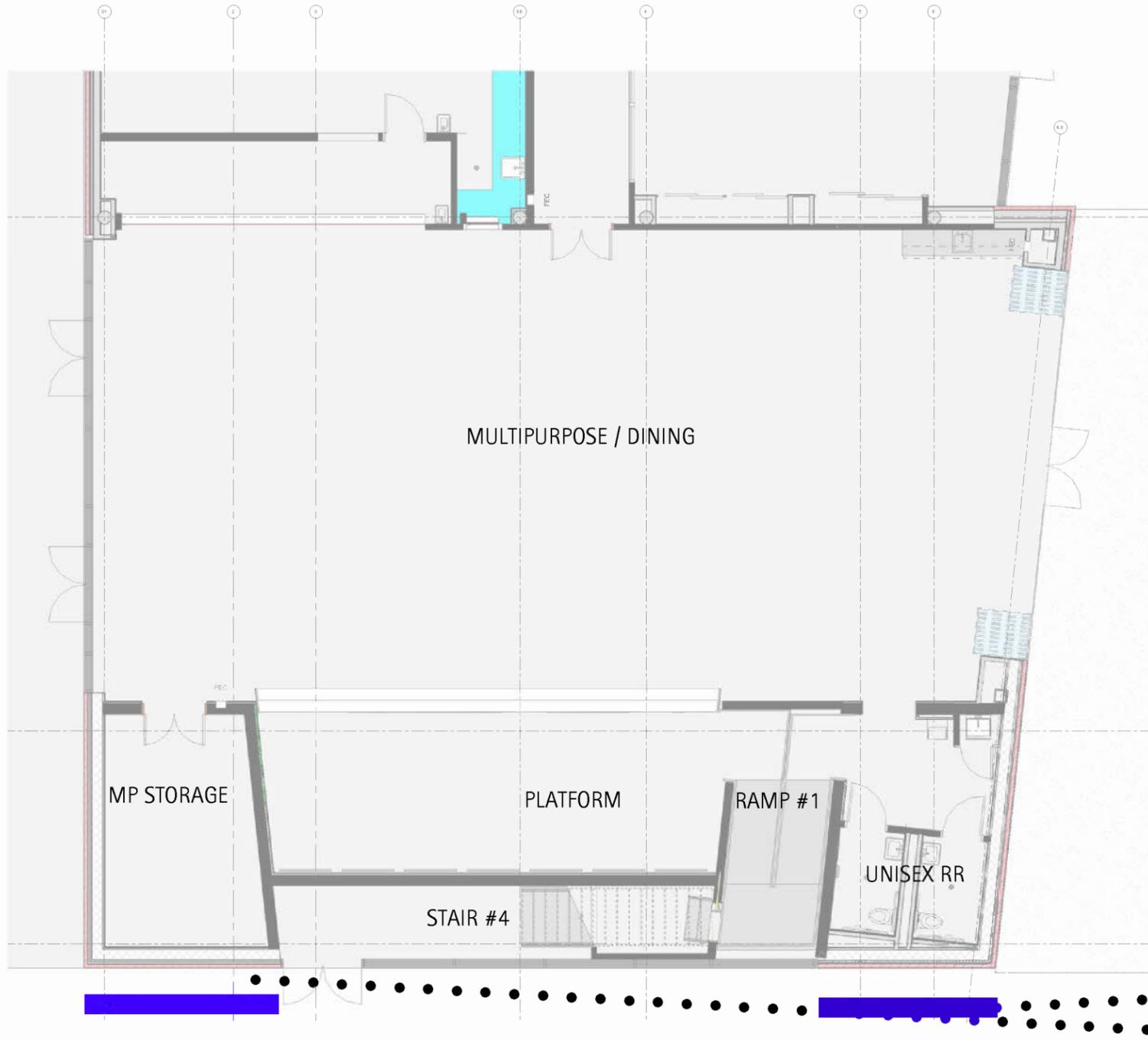
## FIRST FLOOR LOBBY ELEVATOR



# ADDITIONAL VIEWS

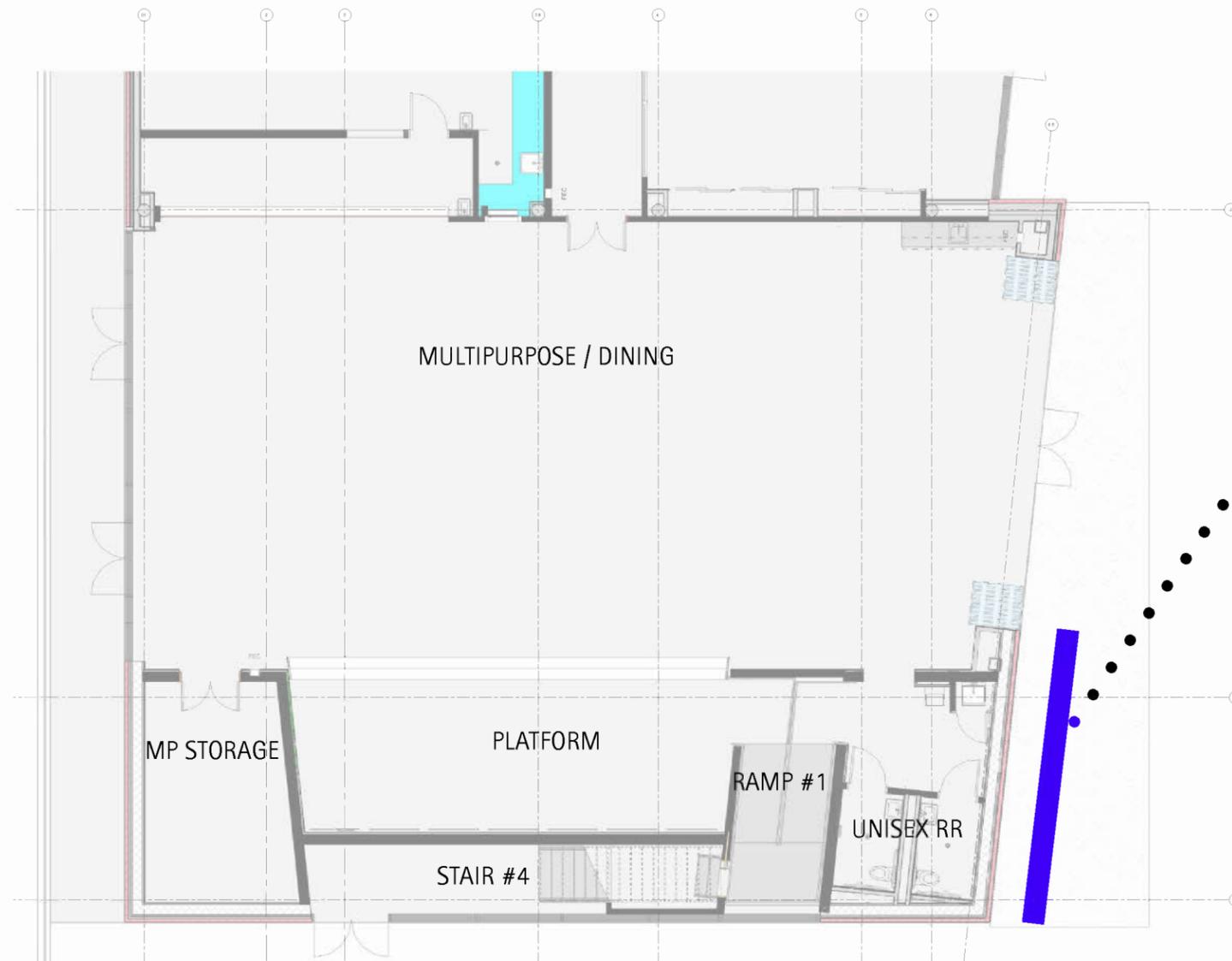


**ADDITIONAL VIEWS**



EXTERIOR ELEVATION SIZE :  
 - 15'-1 1/2" X 34'-5 1/2"

