



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 Maury Elementary located at 1250 Constitution Avenue, NE, Washington, DC 20002 in Ward 6. The Artists shall develop a new original permanent work of art made specifically for the site.

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:

Maury Art Budget					
#	Location	Type	Theme	Notes	Commission
1	South Plaza	3 Dimensional	Possible themes: Eco Systems/Food & Community; Biomes - Forests/Canopy/Floor; Nature's Processes - Photosynthesis, Watering Holds; Capitol Hill Community		55000
2	Atrium Gallery	3 Dimensional/ Suspended	Possible themes: Eco Systems - Food & Community; Biomes - Forests/Canopy/Floor; Nature's Processes - Photosynthesis		50000
3	Bridge Murals	2D or 3D Wall Sculpture	1st floor: Tropical Forest; 2nd Floor: Temperate Forest; 3rd Floor: Boreal Forest	Estimated printing & installation of a Vector file is \$35k. Artist may choose to do design only, with a design fee of \$10k.	\$10,000 (design only) or \$45,000 (design, fabrication and installation)
4	Small Group Exhibit & Wayfinding	2D or 3D Wall Sculpture	1st floor: Tropical Forest; 2nd Floor: Temperate Forest; 3rd Floor: Boreal Forest	Include writable and/or tackable component for student work	30000
5	Library Atrium	3D, Suspended or Wall Sculpture	Possible themes: Biomes/Nature; Community; Coral Reef; Research and Scholars; Adventure/Discovery	Can be suspended and/or 2d/Wall Sculpture	50000
6	Green Roof	3 Dimensional	Possible Themes: Biomes/Nature/Seasons; Extinct Animals/Time; Dreams/Enchantment	For viewing only; the rooftop is inaccessible to students	30000
Total Commissions					260000

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

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: February 22, 2019

SEMI-FINALISTS ANNOUNCED: March 4, 2019

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. 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: Week of April 8-12, 2019

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 and must be able to withstand a school environment with very active children.
- 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 could include blocking walls for reinforcement, concrete pads for exterior works and lighting. HOWEVER, it is important for the artist to remember that installation is included in the artist's budget – including lifts, cabling, bolting, etc. The artist will 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 our installations are 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 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**

Resources

Design Documents: See Attachment A.

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 represented by a D.C. gallery. 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 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 (3) three to (5) five Finalists for each project. Each 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. An additional \$500 is allocated for artists who've been selected as finalists and reside outside of Maryland, DC or Virginia for travel to present models. Note the schedule. Finalists will be notified by email. We will do everything humanly possible to get your design and travel checks prior to the presentation – but in all likelihood it will not arrive in time for you to book your flight. We will also schedule the panel meeting so that you can arrive the morning of and fly out the evening of – to help save on hotel costs. The easiest airport to use is Reagan National "DCA".

Finalists should attend the site visit (but we will share pictures to everyone via email) and definitely attend the panel presentation to the selection committee. If your presentation is via Skype (which we do NOT encourage – the travel honoraria must be waived.)

The selection committee will review the designs, references will be checked and then (1) one finalist/team for the project will be recommended.

The Committee will make its Round 1 selection of 3-5 artists per commission based on portfolio and capacity.

The following Public Art Evaluation Criteria will be used for Finalists in Round 2:

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.

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;
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.

Calendar and Timeline

Project Timeline	
Call/RFQ Released:	February 1, 2019
Submission Deadline for RFQ:	February 22, 2019
First Round Panel Review & Announcement	February 26-March 1, 2019
Semi-finalists Notified and Announced:	March 4-8, 2019
Site Visit Tour with Semi-Finalists: Note – artists from outside of the DC area are not expected to attend due to the modest travel stipend meant primarily for the panel presentation of your proposal – but we will email you photographs and a list of questions and answers during the site visit.	March 11-15, 2019
Site-Specific Proposal Presentation: <u>Bring your models with you to avoid damage during shipping and to save shipping costs. You will take your models back with you. Hand in your jump drive, distribute your printed materials at the beginning of your presentation.</u>	Week of April 8-12, 2019
Finalists Announced	Week of April 15-19, 2019
Final Design Meeting, Contracts Issued, 1 st Payment	Week of April 22-26, 2019
Final Design & Fabrication (3 months)	Between April 26-July 26, 2019
Installation Complete deadline:	By August 2, 2019

RFQ SUBMISSION REQUIREMENTS

1. Round One – COMPLETE THE ON-LINE FORM LOCATED AT:

<https://dgs.dc.gov/page/dgs-solicitations> - then choose which school(s) you wish to apply for (there are 4 this year: Coolidge High School, Hyde-Addison Elementary, Kimball Elementary and Maury Elementary. There is one on-line application this year, on which you can apply to all schools at the same time. However, you will need to download each Call to Artists to print the pdf that has the floor plans and elevations for each school.

2. Round Two – Submit Model and Design Proposals

TO SUBMIT MODELS FOR ROUND 2:

-BRING YOUR MODELS (AND FLASH DRIVES ALONG WITH 10 COPIES PRINTED HARD COPIES OF YOUR PROPOSAL) WITH YOU TO PREVENT THEM FROM BEING DAMAGED DURING SHIPPING AND TO SAVE YOU SHIPPING COSTS. WHEN IT IS YOUR TURN TO SUBMIT, YOU WILL BE ASKED FOR YOUR FLASH DRIVE AND HARD COPIES. BE PREPARED TO TAKE YOUR MODELS BACK WITH YOU AFTER YOUR PRESENTATION SO KEEP YOUR BOX AND PACKING MATERIALS ORGANIZED.

-THE PRESENTATION WILL BE HELD AT:

D.C. Department of General Services
4th Floor Conference Room
1250 U Street, N.W., Suite 300
Washington, D.C. 20020
Attn: Sandy Bellamy

-NOTE: PLEASE CAREFULLY PACK YOUR MODEL FOR EXTRA PROTECTION. SHIPPERS/AIRLINES ARE KNOWN TO THROW PACKAGES BREAKING MODELS AND WE DON'T WANT TO HAVE YOU GO THROUGH THE FRUSTRATION OF TRYING TO REPAIR YOUR MODEL BEFORE YOUR PRESENTATION. IT IS SAFER TO BRING YOUR MODEL WITH YOU.

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.

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 Libraries and DC Department of Transportation. In addition, in D.C., the GSA and Metro who 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 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.



MAURY ELEMENTARY SCHOOL - ARTS INITIATIVE PACKAGE



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS



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DESIGN TEAM

DISTRICT OF COLUMBIA
DEPARTMENT OF GENERAL SERVICES
2000 14th St NW 8th Floor
Washington, DC 20009

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS
1200 1st St NE
Washington, DC 20002

ARCHITECT, SUSTAINABILITY, AND ACOUSTICS
DLR GROUP
419 th St NW, 2ND FLOOR
Washington, DC 20004

BUILDER
MCN BUILD, INC.
1214 28th St NW
Washington, DC 20007

CIVIL ENGINEERING
A. MORTON THOMAS & ASSOCIATES, INC.
10 G St NE #430
Washington, DC 20002

STRUCTURAL ENGINEERING
CAGLEY & ASSOCIATES
6141 Executive Blvd
Rockville, MD 20852

MECHANICAL, ELECTRICAL, PLUMBING
& FIRE PROTECTION
GLOBAL ENGINEERING SOLUTIONS
6700 Rockledge Dr #310
Bethesda, MD 20817

GEOTECHNICAL AND ENVIRONMENTAL ENGINEERING
ECS CAPITOL SERVICES, PLLC
655 15th St NW
Washington, DC 20005

FOOD SERVICE DESIGN
NYIKOS ASSOCIATES, INC
1821 9-A Flower Hill Way
Gaithersburg, MD 20879

TRAFFIC ENGINEERS
GOROVE/SLADE ASSOCIATES
1140 Connecticut Ave NW #600
Washington, DC 20036

LANDSCAPE ARCHITECTURE
CARVALHO AND GOOD, PLLC
1025 Connecticut Ave NW #1000
Washington, DC 20036

INFORMATION TECHNOLOGY, AUDIO-VISUAL
GENESYS IMPACT, LLC
1003 K St NW #600
Washington, DC 20001

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DLR Group



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PUBLIC SCHOOLS

MAURY ELEMENTARY SCHOOL - ARTS INITIATIVE PACKAGE



DESIGN REVIEW

Arts Initiative Objectives

Creating inspirational learning pathways for children to explore the relationship between nature and their environment – through art.

Embracing design disciplines including graphic, architectural, landscape, digital and physical - all concerned with the visual / sensory aspects of wayfinding and communication for children.

Recognizing the influence of art and technology on a child's sense of self in community – shaping the experience that connects children to place through their creativity, curiosity, and sense of wonder.

