



## Murch 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 Murch Elementary School, located 4810 36<sup>th</sup> Street, N.W., Washington, D.C. 20008 in Ward 3. The Artists shall develop a new original permanent work of art made specifically for the site.

<b>Murch Elementary Public Art</b>			
<b>Location</b>	<b>Restrictions</b>	<b>Location Description from package</b>	<b>Dollar Amt</b>
1	Open	East Courtyard (2)	\$ 45,000.00
2	Open	Main entrance/ Lobby (4)	\$ 45,000.00
3	Open	Early childhood commons (3A), early childhood commons courtyard (3B), and main playground (3c)	\$ 45,000.00
5	DC ONLY	Corridor installations (5 a,b,c)	\$ 15,000.00
<b>Total Commissions</b>			<b>\$ 150,000.00</b>

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: 12/31/2017**

**SEMI-FINALISTS ANNOUNCED: 1/19/2018**

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: 2/16/2018**

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 for Murch Elementary School: 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 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.***

**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.

## Project Goals, Themes, & Budget

This Call for Artists seeks works of art for 9 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:**

Murch Elementary Public Art			
Location	Restrictions	Location Description from package	Dollar Amt
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<b>Total Commissions</b>			<b>\$ 150,000.00</b>

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.

## Calendar and Timeline

<b>Project Timeline</b>	
Call/RFQ Released:	<b>By 11/17/2017</b>
Question submission deadline	<b>By 12/1/2017</b>
Responses to questions issued	<b>By 12/8/2017</b>
Submission Deadline for RFQ:	<b>By 12/31/2017</b>
First Round Panel Review & Announcement	<b>By 1/12/2018</b>
Semi-finalists Notified and Announced:	<b>By 1/19/2018</b>
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.	<b>1/23/2018 11 am</b>
Site-Specific Proposals Due: Bring your models with you to avoid damage during shipping and to save shipping costs. You will take your models back with you. Email your CAD/illustrations two business days before the panel so we know what to expect.	<b>By 2/16/2018</b>
Proposal Presentation:	<b>2/20/2018 9am</b>
Reference Checks:	<b>By 3/2/2018</b>
Finalist Announced:	<b>By 3/9/2018</b>
Contract Executed:	<b>By 3/31/2018</b>
Final Design & Fabrication (3 months)	<b>Between 4/2018 and 7/2018</b>
Installation Complete deadline:	<b>By 7/30/2018</b>

## RFQ SUBMISSION REQUIREMENTS

- 1. Round One – Submit Resume, 10 Images and Letter of Interest VIA EMAIL**  
(Design proposals are NOT accepted at this stage.)

**PLEASE EMAIL A COPY OF ALL THE FOLLOWING TO SANDY.BELLAMY@DC.GOV**

We digitize all qualification packages for panel review anyway, so it is much better to just email them.  
You can use Google file sharing or Dropbox for large files.

1. Complete **APPLICATION FORM. Attachment A**
2. One Page **Letter of Intent (which can be your cover email)** 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. Please take time to present your artwork with high quality photographs and a cohesive selection of your images that best reflects your work. Ask a photographer to take images of your work. Your images are what represent you in this round.
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.

## **2. Round Two – Submit Model and Design Proposals**

**TO SUBMIT MODELS FOR ROUND 2:**

**-EMAIL CAD/GRAPHICS AND PHOTOGRAPHS OF YOUR ACTUAL MODEL THE MONDAY PRIOR TO THE PRESENTATION SO WE KNOW WHAT TO EXPECT.** (We are commissioning quite a number of works and would like to pre-organize submissions prior to your arrival. We digitize all materials, so it is much better to just email them. You can use Google file sharing or Dropbox for large files.)

**-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. WE WILL HAVE PACKING TAPE THERE FOR YOU.**

**-THE PRESENTATION WILL BE HELD AT:**

D.C. Department of General Services  
4<sup>th</sup> 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.**

- 3. QUESTIONS – E-mail to [sandy.bellamy@dc.gov](mailto: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 150 works of art for nearly 10 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.



**ATTACHMENT A  
APPLICATION FORM**

Murch Elementary School Call to Artists

DEADLINE DATE:

Name \_\_\_\_\_

Address \_\_\_\_\_

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

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

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

    #1    #2    #3    #5    

IMAGE IDENTIFICATION LIST

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Title	Materials	Dimensions	Year/Location	Budget/Price
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# **Murch Elementary School**

**ART PACKAGE**  
**SEPTEMBER 28, 2017**

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A

## Design Palette

## Design Narrative

The proposed addition and renovation to Benjamin Murch Elementary School will create a 21st century learning environment by adding much needed instructional space, by providing appropriately sized dedicated spaces for the functions that currently have none, and by providing an abundance of flexible spaces for learning outside of the classroom. The addition is designed around three key concepts. First, it emulates the existing school in the size, material, and configuration of the classroom wings. Second, the classroom wings engage a new central spine—a main street—that connects the addition to the existing building in both building massing and internal circulation. Finally, the addition is positioned to maximize the site's contiguous open play space, an important feature for the surrounding community.