EXTERIOR ELEVATION SIZE :  
 - 13'-8" X 34'-5 1/2"

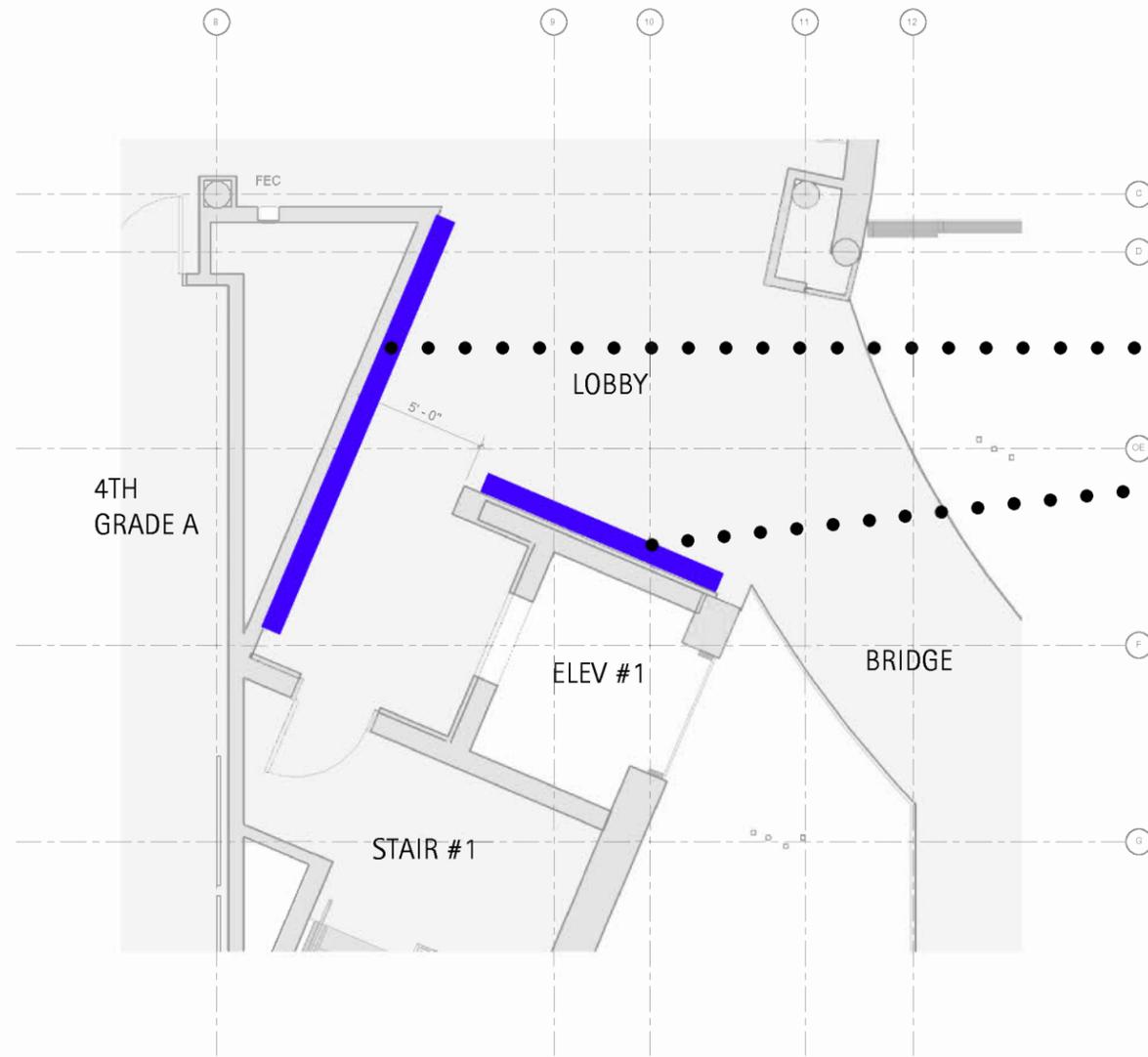


- MEDIUM: PAINTED METAL FOR OUTDOOR USE
- PREDOMINANT COLOR: MIX OF COLORS
- DIMENSIONS: 8' TALL
- INSTALLATION: ON SEPARATE FOUNDATION - FREE STANDING 4' AWAY FROM WALL
- NOTE: SOME FEATURES IN THE METAL PANEL SHOULD BE ABLE TO MOVE WITH THE WIND

## OUTDOOR WALL BY MULTIPURPOSE / DINING



# 2nd FLOOR



MEDIUM: GLASS ART  
 PREDOMINANT COLOR: COLORFUL GLASS  
 DIMENSIONS NOT TO EXCEED: 16'-8 1/2"W X 5-6"H  
 INSTALLATION: HUNG ON WALL

MEDIUM: GLASS ART  
 PREDOMINANT COLOR: WALNUT  
 DIMENSIONS NOT TO EXCEED: 8'-7 1/2"W X 5-6"H  
 INSTALLATION: HUNG ON WALL