DESIGN NARRATIVE

21st Century Learning: Sustainable Environments as The Third Teacher

BUILDING FACTS

Address

1250 Constitution Avenue, NE
Washington DC 20002

Floors 3
Capacity 539
Projected LEED Gold

Area

Total Area 83,466 gsf
1886 Wing 18,354 gsf
New Addition 65,112 gsf

Pre-K - 5 Classrooms

Prekindergarten: Total 5
Kindergarten: Total 4
First Grade: Total 4
Second Grade: Total 4
Third Grade: Total 4
Fourth Grade: Total 3
Fifth Grade: Total 3

Highlights

The Bridge connection to the 1886 building classroom wing includes break-out learning spaces for informal small group gatherings.

Corridors as Learning Streets throughout the building include interactive surfaces and spaces that can be used for one-on-one or large group gatherings.

Originally constructed in 1886 with a significant addition in 1961, Maury Elementary School was in need of a complete modernization. Although the school underwent a Phase 1 modernization in 2010, the student population continued to grow in the years since. District of Columbia Public Schools commissioned DLR Group to expand the building capacity while also transforming the environment into a 21st Century model for collaboration, creativity, and discovery for children in Pre-K - 5th Grades. Paramount to the historical urban fabric of Washington DC, was the preservation and enhancements to the original 1886 four-square schoolhouse - an exemplary cultural icon of 19th century school design with large span windows for ample natural daylight, small ancillary cloakrooms integrated in each large classroom, and high ceilings that elevate the learning experience through its basic architectural integrity.

Maintaining the original historic 1886 portion of the campus required a creative response to integrate the new addition. In an effort to maximize play space across the small site and highlight the original 3-story brick schoolhouse, a two-story daylight atrium was configured to seamlessly connect the old with the new. The resulting large central gathering space called the Discovery Commons is activated by its use as the heart of the school community for activities like Dining, Physical Education, and break-out learning space for the Arts, Think Tank (Science), Music, and special events.

Along with the whole school Discovery Commons, the Media Center is a primary architectural feature located at the corner of Constitution and 13th Street. Spanning two floors, it creates a memorable moment for the new addition by acting as a visual anchor in the building's form by reinforcing the curve at an important neighborhood intersection. The academic wing façade along 13th Street is modulated and more intimately scaled with several cantilevered classrooms clad in fiber cement panels and glass. Third floor outdoor learning terraces are shaded by steel trellis structures providing architectural massing and interior programmatic relief - compatible with the school's residential neighborhood context.

The three story academic wing creates small scale learning communities composed of Pre-K classrooms on the first floor; Kindergarten, 1st and 2nd Grade classrooms on the second floor; and Third, Fourth, and Fifth Grade classrooms on the third floor. The Second and Third Grade classrooms are located in the existing 1886 school-house. Each grade level is Learning Street is organized around a small group open space called the Discovery Commons supported by Teacher Collaboration Hubs and Resource centers. Functionally, a simpler and less circuitous design amplifies the learning community as an integrated ecosystem of spaces that support activities inside and outside the primary classroom. In close proximity to every classroom are small micro-spaces - caves, campfires, and watering holes - that foster greater Opportunities for discovery, collaboration, play, and making learning visible. Class-rooms are shaped with entry foyers to allow for ample display of learning activities through a small transition zone - allowing children to enter the classroom space with anticipation, grace, and a growth mind-set that comes from a continuous well of inspiration. Interactive wall displays and surfaces allow for a variety of educational experiences throughout the day. Flexible, comfortable furnishings provide every child with postural choice and every teacher with resources to suit every child's needs.

The Maker Space is envisioned for hands-on making and tinkering. Located on the second floor Media Center mezzanine, this exploratory lab design nurtures every child's opportunity to learn through interdisciplinary methods.

Encompassing 83,000 sq ft, the modernized Maury Elementary School transforms every space into an opportunity for teachable moments - functioning as the 'Third Teacher' after parents, families, and teachers - the building itself is a teaching tool and sustainable interface for learning. The new school not only meets the needs of each individual child, but delivers an enhanced sense of place for the community within the context of a 21st Century sustainable learning environment. Designed as a Community Asset, the outdoor schoolyard includes a robust program for playing, expeditionary learning, gardening, and bio-diverse ecohabitats for sustainable practices. As a neighborhood school, Maury Elementary will continue to generate community ownership pride for decades to come.



MAURY ELEMENTARY SCHOOL - ARTS INITIATIVE PACKAGE



DESIGN PALETTE

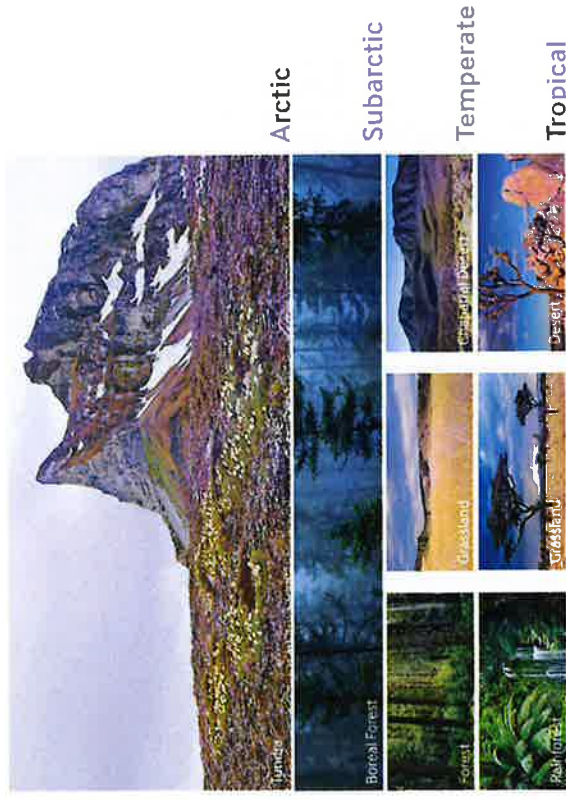
21st Century Learning: Sustainable Environments as The Third Teacher

School Theme and Wayfinding Organization



The largest environment of which we are part is the biosphere. The biosphere is the part of the Earth's surface and its atmosphere where organisms exist. It is also described as the life-supporting layer that surrounds the Earth.

The biosphere we live in is made up of biomes. A biome is a large geographical region where certain types of plants and animals thrive. Each biome has a unique set of environmental conditions and plants and animals that have adapted to those conditions.

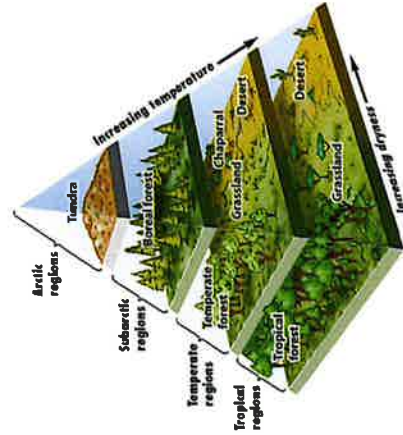


Biomes by Latitude

DESIGN PALETTE

21st Century Learning: Sustainable Environments as The Third Teacher

School Theme and Wayfinding Organization



Biomes are very large ecological areas on the earth's surface, with fauna and flora (animals and plants) adapting to their environment. Biomes are often defined by abiotic factors such as climate, relief, geology, soils, and vegetation. A biome is NOT an ecosystem, although in a way it can look like a massive ecosystem. If you take a closer look, you will notice that plants or animals in any of the biomes have special adaptations that make it possible for them to exist in that area. You may find many units of ecosystems within one biome.