The school's addition faces Davenport Street, and is held off from the existing building in order to allow the connection to be articulated with a high level of transparency and openness. Since the existing school building is primarily accessed from this area, this connection becomes an ideal place for the school's new front door and lobby. This lobby will also connect to the in-fill between the southernmost existing classroom wing and the existing multipurpose room, with the expanded space becoming the new Media Center.

The addition's massing and materials co-exist with and complement the current Murch Elementary School building without imitating or overpowering it. We are proposing two variations of red-toned brick, both of which are compatible with the original school's brick color. The color of the brick and the arrangement of the classroom windows throughout the addition harken back to the existing building. The existing building's datum line (created by the transition between the stone base and red brick) is also referenced throughout the new building. Below this datum, the new building's darker brick base gathers the individual wings together and grounds them to the site.

Adjacent to the lobby, the addition's masonry-clad mass is formed into two classroom wings, or pods. These pods, which house Pre-K and Kindergarten classrooms on the first level and 4th and 5th grades on the second are separated by an outdoor learning garden that is accessed through the centrally located Pre-K and Kindergarten commons. The open space between the pods allows each classroom to have natural daylight as well as to break down the addition's overall scale. A stepped back massing also responds to the single family homes across Davenport Street. The courtyard's proportion has been updated to allow for more day light and a better overall proportion and scale. Each wing has shifted outwards to increase the courtyard's width to 30'-0", an increase of 6'-0" from the October 15th approved scheme.

The academic pods, lobby, and athletics pod (facing the play fields to the North) are tied together by a new circulation spine. In plan, it is an extension of the existing building's circulation system, helping tie the two buildings together. The spine connects all of the school's common spaces together, with access on each level. The media center, located in the existing multipurpose room and infilling space, forms a central heart to the school.

The gymnasium and stage are located on the main level and are accessed directly from the spine and main lobby. There is also a direct connection to the exterior play area and exterior plaza, allowing the space to be directly accessed for after-hours uses.

The Kitchen, Cafeteria and service areas remain on a lower level in the southeast corner of the site. This arrangement preserves the view of the existing building from the southeast, and permits the roof of the cafeteria to be used as an early childhood play space. Additional service and loading is provided from the proposed Reno Road access.

Finally, the two buildings connect at the Nexus, an open collaborative environment, which offers views of the entry and cupola on the Second Level. The spine also connects the school's specialized learning environments—Visual Arts, Music, and Science and World Culture classrooms to the rest of the school. The prominent projection of the spine at the Reno Road elevation has been reduced, but it still remains as a small group instruction and circulation space. The spine ties the individual pods together creating a visually coherent addition. As students travel along the spine, glimpses of the existing building are always present. Whether it is views of the cupola, the existing multipurpose room or the other parts of the existing building, Murch Elementary School's present is always tied to its past.

The addition is designed to be as efficient as possible to allow ample contiguous open space. Holding the addition close to Davenport Street allows the open space (which must be preserved due to covenants with the National Park Service) to flow uninterrupted to the addition.

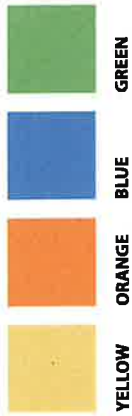
Vehicular access to the site and below grade garage is from the proposed Reno Road curb cut on the western edge of the site. This curb cut also serves as the building's primary service entrance. Small scale compost and recycling pickup is located off of a separate service entry near the cafeteria.

The relocation of the vehicular access away from the current access at the midblock point along Davenport creates two pick-up and drop-off zones free of vehicular crossings, greatly increasing pedestrian safety around the perimeter of the site.

The siting, configuration, and massing of the proposed addition along with the careful renovation of the existing school connect the future and the past of Murch Elementary School around 21st century learning environments.

Interior Materials Palette

CORRIDOR ACCENT TILES



PRIMARY PUBLIC INTERIOR COLORS/ FINISHES



TERRAZZO FLOOR



TERRAZZO FLOOR



WOOD SLAT CEILINGS (NEW BUILDING)

CLASSROOM ACCENT COLORS/ FINISHES



YELLOW-1ST FLOOR, NEW BUILDING



ORANGE-1ST FLOOR, EXISTING BUILDING

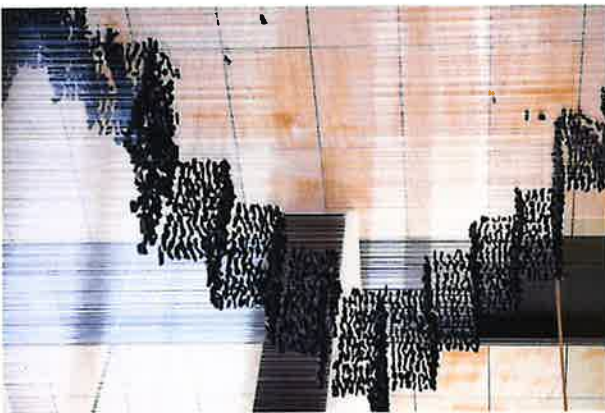
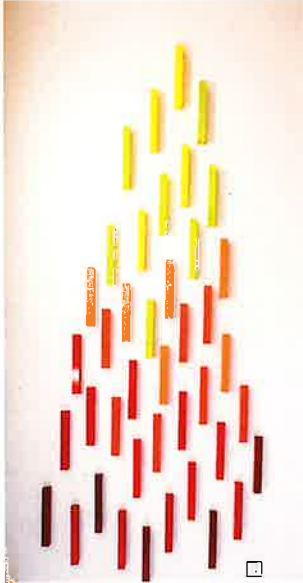