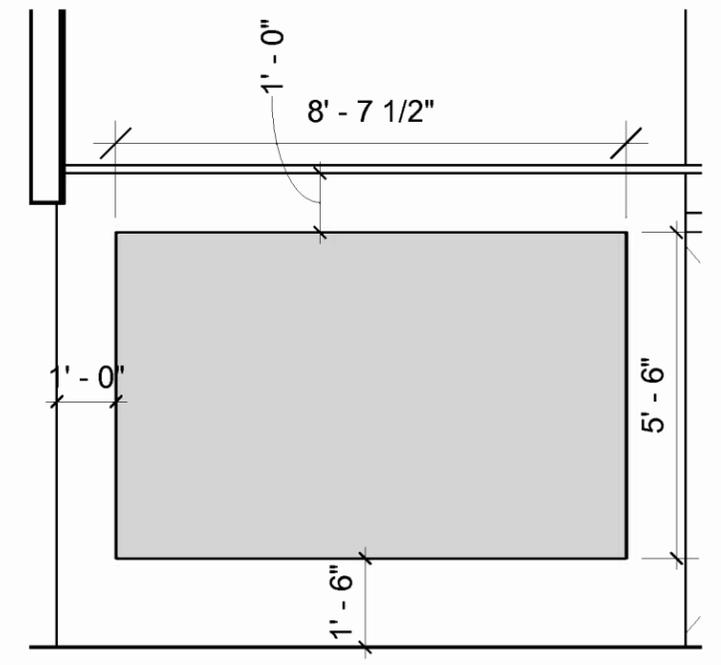
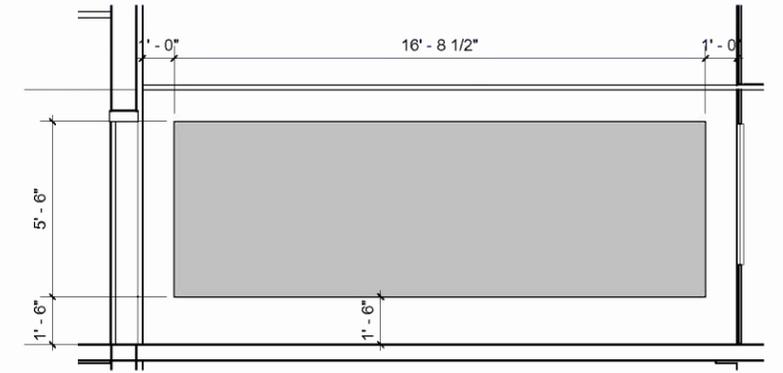
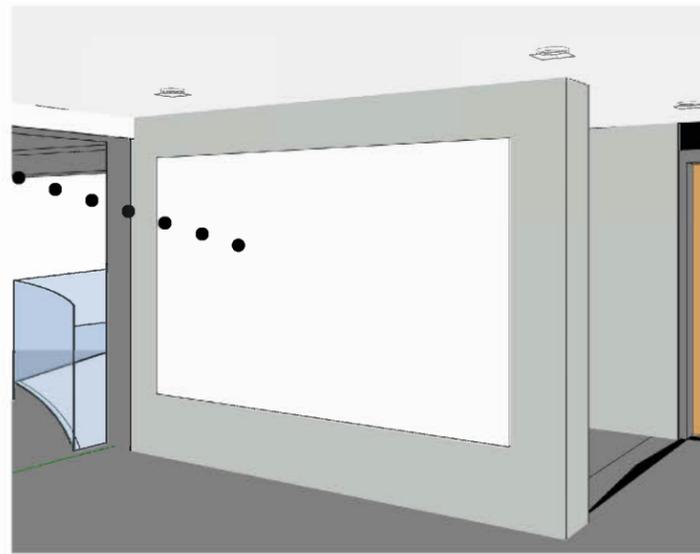
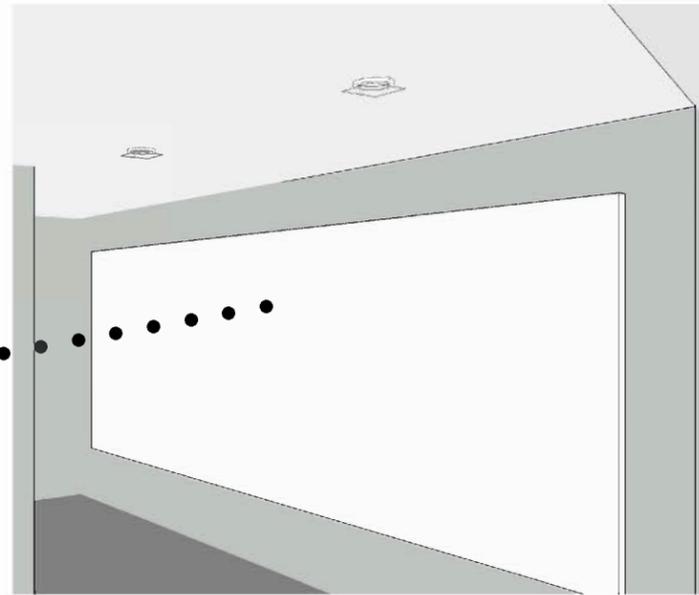
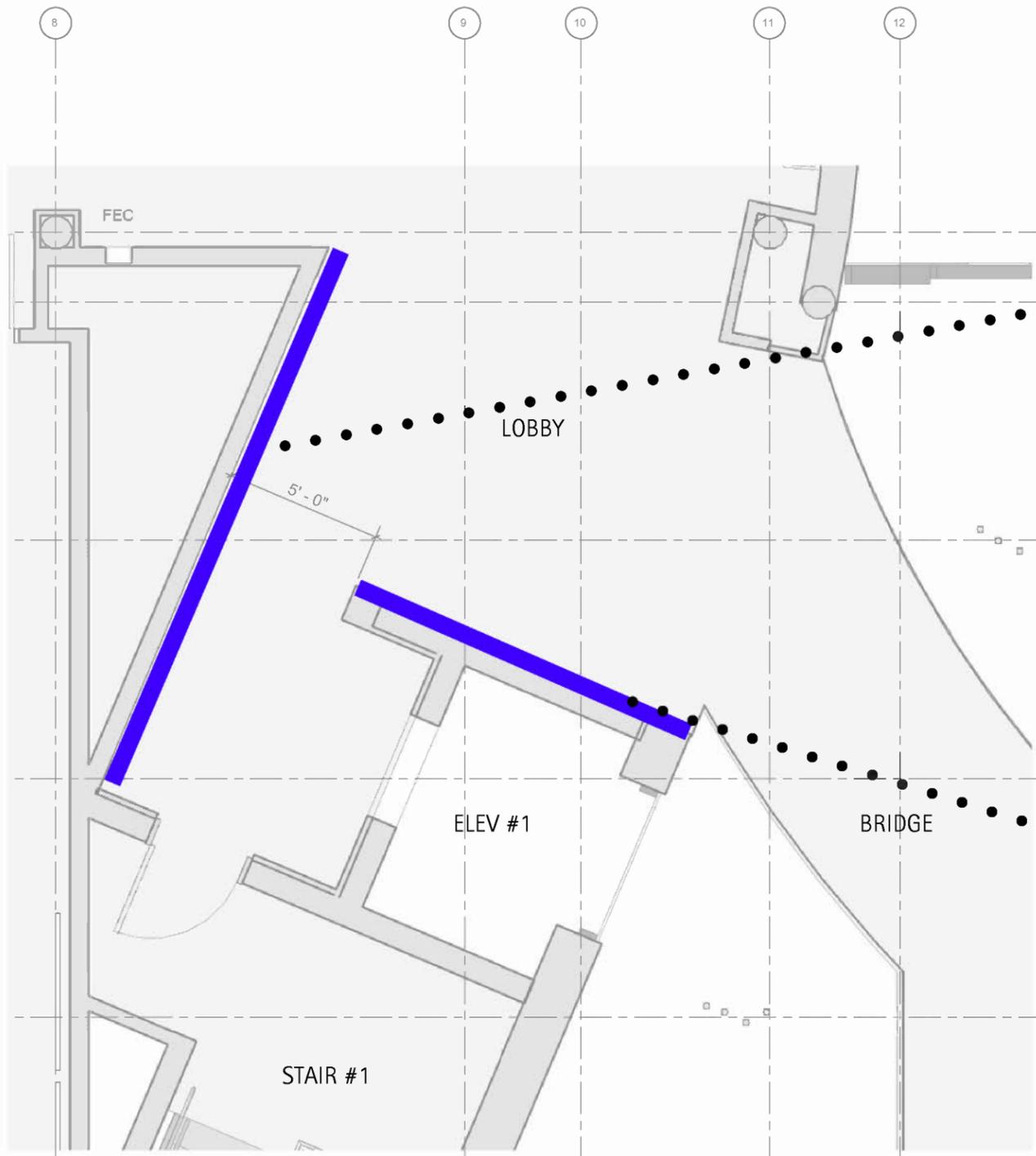
## SECOND FLOOR LOBBY ELEVATOR



# ADDITIONAL VIEWS

Marshall Moya Design

ART INITIATIVE PROPOSAL  
MANN ELEMENTARY SCHOOL

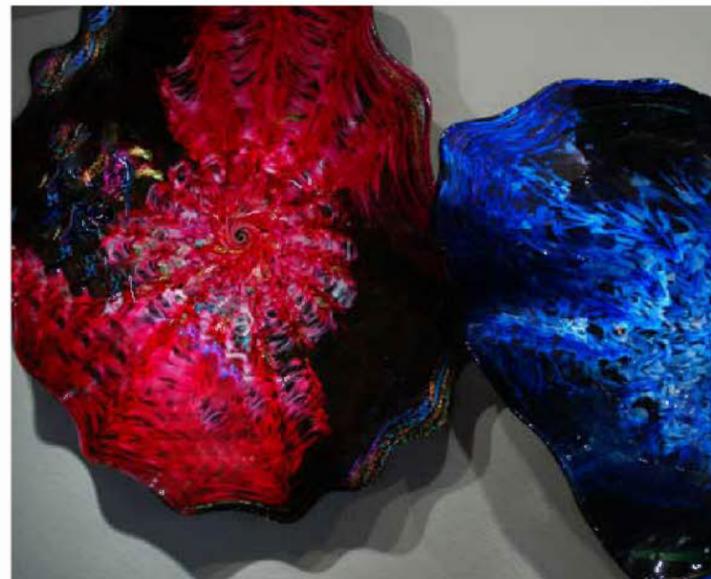




STAIR #5

MEDIUM: GLASS  
PREDOMINANT COLOR: COLORFUL  
DIMENSIONS NOT TO EXCEED: 13'-4 1/2"W X 6'-0"H  
INSTALLATION: HUNG ON WALL