DESIGN PALETTE

21st Century Learning: Sustainable Environments as The Third Teacher
School Theme and Wayfinding Organization



Bill Stripling



PANTONE NEUTRALS

COOL GRAY 1	COOL GRAY 11	P-1	P-2
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COLORS

SHERWIN WILLIAMS SW 8070	SHERWIN WILLIAMS SW 6002	SHERWIN WILLIAMS SW 6242	P-3	P-4	P-5	P-6
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Third Floor

BENJAMIN MOORE 2022-10	SHERWIN WILLIAMS SW 6875	SHERWIN WILLIAMS SW 6875	SHERWIN WILLIAMS SW 6895	P-7	P-8	P-9	P-10
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Second Floor

BENJAMIN MOORE 2025-10	BENJAMIN MOORE 2025-10	P-11	P-12
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First Floor



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DISTRICT OF COLUMBIA PUBLIC SCHOOLS



DESIGN PALETTE

21st Century Learning: Sustainable Environments as The Third Teacher
Major Materials and Finishes

INTERIOR FINISHES - ACCENT



FLOORING

INTERIOR FINISHES - PRIMARY

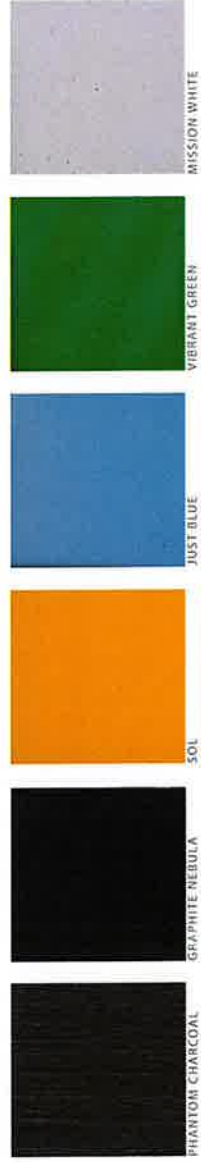


FLOORING

DECORATIVE CEILING

WALL TILE

INTERIOR FINISHES - CLASSROOMS AND CORRIDORS



PHANTOM CHARCOAL LAMINATES

GRAPHITE NEBULA

SOL

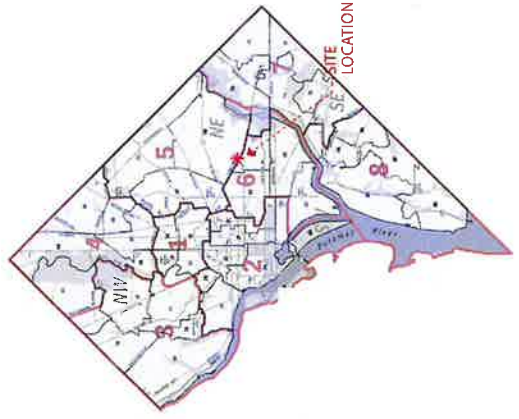
JUST BLUE

VIBRANT GREEN

MISSION WHITE

SITE LOCATION +
BUILDING ELEVATIONS

SITE LOCATION



LOCATION: 1250 Constitution Ave NE
SQUARE: 1010
LOTS: 0849
ZONE: RF-1
SITE AREA: 71,893 SF
ORIGINAL SCHOOL: 1886
FIRST ADDITION: 1961 [DEMO'D 2018]
DESIGN CAPACITY: 539 Students
COMPLETION: August 2019

SITE CONTEXT



C VIEW OF CONSTITUTION AVE



D NEIGHBORING BUILDINGS ON 12TH PL



E ALLEY ON C STREET



F NEIGHBORING BUILDING ON CONSTITUTION AVE



F CHURCH AT 13TH & C STREET



G INTERSECTION AT 13TH STREET & CONSTITUTION AVE



G VIEW OF 13TH STREET



DLR Group



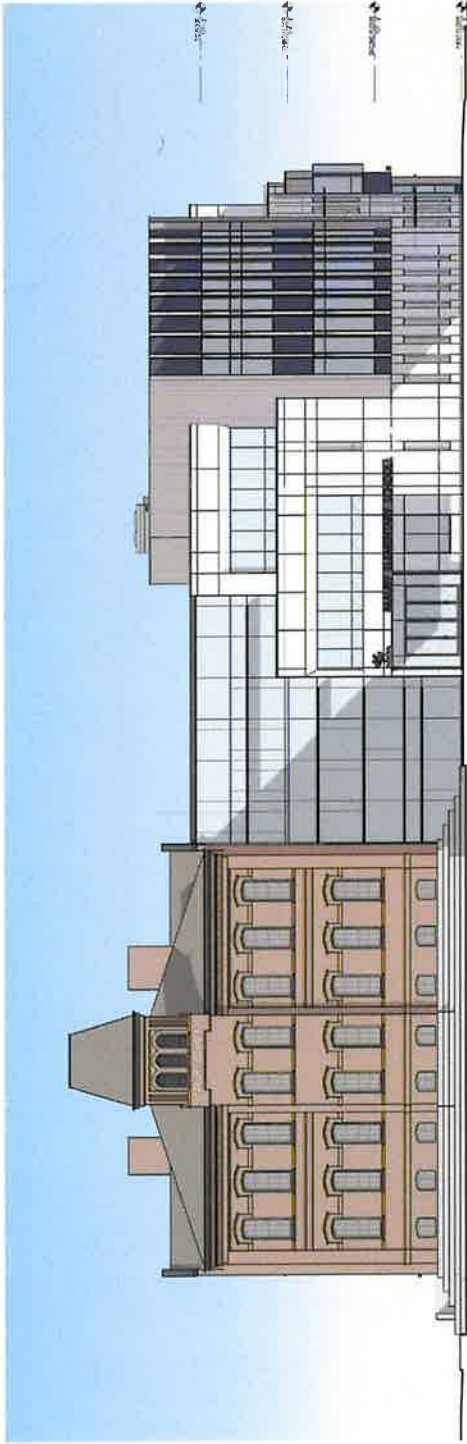
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EXTERIOR ELEVATIONS

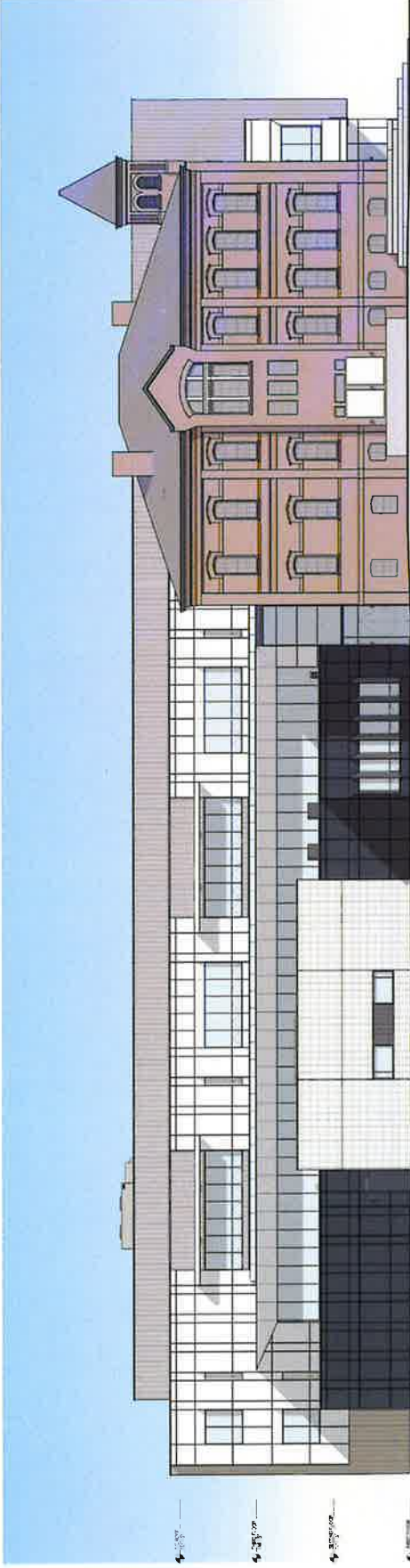


SOUTH ELEVATION
SCALE: 3/64" = 1'-0"



EAST ELEVATION
SCALE: 3/64" = 1'-0"

EXTERIOR ELEVATIONS



WEST ELEVATION
SCALE: 3/64" = 1'-0"



NORTH ELEVATION
SCALE: 3/64" = 1'-0"

LIBRARY & ACADEMIC WING

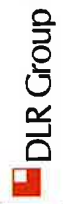
Intersection of Constitution Ave. NE & 13th Street



MAURY ELEMENTARY SCHOOL - ARTS INITIATIVE PACKAGE



MAIN ENTRY
Constitution Avenue NE



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ACADEMIC WING + SCHOOLYARD

13th Street NE



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DISCOVERY COMMONS + SCHOOLYARD

Parking & Service adjacent to 12th Place NE



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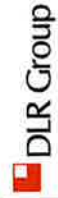


DISCOVERY COMMONS
Fourth & Fifth Grade Learning Street



DISCOVERY COMMONS

Whole School Activity & Gathering Place



MAURY ELEMENTARY SCHOOL - ARTS INITIATIVE PACKAGE



PROPOSED LOCATIONS FOR PUBLIC ART

SITE + LANDSCAPE PLAN

21st Century Learning: Sustainable Environments as The Third Teacher



SITE LEGEND

Exterior Key Plan

- 1 Main Entry - Exit
- 2 Secondary Entry - Exit
- 3 1886 Schoolhouse
- 4 Discovery Commons - Moveable Wall
- A Parking & Service Court
- B Discovery Meadow [Habitat]
- C Play & Activity Yard
- D Landform Plaza
- E Third Floor Learning Terrace