BLUE-2ND FLOOR, NEW BUILDING



GREEN-2ND FLOOR, EXISTING BUILDING

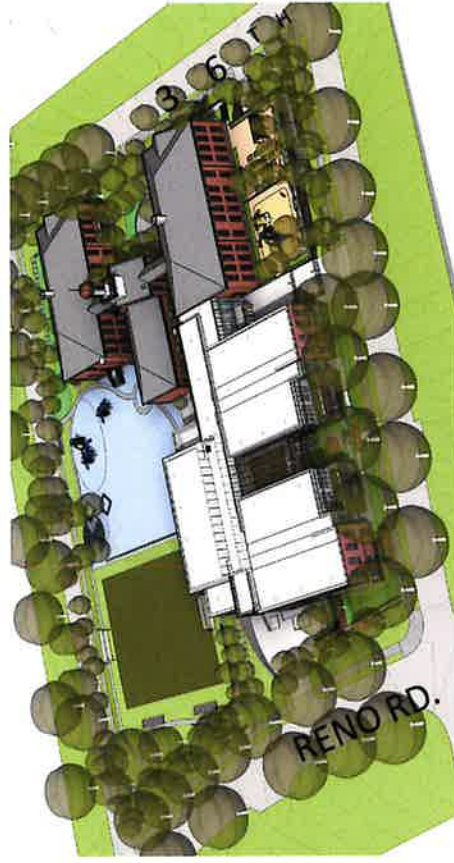
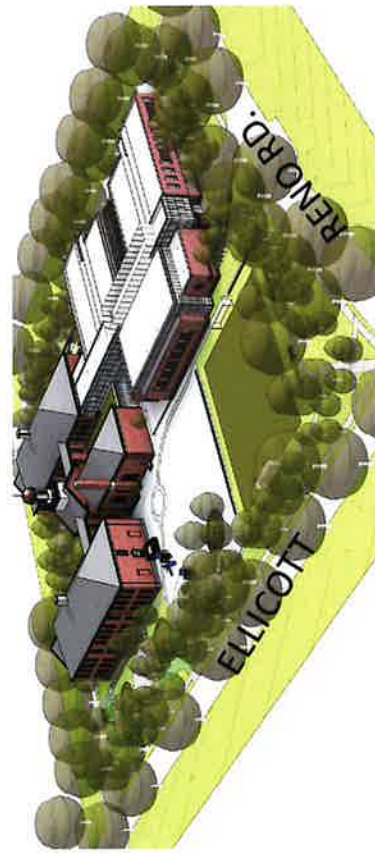
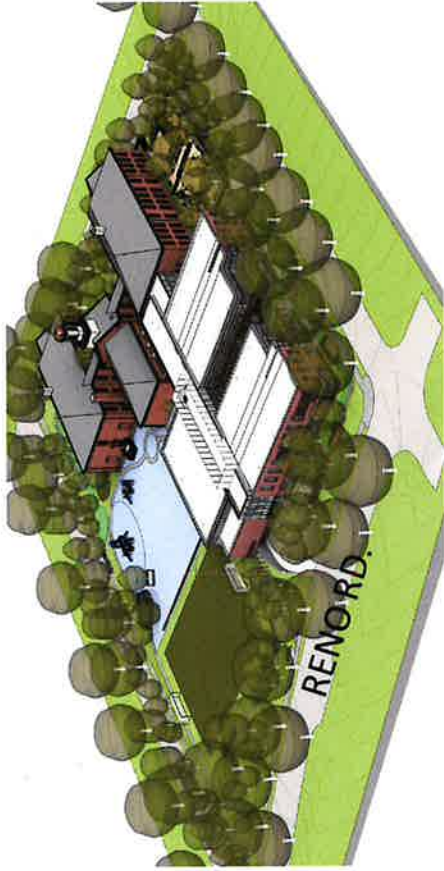
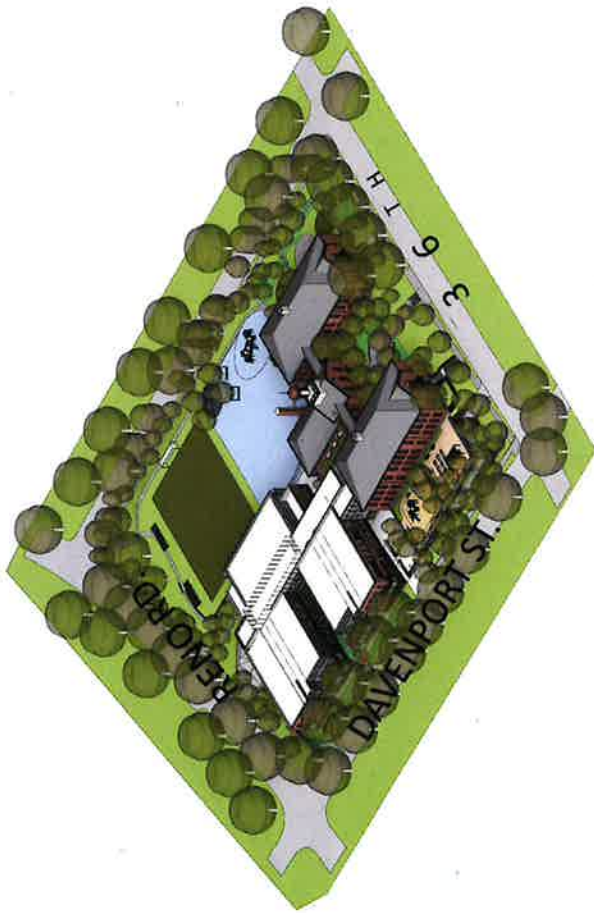
Art Precedents