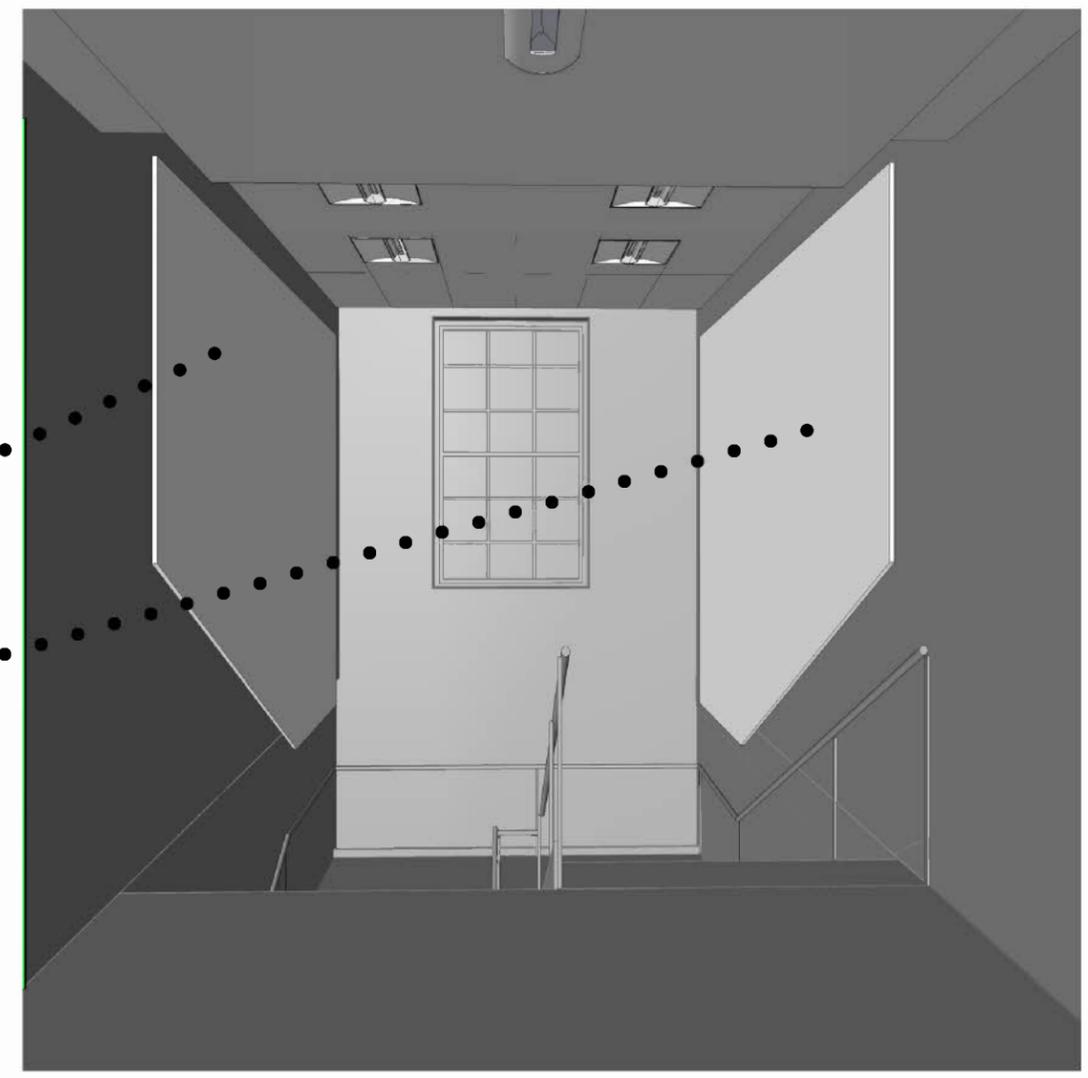
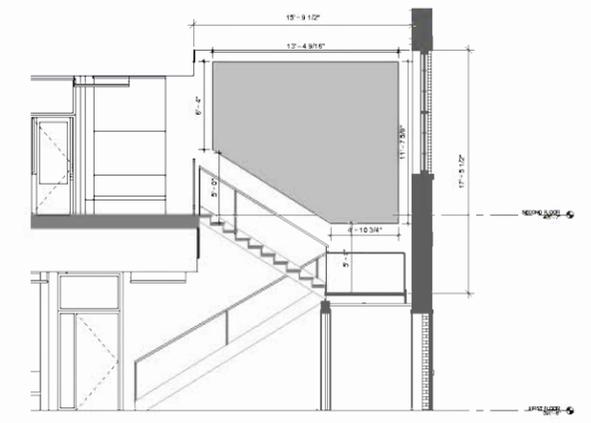
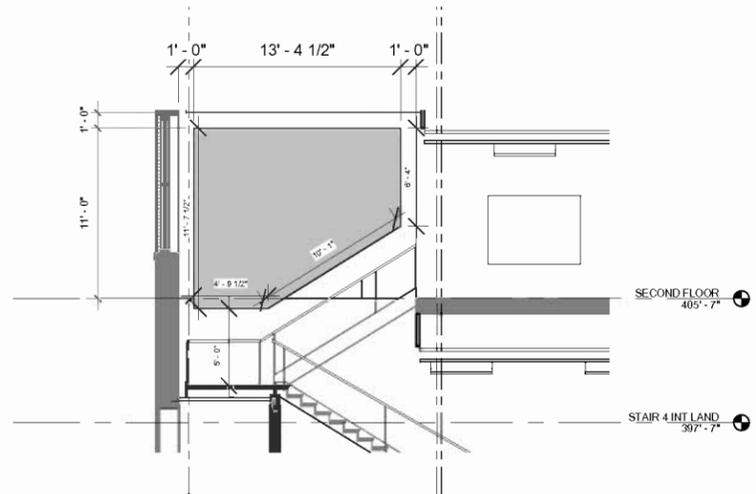
**BUILDING A - SECOND FLOOR STAIRS SOUTH**