Potential Site Art Installation

- 1 South Plaza

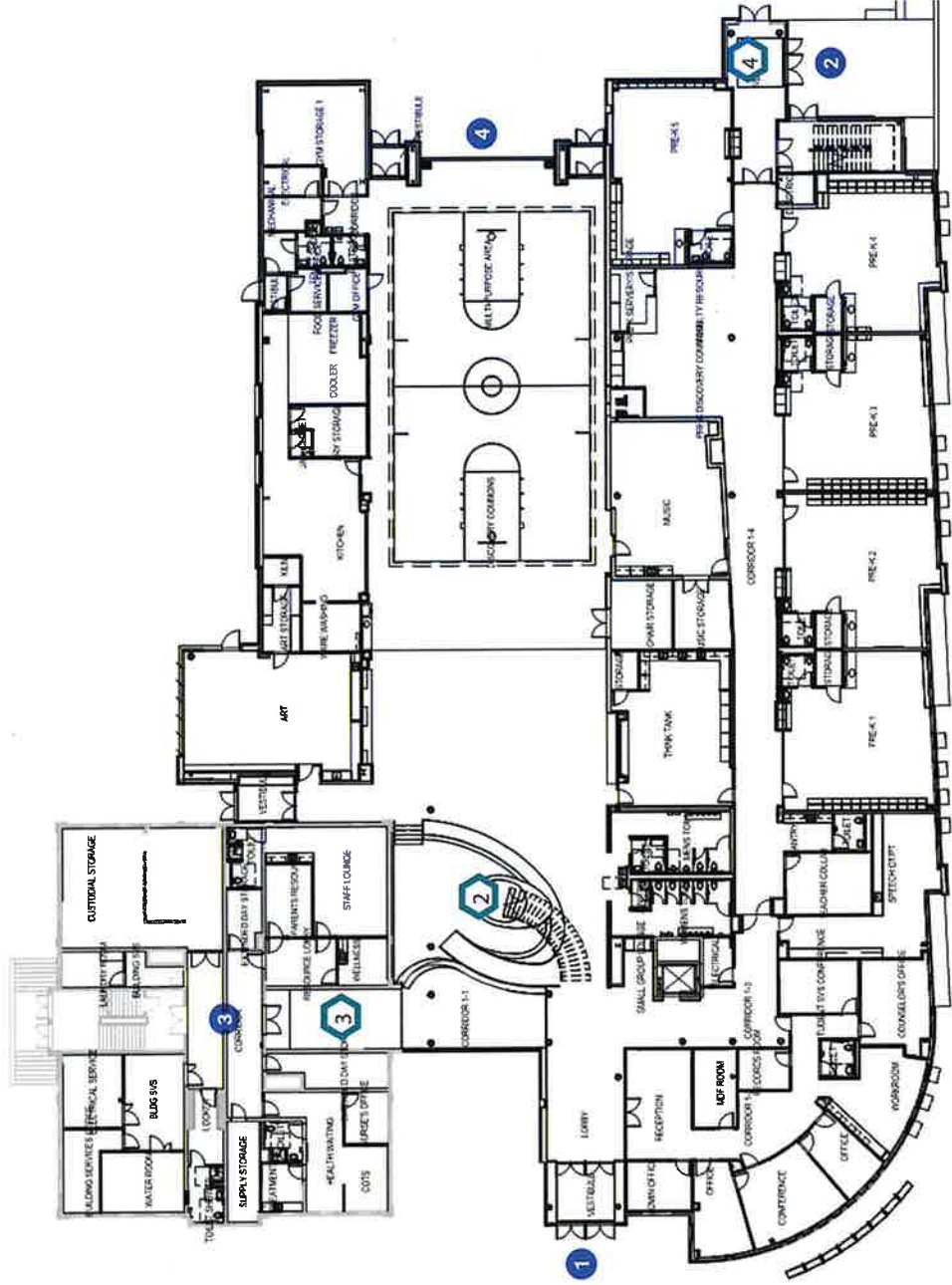
Highlights

The Discovery Commons opens directly to the outdoor schoolyard - seamlessly extending play and learning space [see rendering on pg 18 for visualization].

The Third Floor Learning Street includes an outdoor learning terrace to foster play and exploration throughout the school day.

FIRST FLOOR PLAN

21st Century Learning: Sustainable Environments as The Third Teacher



NOT TO SCALE

PLAN LEGEND

Interior Key Plan

- 1 Main Entry - Exit
- 2 Secondary Entry - Exit
- 3 1886 Schoolhouse
- 4 Discovery Commons - Moveable Wall

Potential Site Art Installation

- 5 Atrium Gallery
- 6 1886 Bridge Wayfinding
- 7 Small Group Exhibit

Highlights

The Learning Streets include small child's niches and break-out learning spaces. Enhancing them with child-friendly place-names encourages their ongoing use and promotes a sense of belonging.

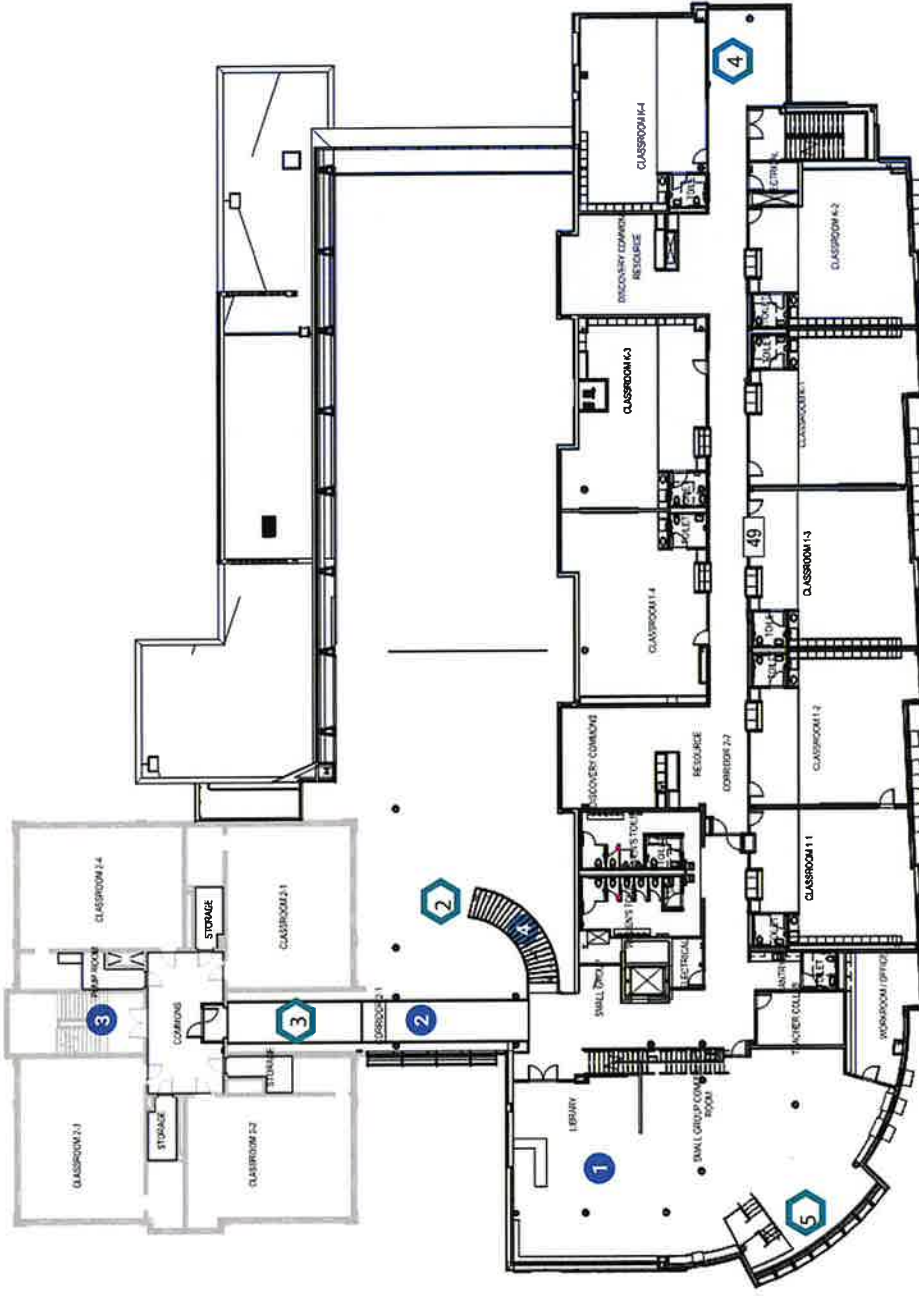


MAURY ELEMENTARY SCHOOL - ARTS INITIATIVE PACKAGE



SECOND FLOOR PLAN

21st Century Learning: Sustainable Environments as The Third Teacher



NOT TO SCALE



PLAN LEGEND

Interior Key Plan

- 1 Library
- 2 Beehive Bridge
- 3 1886 Schoolhouse
- 4 Monumental Stair to Level 1

Potential Site Art Installation

- 2 Atrium Gallery
- 3 1886 Bridge Wayfinding
- 4 Small Group Exhibit
- 5 Library Atrium

Highlights

The Learning Streets include small child's niches and break-out learning spaces. Enhancing them with child-friendly place-names encourages their ongoing use and promotes a sense of belonging.