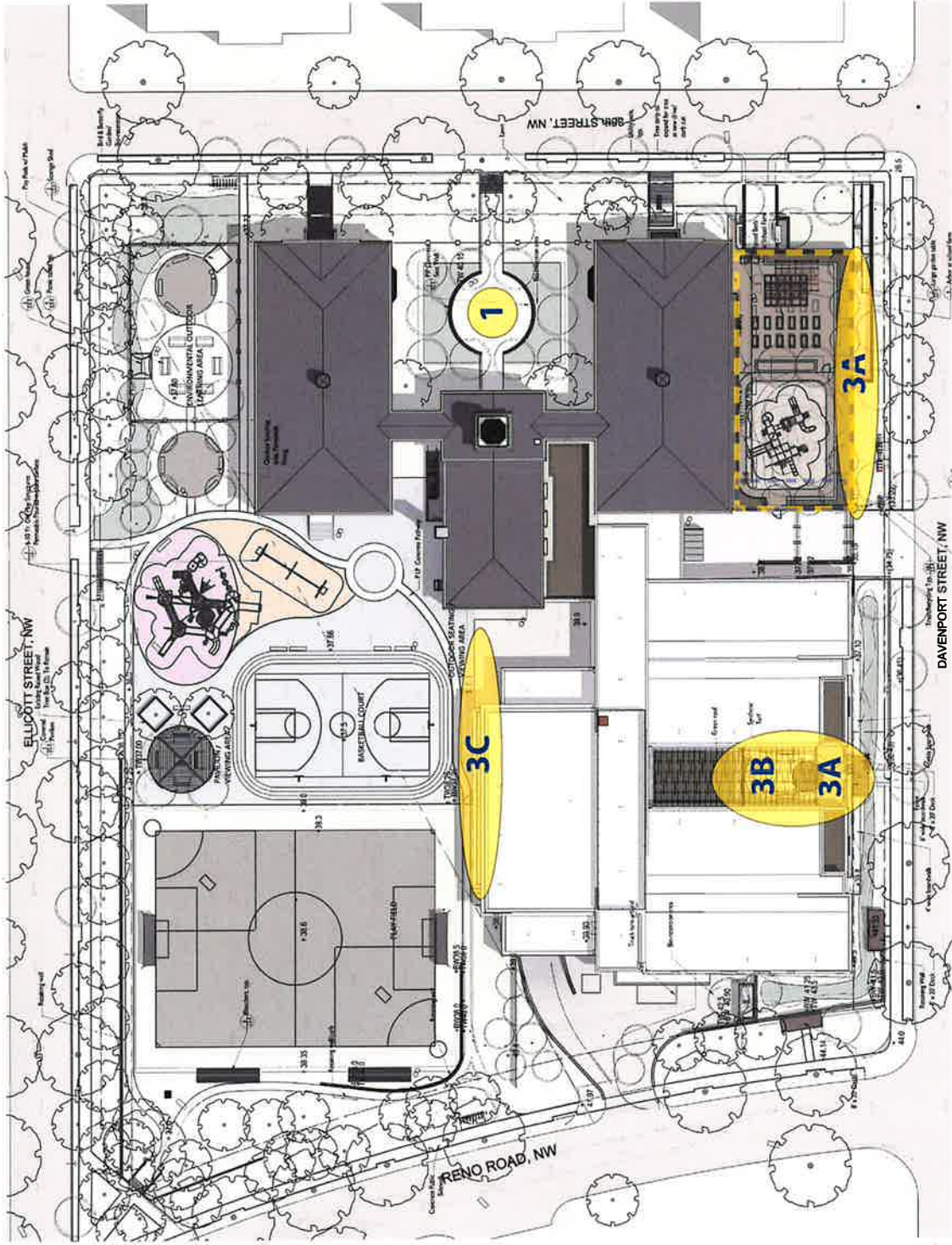
B

Plans and Elevations



## Aerial Views

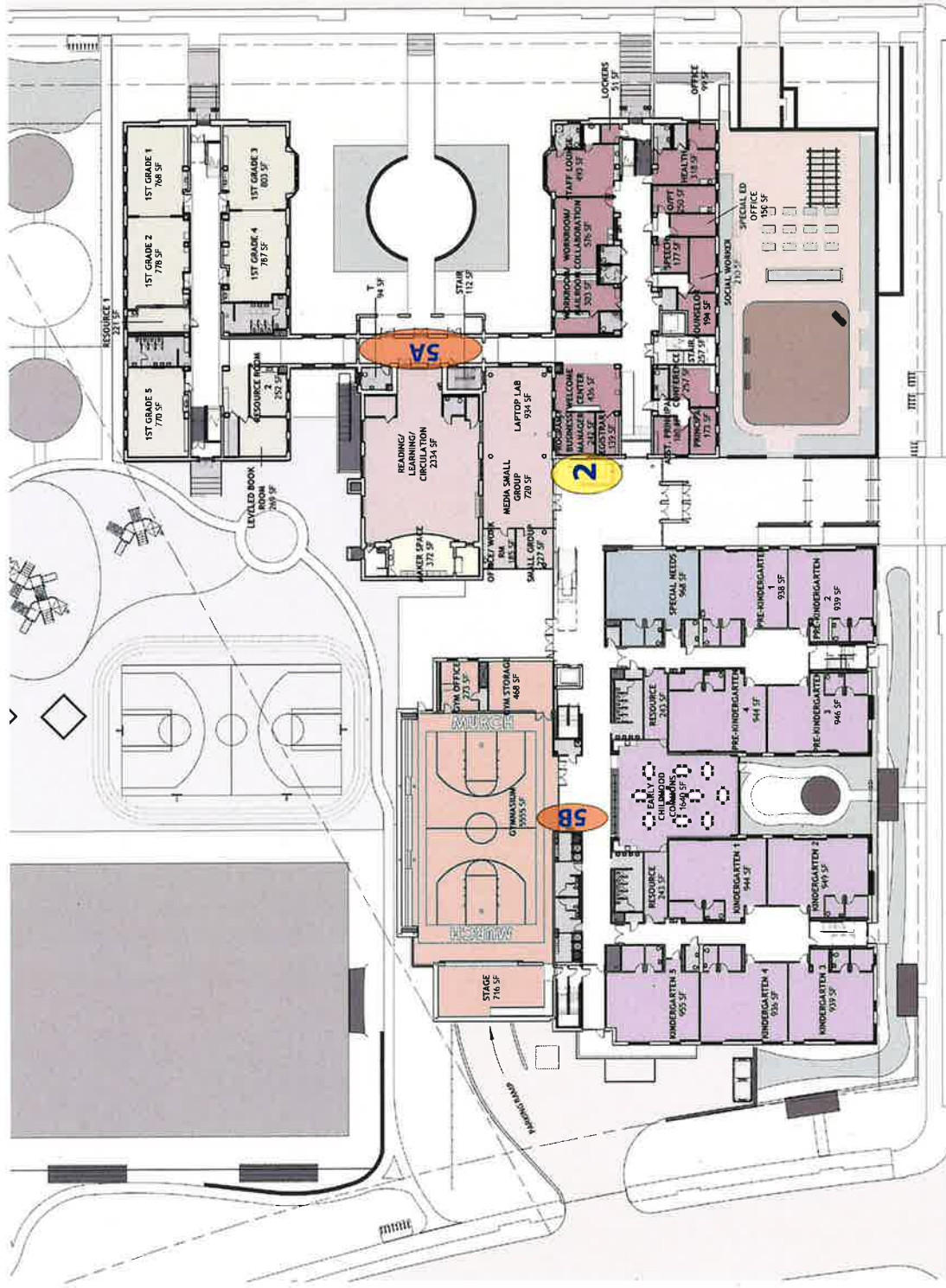
# Architectural Site Plan



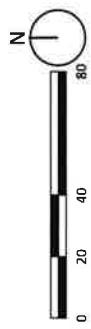
- Proposed 3D Art Location Area
- Proposed 2D Art Location Area



# First Floor Plan

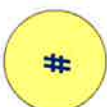
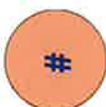


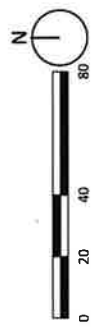
- # Proposed 3D Art Location Area
- # Proposed 2D Art Location Area