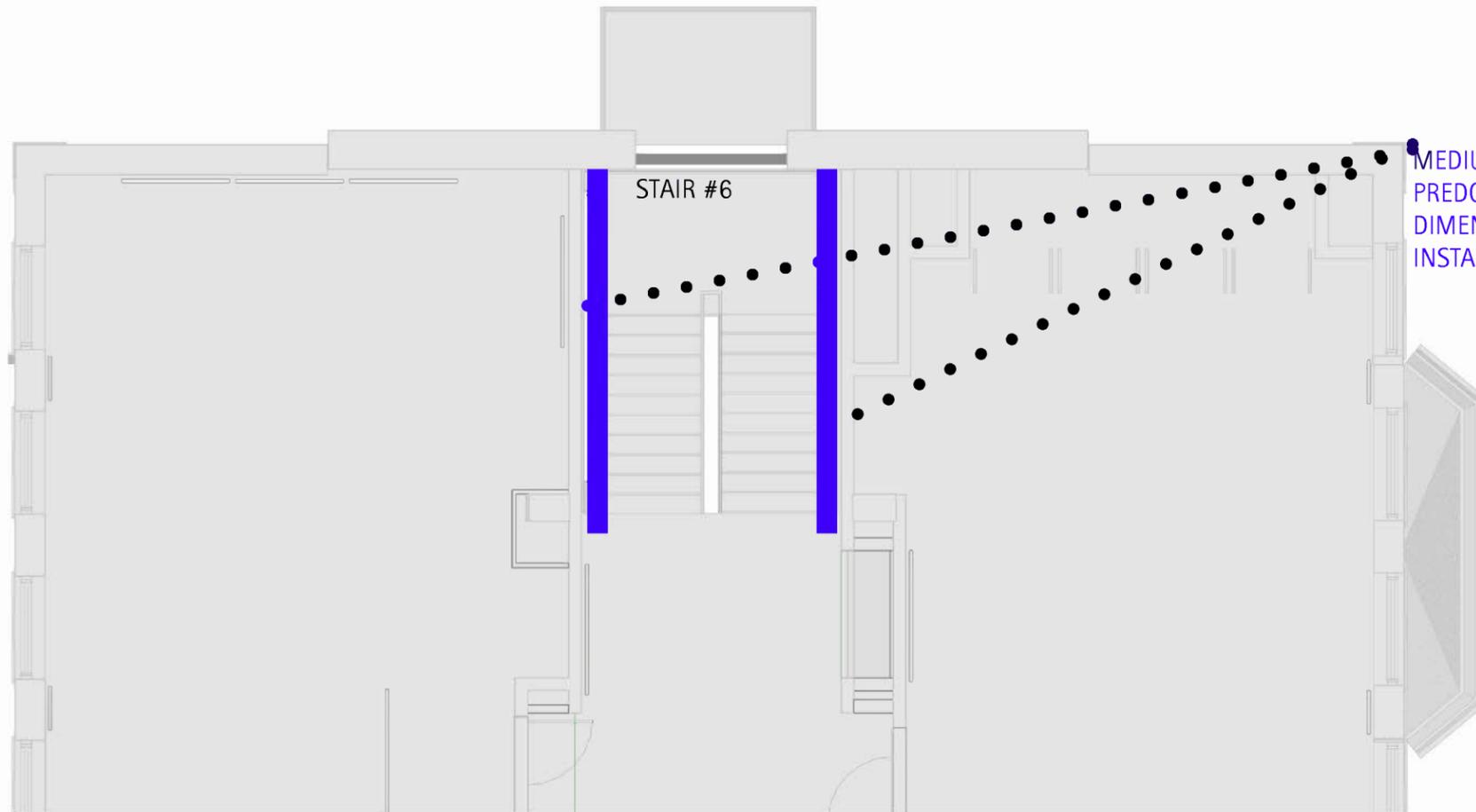


# ADDITIONAL VIEWS

Marshall Moya Design

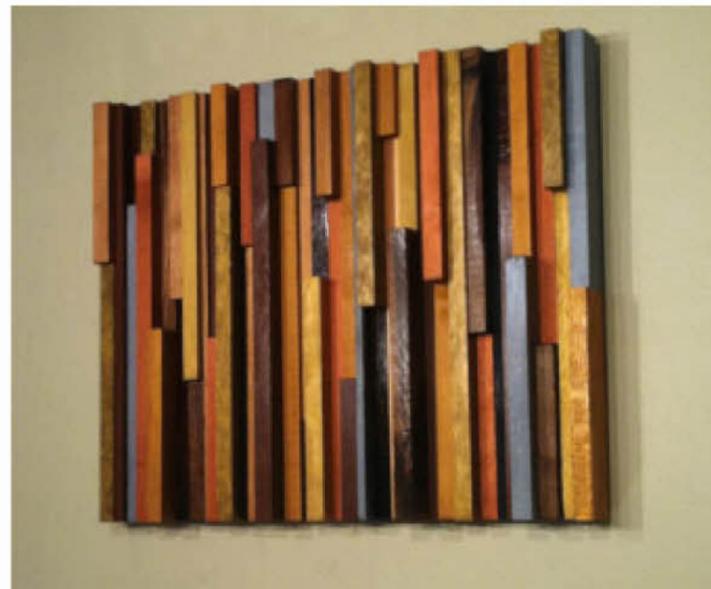
ART INITIATIVE PROPOSAL  
MANN ELEMENTARY SCHOOL