Atrium Gallery and Library Atrium are two-story height spaces with transparent views inside and outside.

THIRD FLOOR PLAN

21st Century Learning: Sustainable Environments as The Third Teacher

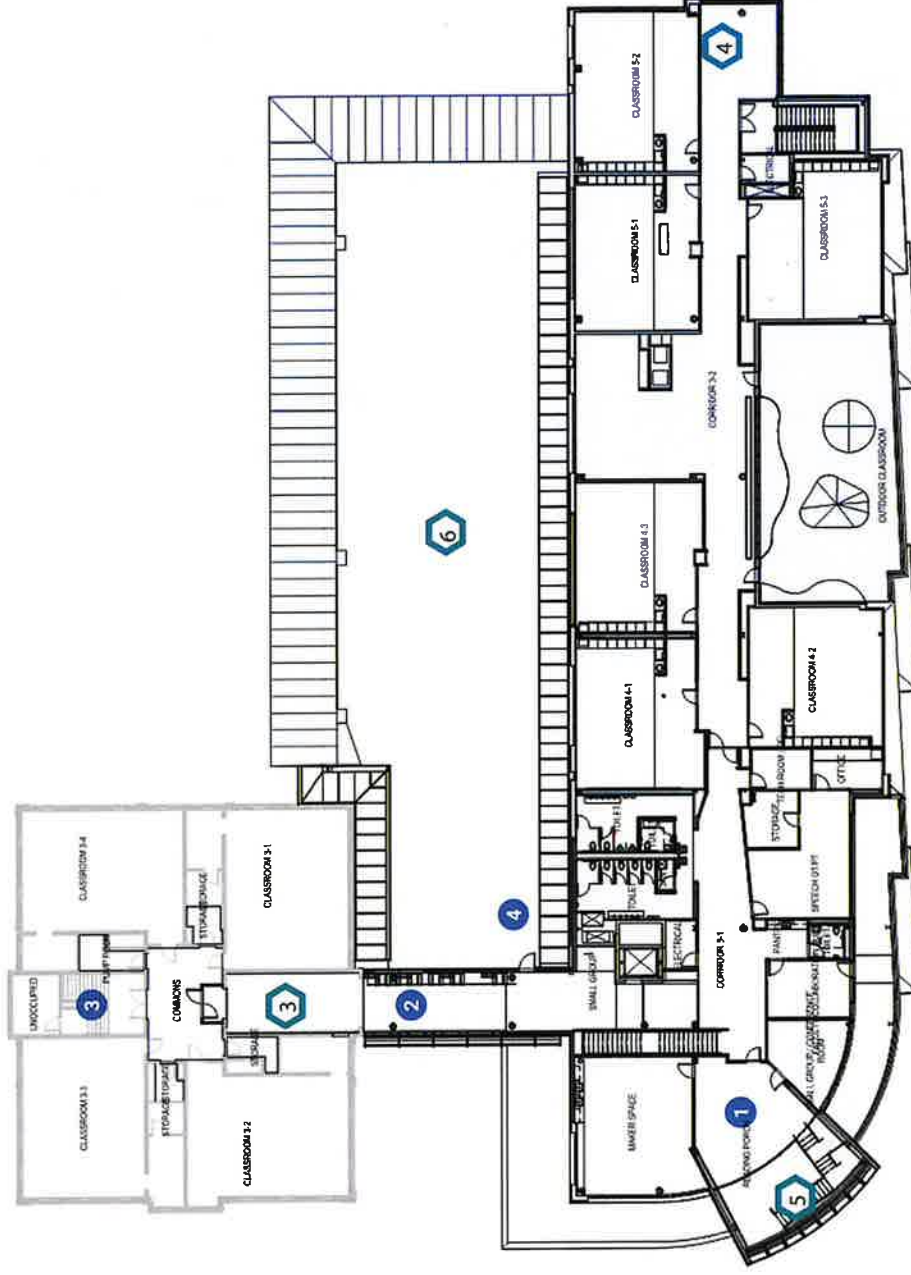
PLAN LEGEND

Interior Key Plan

- 1 Library
- 2 Beehive Bridge
- 3 1886 Schoolhouse
- 4 Monumental Stair to Level 1

Potential Site Art Installation

- 3 1886 Bridge Wayfinding
- 4 Small Group Exhibit
- 5 Library Atrium
- 6 Green Roof



NOT TO SCALE



Highlights

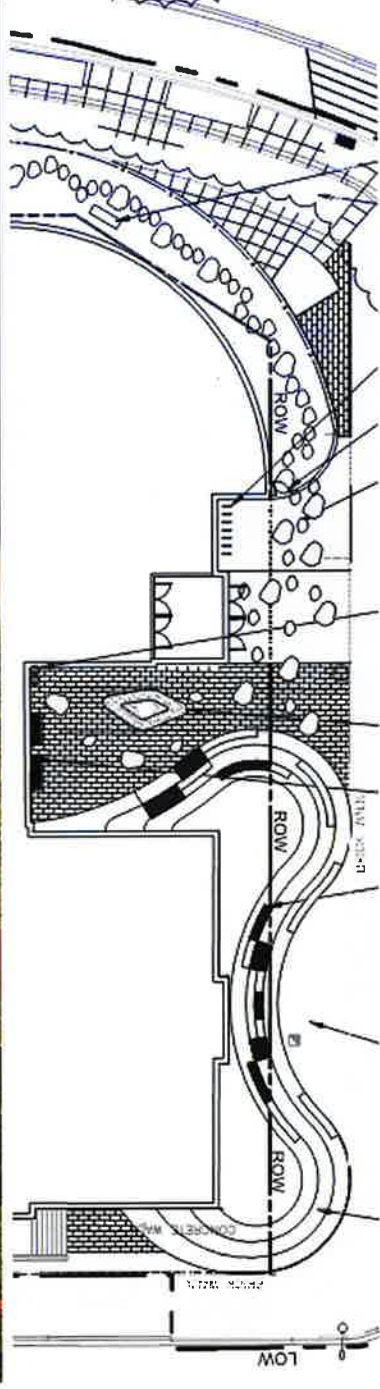
The Learning Streets include small child's niches and break-out learning spaces. Enhancing them with child-friendly place-names encourages their ongoing use and promotes a sense of belonging.

Atrium Gallery and Library Atrium are two-story height spaces with transparent views inside and outside.



POTENTIAL ART LOCATIONS - 1

21st Century Learning: Sustainable Environments as The Third Teacher



NOT TO SCALE

FLOOR PLAN

1 Main Entrance - South Plaza

1 Space Description

An all-school gathering space open to the public. The main entrance plaza fronts Constitution Ave NE, which is a local residential street in this part of Capitol Hill. The main entrance doors are beneath the library, which serves as a canopy and identifier for the school. A reconstructed grassy berm and brick plaza between the new and existing structures serve as a place to gather, wait, play, and learn for the larger school community.