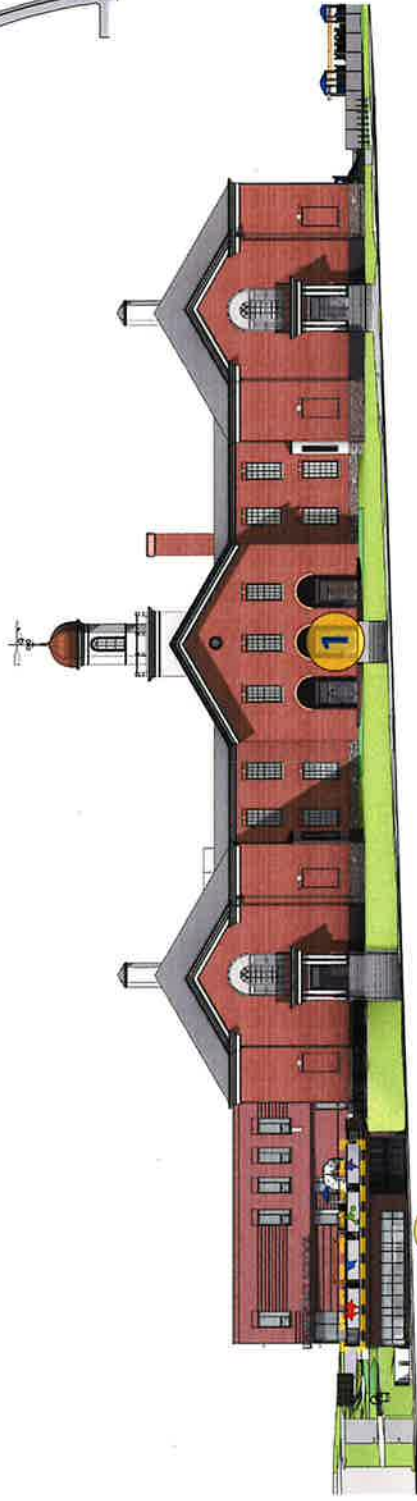
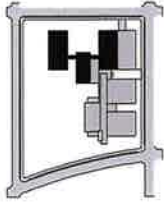
Second Floor Plan



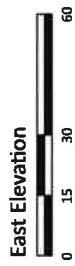
- 
**Proposed 3D Art Location Area**
- 
**Proposed 2D Art Location Area**



# Exterior Elevations



3A



3A





## Art Locations

# 1

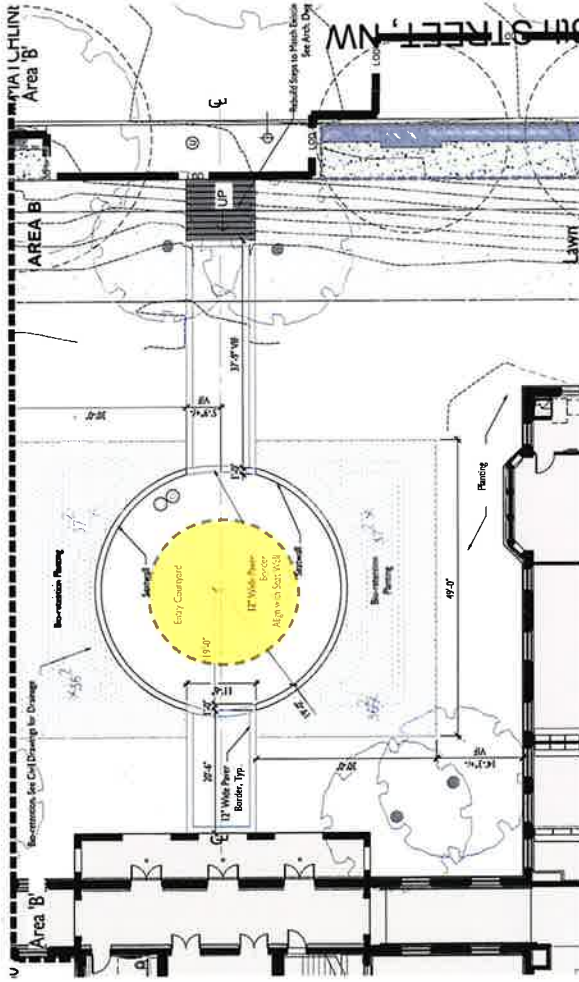
## East Courtyard Sculpture

**Type:** 3-dimensional

**Media:** TBD

**Description:** Sculpture to occupy the center of the east courtyard formed by the wings of the historic Murch building. This area is a prominent location with views from the surrounding neighborhood and the backdrop of the historic front entry of the school. This area is envisioned to be a relatively quiet area that supports reflection and contemplation. Subject matter of this piece could reference the history of the school and neighborhood.

**Area:** Piece envisioned to sit within paved circular area in center of courtyard while maintaining a walking path, and, not extending more than 10' maximum in height at any point.