MEDIUM: WOOD  
PREDOMINANT COLOR: WALNUT  
DIMENSIONS NOT TO EXCEED: 13'-4"W X 5'-11"H  
INSTALLATION: HUNG ON WALL

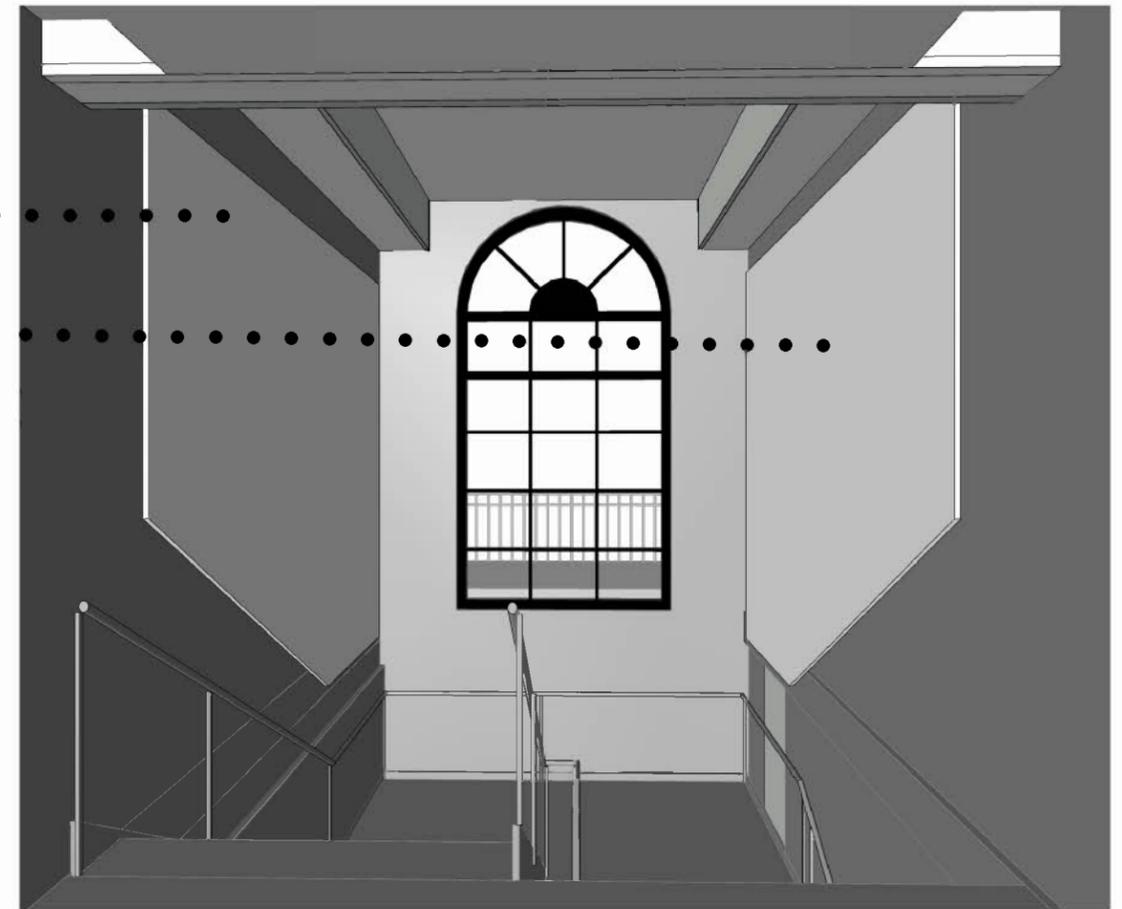
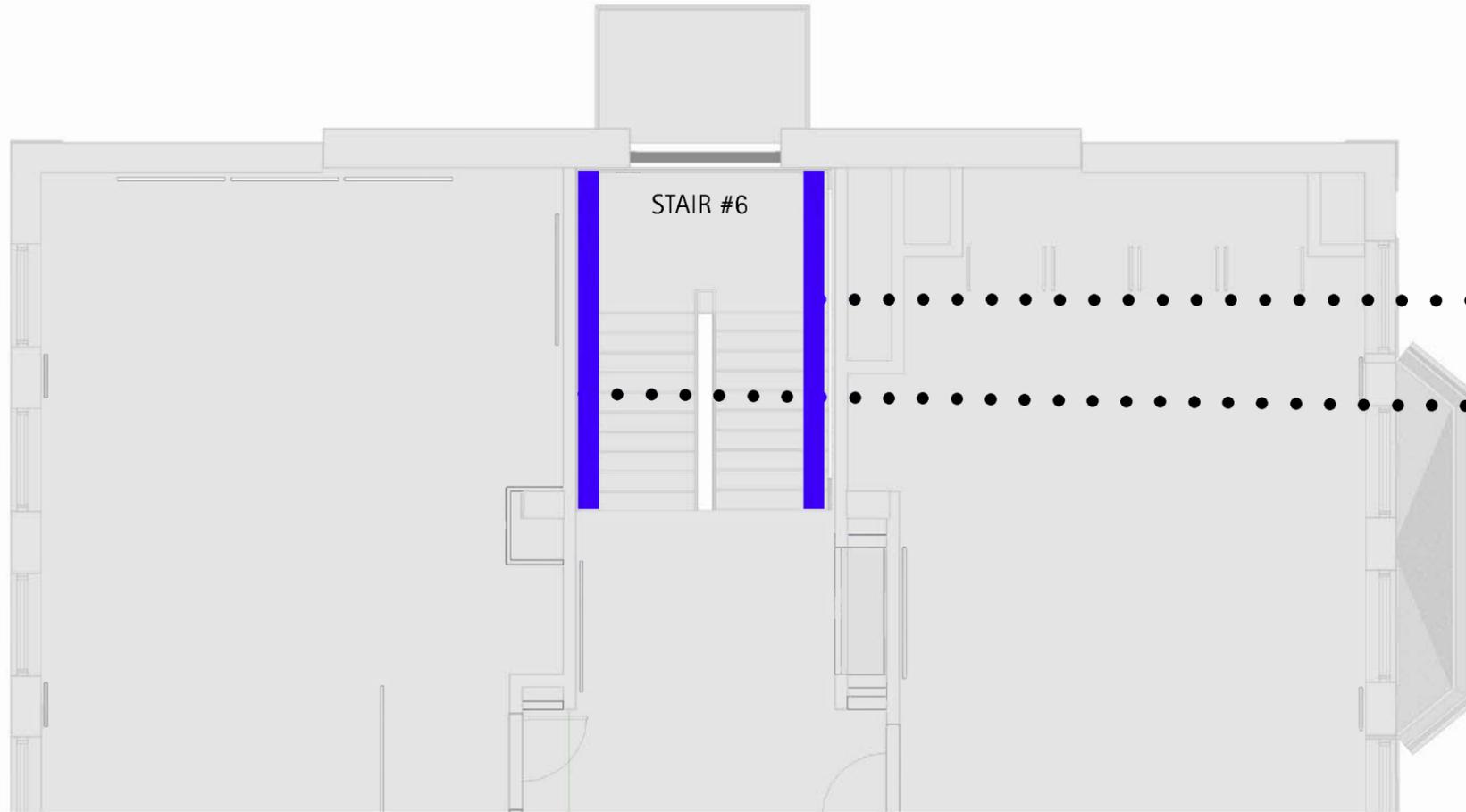
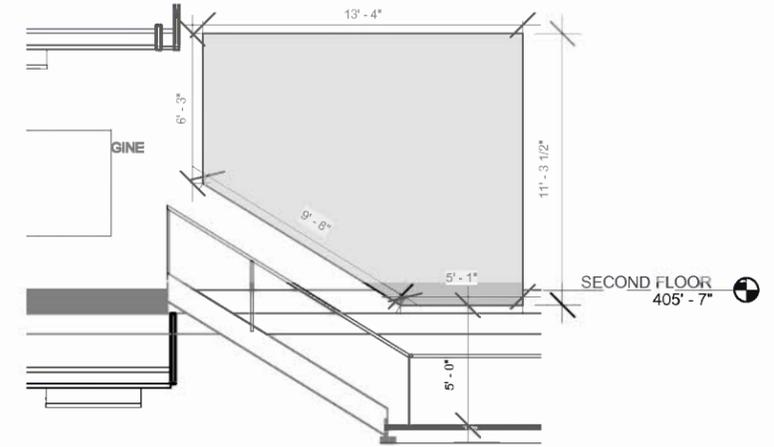
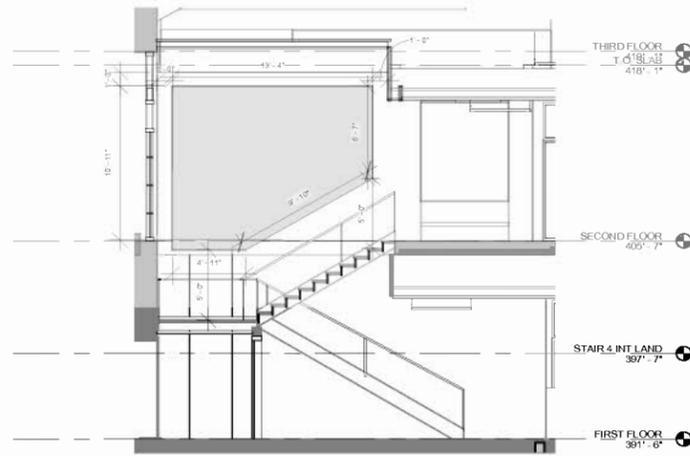
**BUILDING A - SECOND FLOOR STAIRS NORTH**