2 Facts and Figures

- Plaza Dimensions: 31'-0" Wide x 35'-0" Long
- Berm Dimensions: 100'-0" x 25'-0" max width
- Note: Berm depth varies, see plan

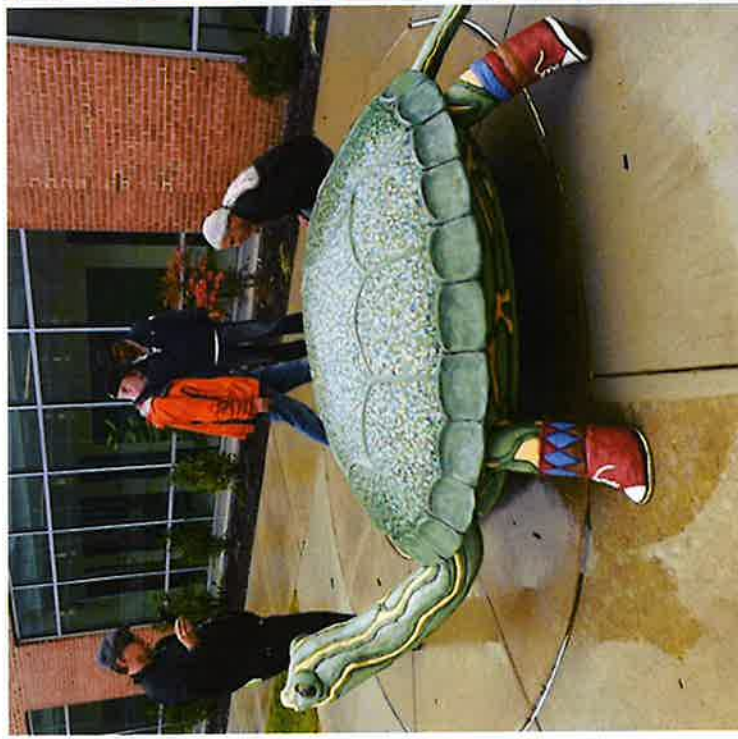
3 Wayfinding Themes

- Eco-Systems: Food and Community
- Biomes: Forests - Canopy & Floor
- Nature's Processes: Photosynthesis, Watering Holds
- Capital Hill Community

4 Interactive Media Types

- Environmental Sculpture
- Digital Projection
- Furniture-scale Modular Components

PRECEDENTS + INSPIRATION



Top Left: Turtle Sculpture. Solomon Bassoff. Courtesy DGS.

Top Right: "Synergy". Cecilia Lueza. Courtesy DGS.

Bottom left: Rain Water Garden and Seating. Volkan. Courtesy DGS.

Bottom Center Left: Feather Bench. Michael Young. Courtesy DGS.

Bottom Center Right: Mosaic Benches. Valerie Theberge. Courtesy DGS.

Bottom Right: Arches. Brian Brush. Courtesy DGS.



POTENTIAL ART LOCATIONS - 2

21st Century Learning: Sustainable Environments as The Third Teacher



2 Atrium Gallery - Discovery Commons

1 Space Description

An all-school gathering space for student dining, learning commons, and physical education. This great room provides continuous connections from front yard to back yard.

Zone A consists of a platform two-feet in height to mediate the lobby, great room, and monumental stair to the 2nd Floor. This platform serves as a springboard for gathering and sharing.

Zone B delineates learning activities alongside dining, and physical education activities. Mobile, flexible, functional furniture would serve to further define the distinct and intentional uses of this open space.

2 Facts and Figures

Zone A - Ceiling Mounted

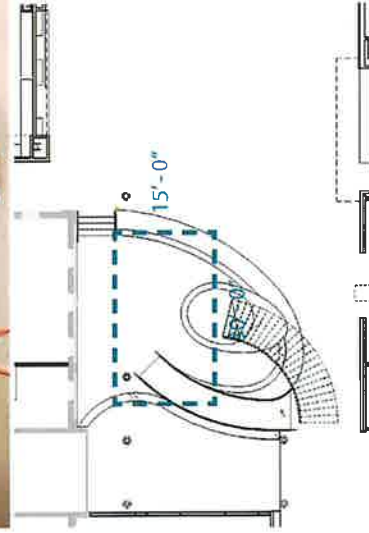
- Dimensions: 15'-0" x 30'-0"
- Ceiling Height above platform: 21'-6"
- Lighting: Circular pendants
- Other Bottom of installation must be 10'-0" above platform.
- Weight Limit: 10 pounds per square foot
- Attach at panel points (intersection) of joist above, no blocking required.

3 Wayfinding Themes

- Eco-Systems: Food and Community
- Biomes: Forests - Canopy & Floor
- Nature's Processes: Photosynthesis

4 Interactive Media Types

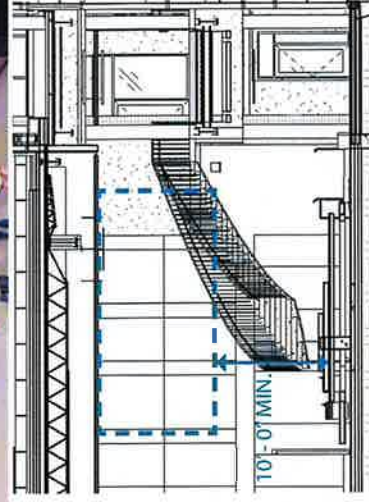
- Environmental Sculpture
- Digital Projection
- Furniture-scale Modular Components
- Display & Systems Exhibit



FLOOR PLAN



REFLECTED CEILING PLAN



SECTION AT PLATFORM

NOT TO SCALE

PRECEDENTS + INSPIRATION



Above: William Metcalf.
Hanging Cubes.

Below Left: Suspended Petals. Artist Unknown. Taubman museum of art.

Below Right: Bryan Valzuela, "Multitudes Converge".

POTENTIAL ART LOCATIONS - 3

21st Century Learning: Sustainable Environments as The Third Teacher

3 1886 Bridge Wayfinding

1 Space Description

Serving as a place of transition between the existing 1886 building and the new addition, this threshold consists of ramps at all three floors. A bridge connects the second floor and is removed from the wall, creating a two story volume. The third floor ramp extends from wall to wall.

2 Facts and Figures

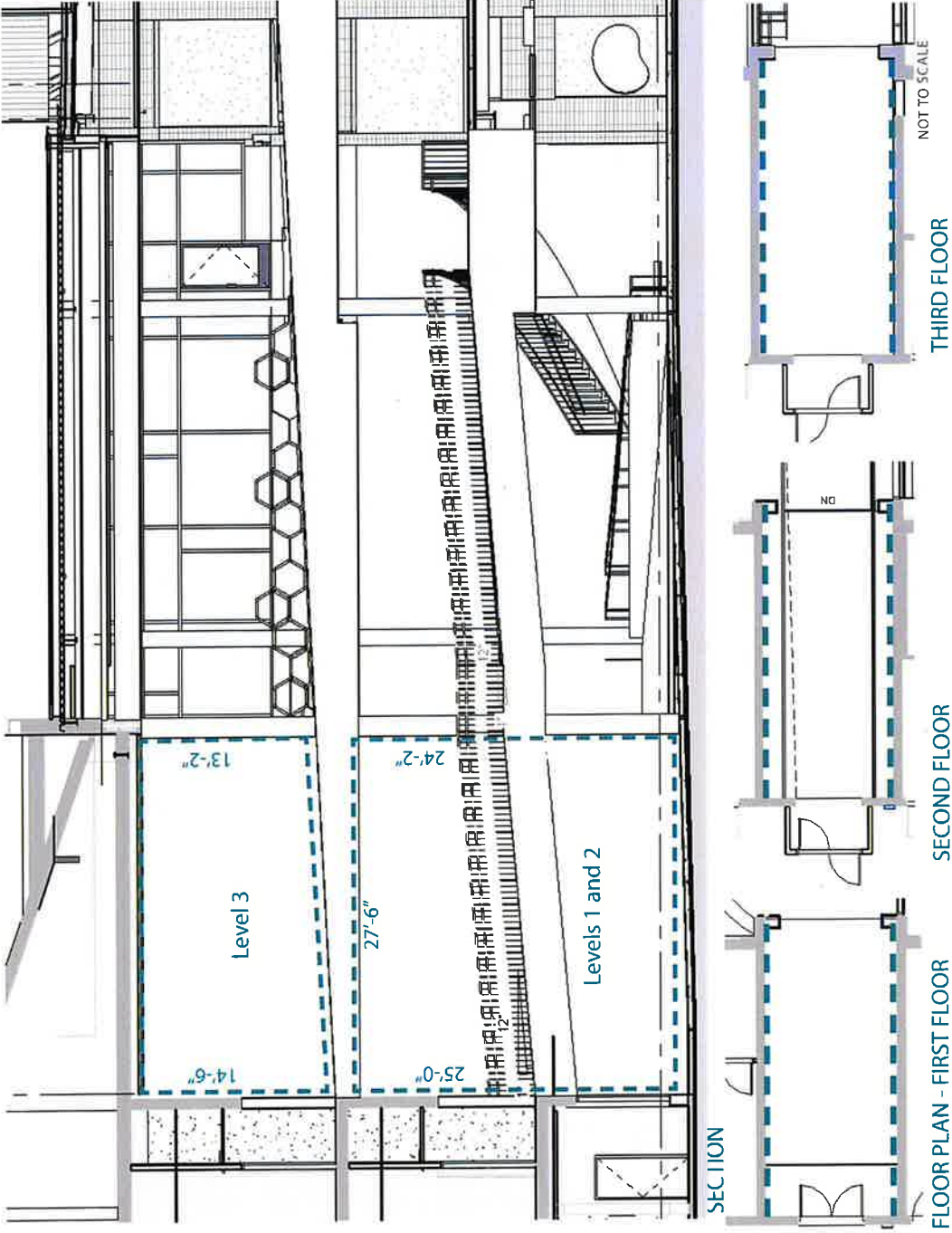
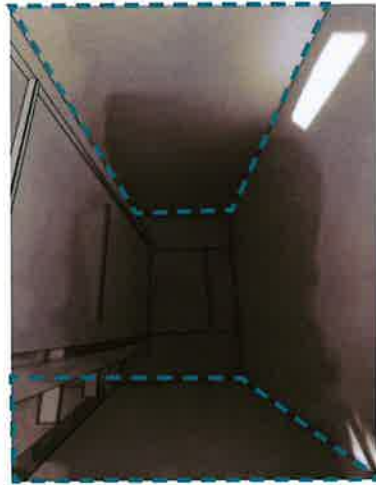
- Two story volume at levels one and two
- Single story volume, adjacent to green roof at levels 3
- Weight Limit: 100 pounds per lineal foot