Plan of Courtyard



East Elevation



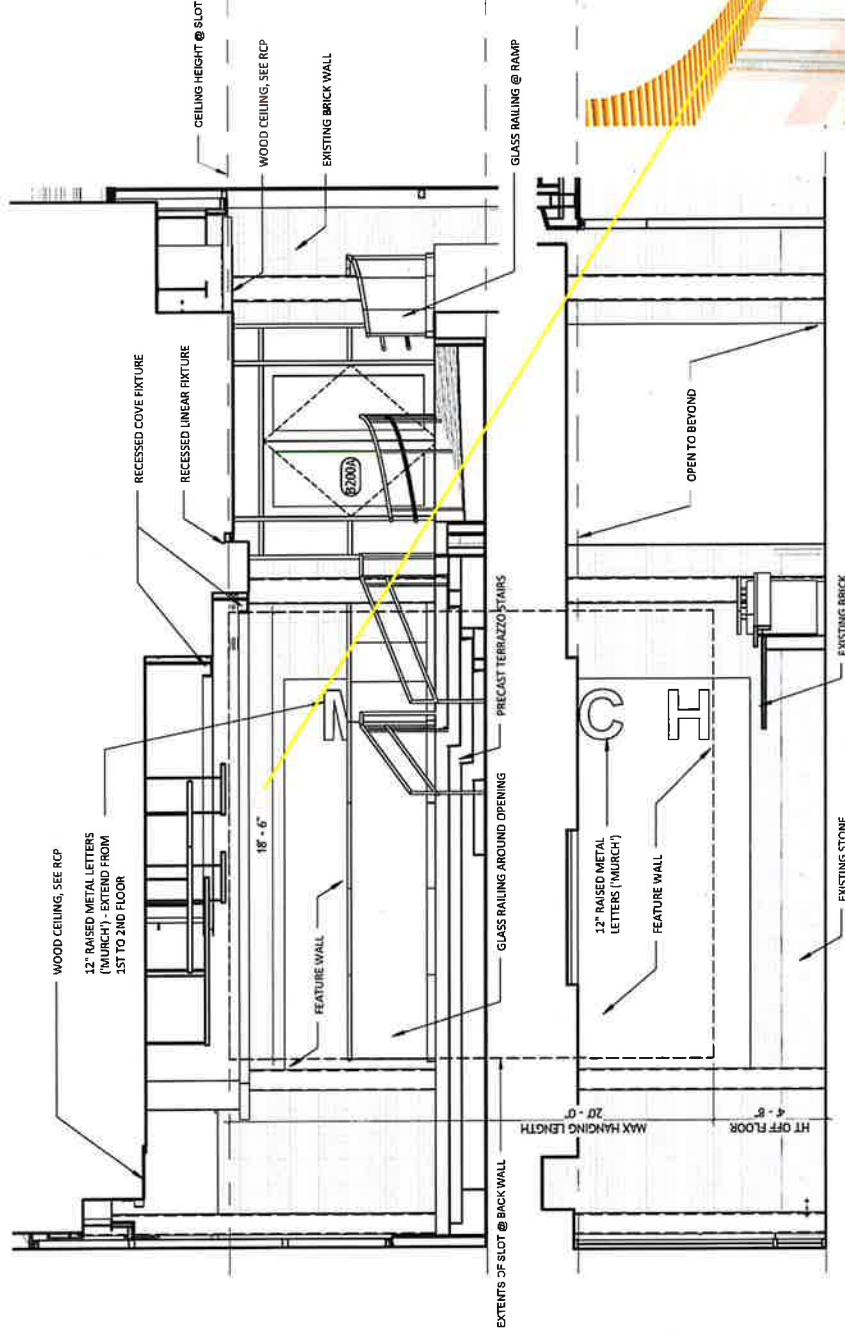
# 2

## Lobby Installation

**Type:** Suspended  
**Media:** TBD

**Description:**  
 The entry lobby to Murch Elementary School serves as the main entry point, circulation crossroads, and connection between the historic and the new building. A major suspended work is envisioned for the wall behind the main desk, which is part of the historic building. The suspended work(s) should carefully consider the dynamics of the space and take advantage of different viewing perspectives from both floors.

The available space for the suspended piece extends approximately 2 1/2' feet off of the wall



Lobby Elevation (Looking East)



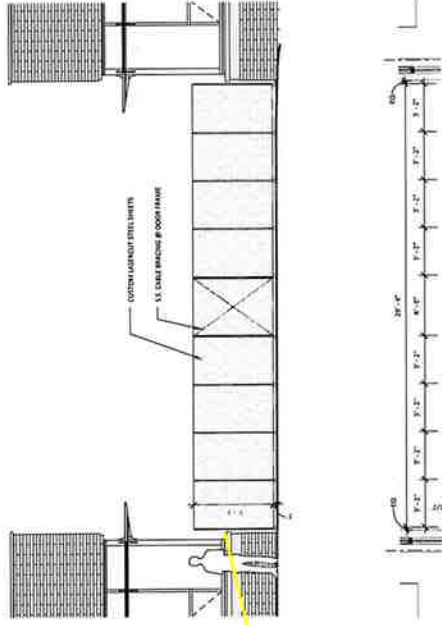
# 3

## Play Area Installations

The three areas for this item are related by their adjacency to the play areas throughout the school site. The design should be cohesive across all the areas.