# ADDITIONAL VIEWS

Marshall Moya Design

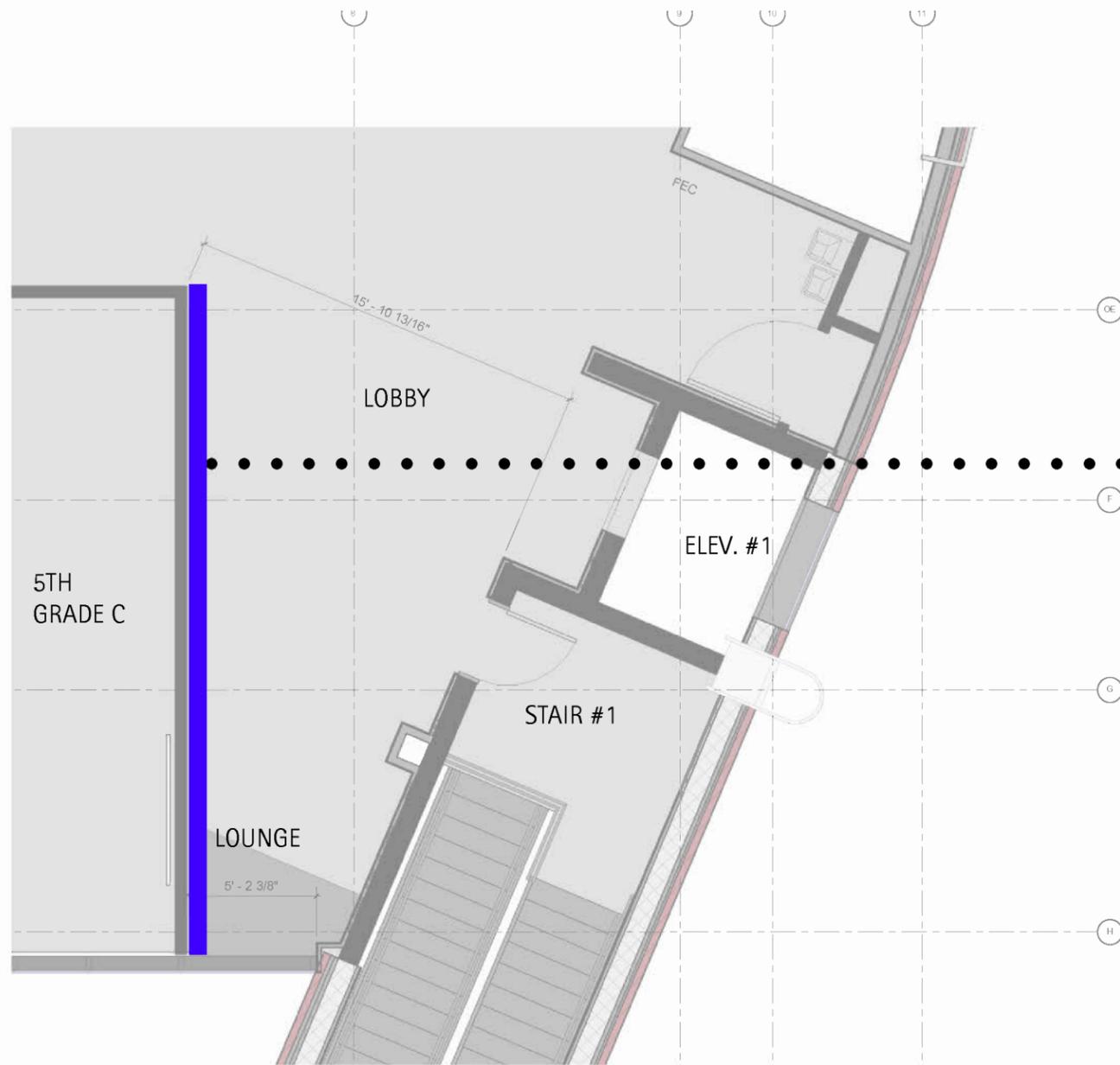
ART INITIATIVE PROPOSAL  
MANN ELEMENTARY SCHOOL



**3rd FLOOR**

# Marshall Moya Design

ART INITIATIVE PROPOSAL  
MANN ELEMENTARY SCHOOL

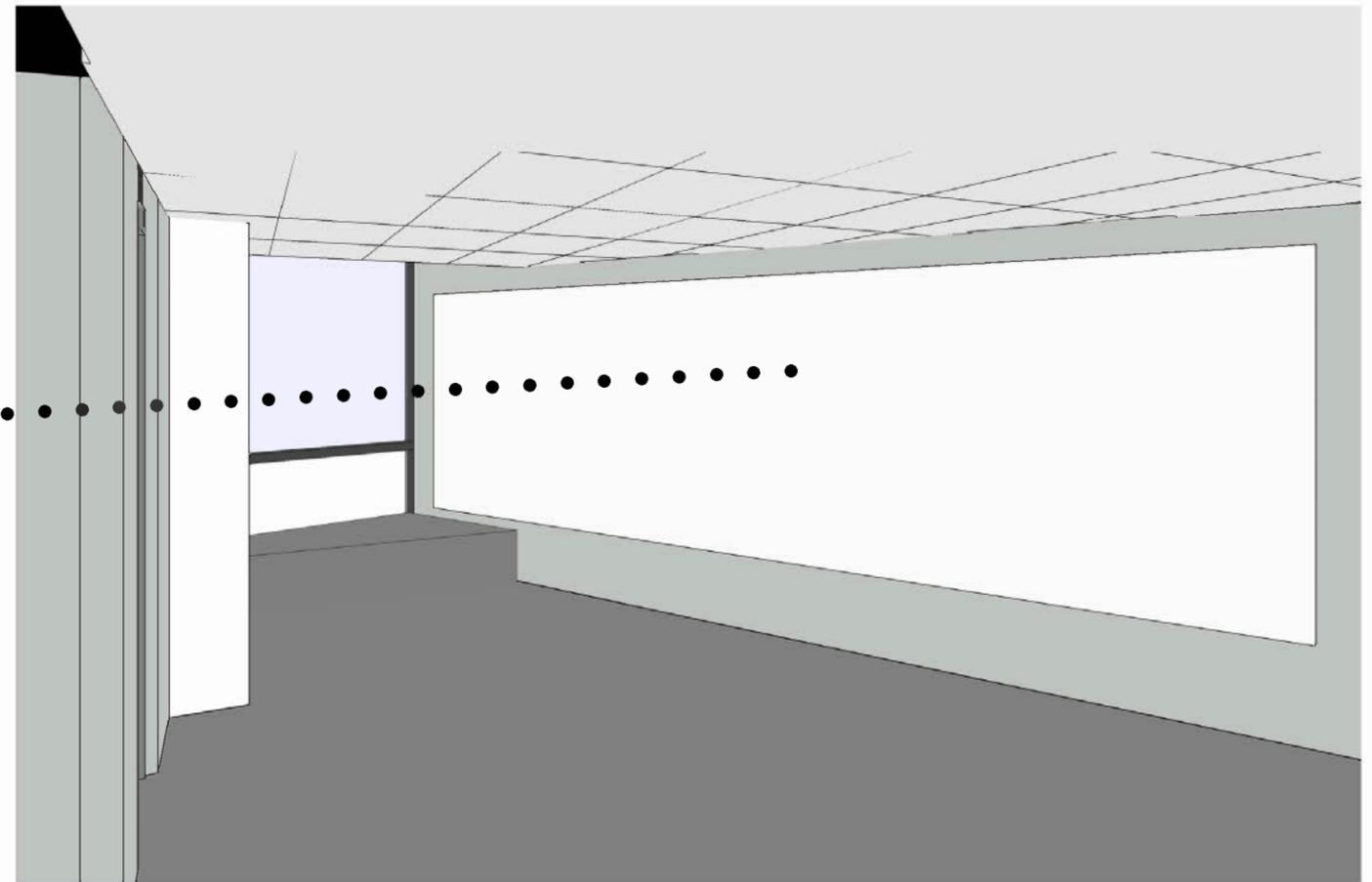
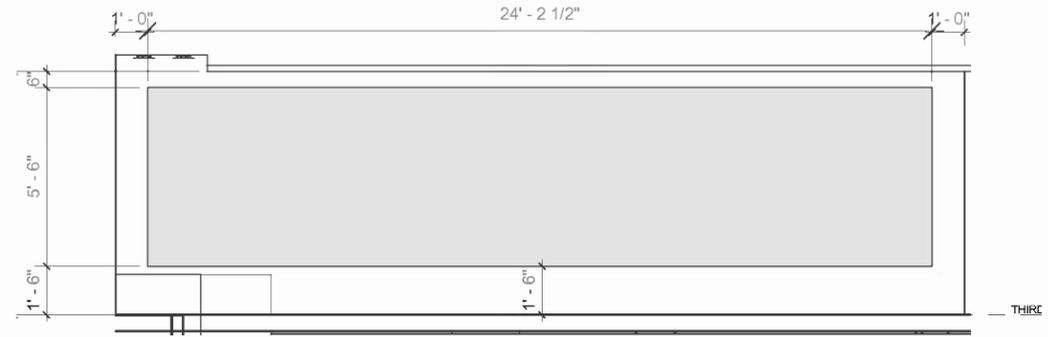
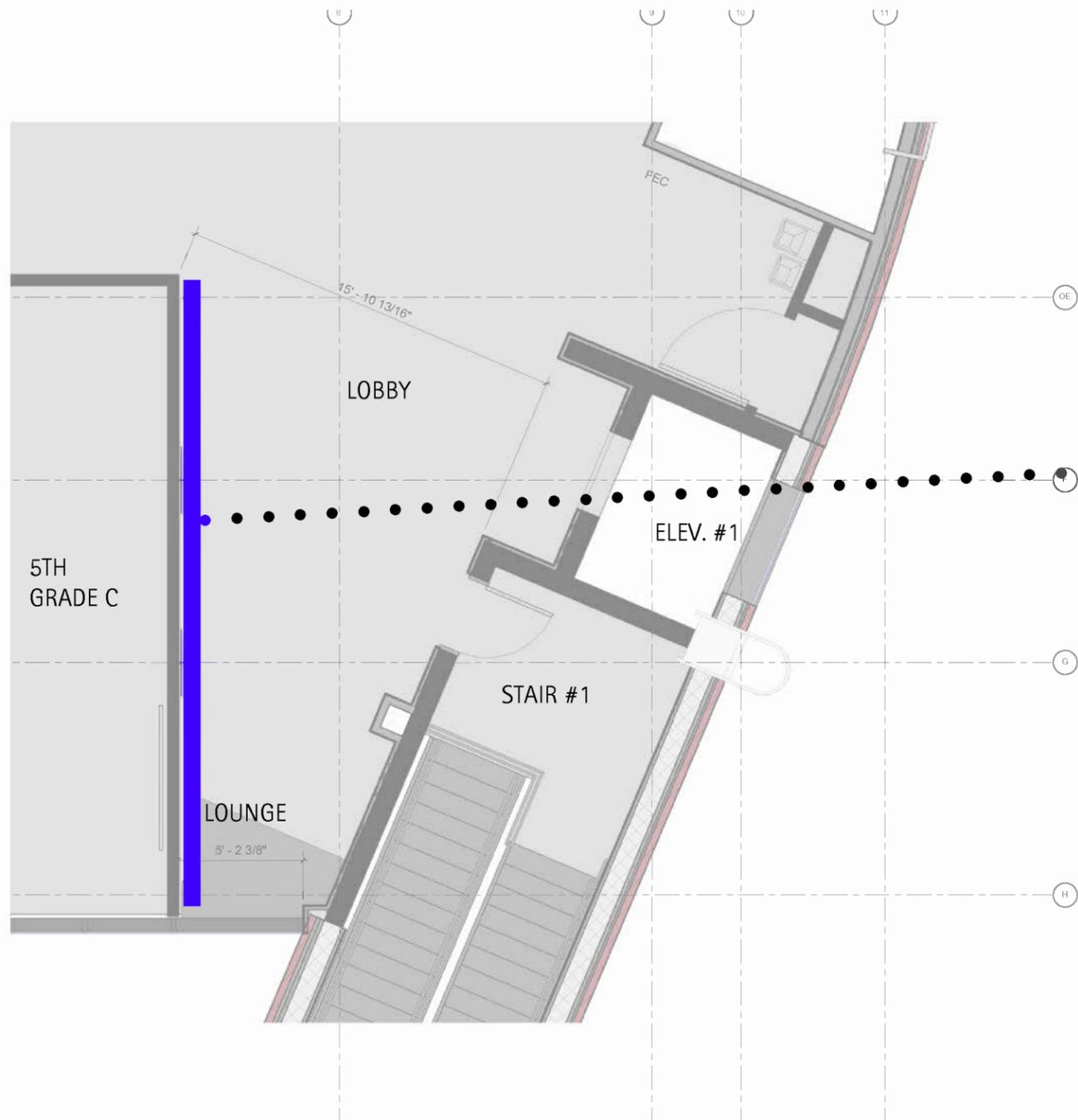