3 Wayfinding Themes

- Desert Biome
 - First Floor - Tropical Forest
 - Second Floor - Temperate Forest
 - Third Floor - Boreal Forest

4 Interactive Media Types

- Super Graphic: Graphic Design & Photography
- 2D or 3D
- Writable and/or Tackable Component



PRECEDENTS + INSPIRATION



Top Right: Stegosaurus Sculpture. Seaside Metal Design.

Top Left, Bottom Left, Bottom Right: Seattle Childrens Hospital, SEGD

POTENTIAL ART LOCATIONS - 4

21st Century Learning: Sustainable Environments as The Third Teacher

4 Small Group Exhibit

1 Space Description

On the first floor this space serves as a secondary entrance and transition space for recess/outdoor play.

On the second and third floors, this space is a small group break-out space with north views to the play yard and east views of the neighborhood.

2 Facts and Figures

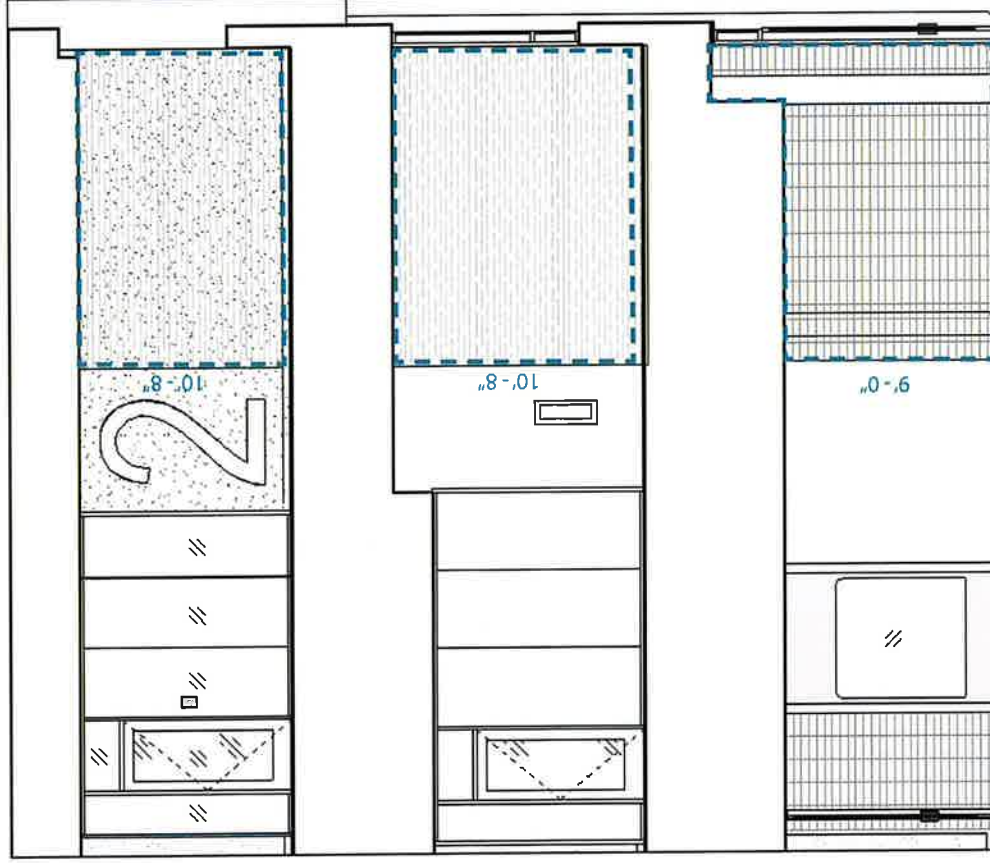
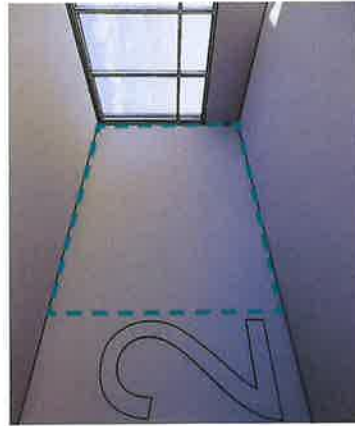
- Dimensions: 13'-6" L x Varying Height
- Lighting : Circular pendants
- Other: Desert Biome wayfinding theme to relate in all three floors.
- First Floor: Artwork to mount on brick tile
- Artist to include UV protection as required
- Weight Limit: 100 pounds per lineal foot

3 Wayfinding Themes

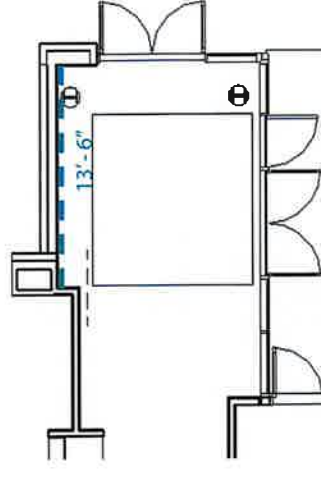
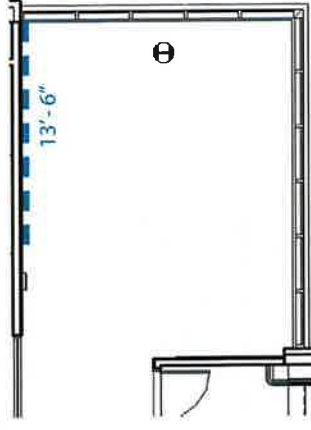
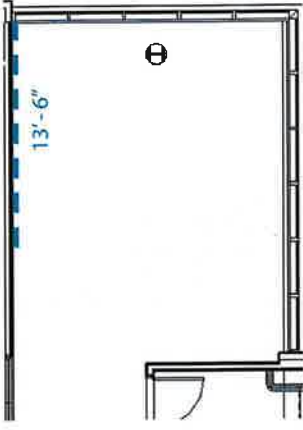
- Desert Biome
 - First Floor - Tropical Forest
 - Second Floor - Temperate Forest
 - Third Floor - Boreal Forest

4 Interactive Media Types

- Super Graphic: Graphic Design & Photography
- 2D or 3D
- Writable and/or Tackable Component



ELEVATION



FLOOR PLAN

NOT TO SCALE

PRECEDENTS + INSPIRATION



Top Right: Stegosaurus Sculpture. Seaside Metal Design.

Top Left, Bottom Left, Bottom Right: Seattle Childrens Hospital, SEGD



MAURY ELEMENTARY SCHOOL - ARTS INITIATIVE PACKAGE



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS



PRECEDENTS + INSPIRATION



Top Left: "4"; Unknown Artist, Watkins Elementary - DGS.

Top Right: "7"; Unknown Artist, Watkins Elementary -DGS

Bottom left: Graphic Signage, Unknown Artist, Pinterest.

Bottom Center Left : Graphic Signage, Imperial College of London.

Bottom Center Right: Burwood Library, Wizardy Imaging and Signs.

Bottom Right: Numeral Sign on Panel, Estudio Husmee.



POTENTIAL ART LOCATIONS - 5

21st Century Learning: Sustainable Environments as The Third Teacher



5 Library Atrium

1 Space Description

A double-height space with a stair that tethers the upper and lower portions of the media library, offering a space for students to gather and read together or as individuals.

2 Facts and Figures

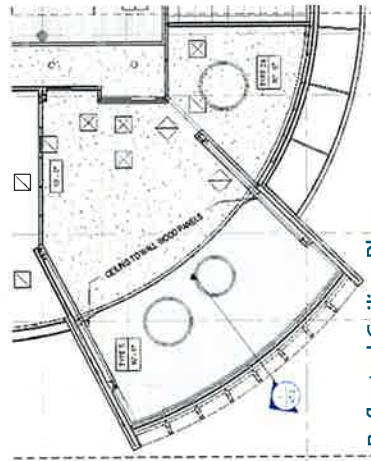
- Wall Dimensions: 14'-6" L x 15'-0" H
- Lighting: Overhead Rings
- Weight limit: 100 pounds per lineal foot
- Ceiling Dimensions (for hanging pieces):
 - Dimensions: 28'-6" L x 14'-6" W x 15'-0" H
 - Clear head space of stair to be respected (7'-6" Clear Height)
 - Motorized Window Coverings at window.
 - Weight limit: 10 pounds per square foot

3 Wayfinding Themes

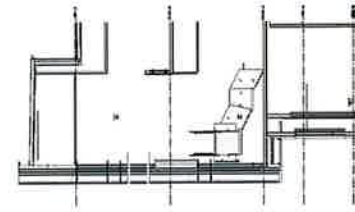
- Biomes | Nature
- Community
- Coral Reef
- Research and Scholars
- Adventure and Discovery

4 Interactive Media Types

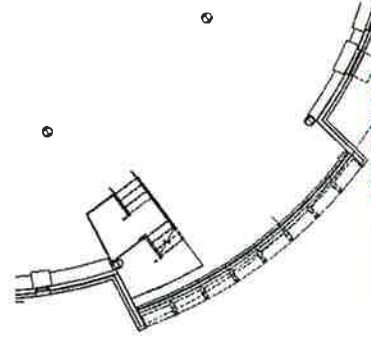
- Sculpture | Mobile
- Super Graphic - Graphic and/or Photography
- Multi-Sensory
- Digital | Projection



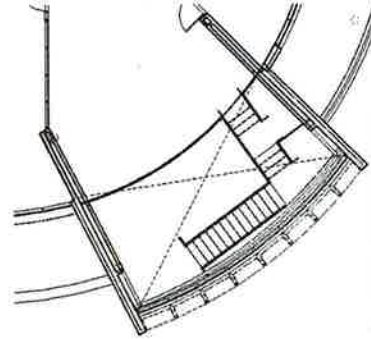
Reflected Ceiling Plan



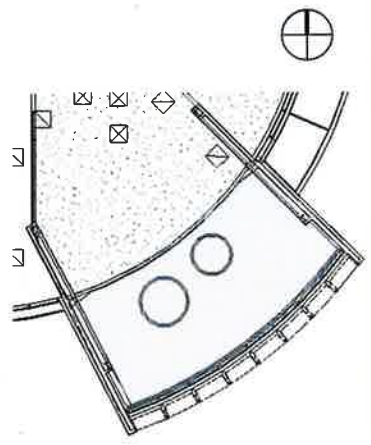
SECTION



SECOND FLOOR PLAN



THIRD FLOOR PLAN



THIRD FLOOR RCP

NOT TO SCALE

PRECEDENTS + INSPIRATION



Top Left: "4"; Unknown Artist. Watkins Elementary -DGS.

Top Right: "2"; Unknown Artist. Watkins Elementary -DGS

Bottom left: Graphic Signage. Unknown Artist. Pinterest.

Bottom Center Left : Graphic Signage. Imperial College of London.

Bottom Center Right: Burwood Library. Wizardry Imaging and Signs.



MAURY ELEMENTARY SCHOOL - ARTS INITIATIVE PACKAGE



DISTRICT OF COLUMBIA PUBLIC SCHOOLS



PRECEDENTS + INSPIRATION



Far Left: Big Tom Light Tower.
Warren Langley.

Top Right: This Land is your
Land Ivan Navarro

Bottom Right: Crochet
Playground. Toshiko Horiuchi
MacAdam

POTENTIAL ART LOCATIONS - 6

21st Century Learning: Sustainable Environments as The Third Teacher



6 Green Roof

1 Space Description

- A large and very low sloping roof, capable of supporting light installations. Three large planters, filled with "Tundra-like" seedum and small grasses form a soft background for viewing art from the interior, the front planter has taller grasses. A maintenance path exists around the perimeter of the four planters.

2 Facts and Figures

- Dimensions
 - Extensive (Rear, Qty3): 35'-6" x 40'-0"
 - Extensive (Front): 24'-5" x 40'-0"
- Lighting : Natural Light
- Other: Outdoor Location
- For viewing from inside only, not accessible to students or teachers, will be accessible for maintenance purposes.
- Access occurs through 3'4" x 7'-0" raised access panel. Travel to third floor via elevator or stair required.
- Weight limit: 20 pounds per square foot
- Attach at panel points of joist above, no blocking required.

3 Wayfinding Themes

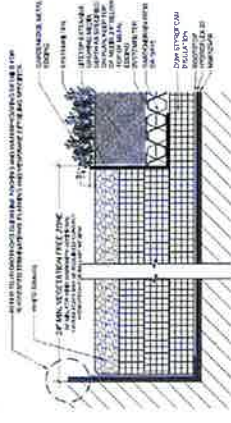
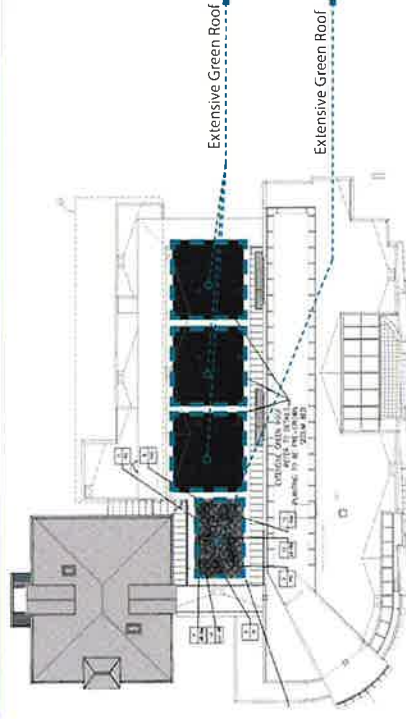
- Biomes | Nature | Seasons
- Extinct Animals | Time
- Dreams and Enchantment

4 Interactive Media Types

- Sculpture
- Projection
- Installations

5 Similar Spaces

- Front Plaza
- Rear Plaza



- NOTES:
1. SEE SECTION 0500 FOR DETAILS OF CONCRETE SLAB WITH REINFORCING BARS. SEE SECTION 0510 FOR DETAILS OF POLYETHYLENE MEMBRANE WITH FLASHING AT EDGE.
 2. SEE SECTION 0520 FOR DETAILS OF INSULATION.
 3. SEE SECTION 0530 FOR DETAILS OF GREEN ROOF SYSTEM.
 4. SEE SECTION 0540 FOR DETAILS OF PLANTING.
 5. SEE SECTION 0550 FOR DETAILS OF ACCESS TO ROOF.
 6. SEE SECTION 0560 FOR DETAILS OF MAINTENANCE PATH.

2 TYPICAL GREEN ROOF AT EDGE

S:7-12

PRECEDENTS + INSPIRATION



Above: Regeneration
Cleveland, Cracking Art

Below Left: Fuschia
Penguin, 1c Museum Hotel,
Cracking Art Group.

Below Right: Raifonso
Gschwend, Cube Tower.

"INCORPORATE CAPITAL HILL, MAYBE HAVE FUNCTIONAL BENCHES. ANIMAL SCULPTURES COULD BE INCORPORATED, SOMETHING TO GIVE AND CAPITALIZE ON A MAURY IDENTITY"
- PARENT

"HAVE KIDS INVOLVED, INTEGRATED WITH THE ARTISTIC PROCESS, WE COULD UTILIZE LOCAL MATERIALS OR RECYCLED MATERIALS. EMPHASIZE A SPACE FOR STUDENT WORK. A SPACE FOR 3D WORK TOO, IT SHOULDN'T BE CHEESEY AND NOT KIDDIE. [IN HOW NOT TO BE KIDDIE...] ADDING TEXTURE, INTERACTIVE, TOUCH IT, USE IT!"
- TEACHER

"MAURY TREE WITH SCHOOL IN BACKGROUND, A PICTURE OF THE CAPITAL" [IT SEEMS THIS MIGHT BE THE BUILDING WHICH THE NEIGHBORHOOD TAKES PRIDE IN/IDENTIFIES WITH]
- STUDENT

"A MOBILE IN THE ATRIUM, TO UTILIZE THE HEIGHT, MOSAICS TO EMPHASIZE ENTRANCES, INCORPORATING NATURE, THE ANACOSTIA, LITTLE ANIMALS COULD BE HIDDEN ABOUT, AND THE ART CAN CONNECT INDOOR AND OUTDOOR SPACES"
- PARENT AND COMMUNITY LEADER