MEDIUM: COPPER ART  
PREDOMINANT COLOR: WALNUT  
DIMENSIONS NOT TO EXCEED: 24'-2 1/2"W X 5'-6"H  
INSTALLATION: HUNG ON WALL

## THIRD FLOOR LOBBY ELEVATOR

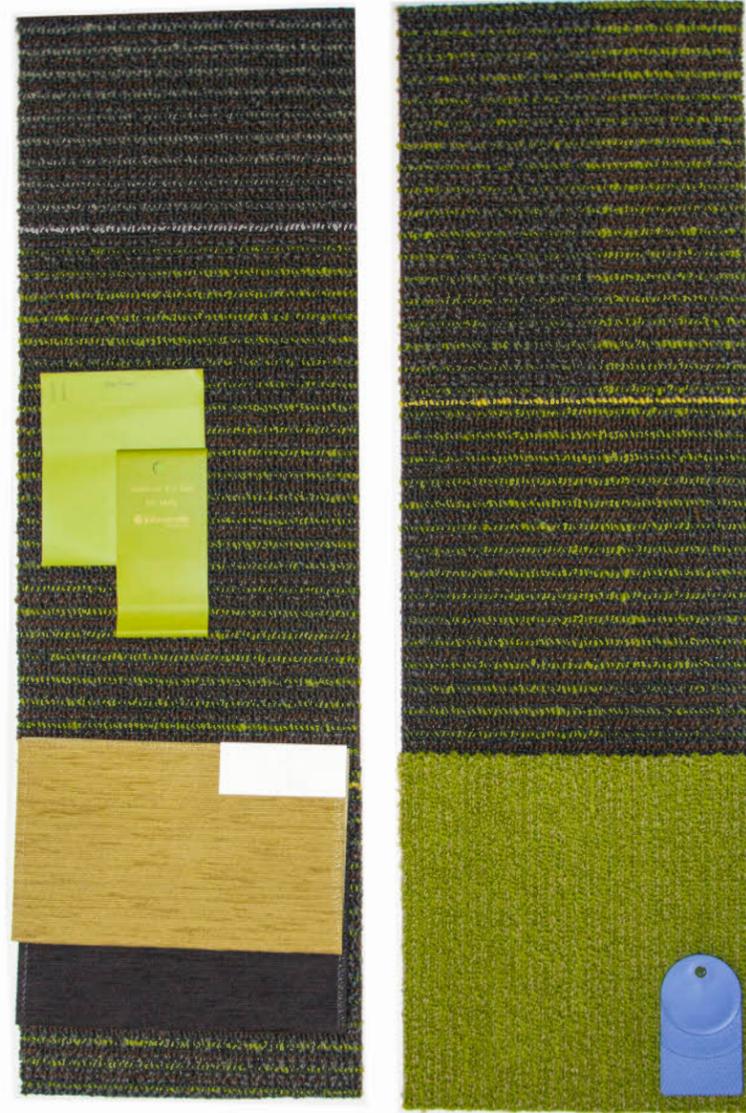


# ADDITIONAL VIEWS





CLASSROOM FINISHES



OFFICE FINISHES - GROUND FLOOR



OFFICE FINISHES - SECOND FLOOR

HORACE MANN ELEMENTARY SCHOOL INTERIOR FINISH BOARDS



OFFICE FINISHES - 3RD FLOOR



CORRIDOR FINISHES



MULTIPURPOSE, KITCHEN & RESTROOM FINISHES

HORACE MANN ELEMENTARY SCHOOL INTERIOR FINISH BOARDS

Marshall | Moya Design