**3A**  
**Type:** 2D  
**Media:** N/A

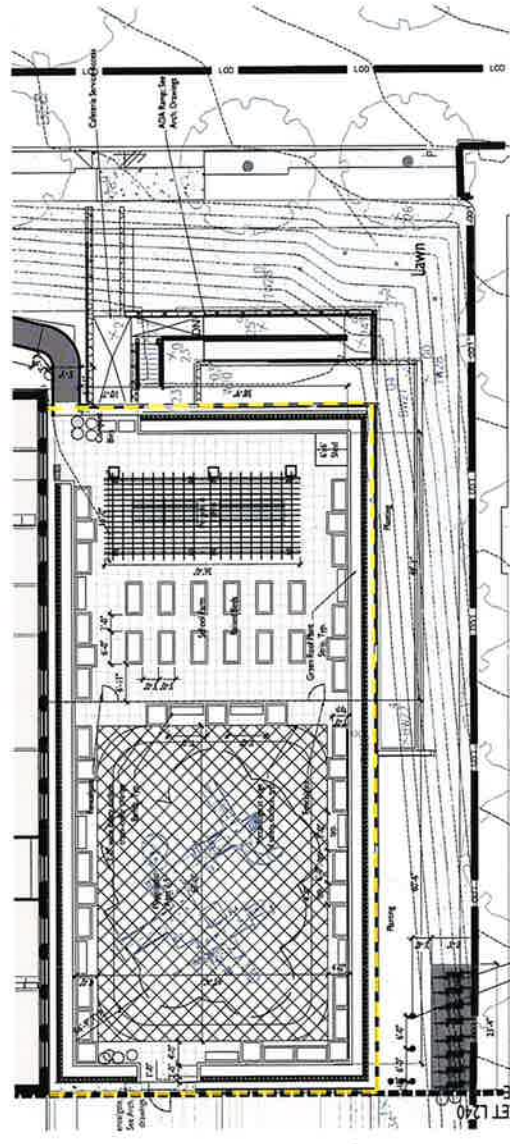
**Description:**  
Design-only commission for fence panels enclosing the Early Childhood Commons, and, play area and school farm at the southeast corner of the site. Panels should incorporate transparency and playful themes appropriate for an elementary school.



**Plan and Elevation @ Early Childhood Commons Courtyard**



**Exterior View From Davenport**



**Plan of Play Area and School Farm**

**Intersection of 36<sup>th</sup> & Davenport**

R. McGhee & Associates in association with Hord Coplan Macht

# 3

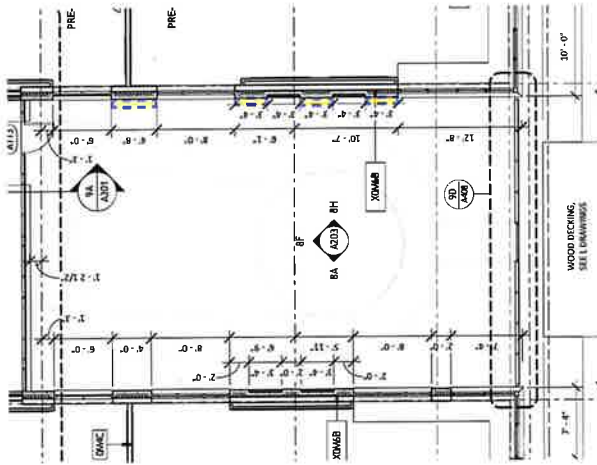
## Play Area Installations

The three areas for this item are related by their adjacency to the play areas throughout the school site. The design should be cohesive across all the areas.

### 3B

Type: 2 1/2D  
Media: TBD

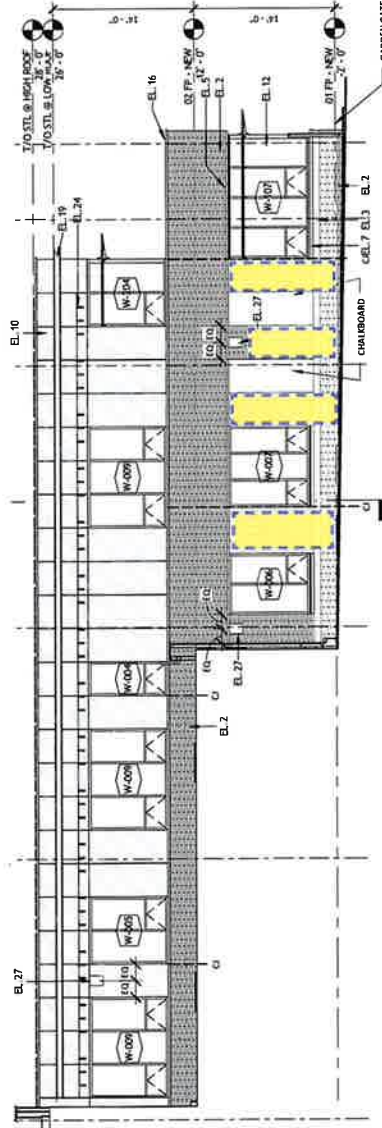
**Description:**  
The Early Childhood Commons Courtyard is a play area that also transitions from the interior commons spaces to exterior spaces such as the green roof, bioswale, and neighborhood. This piece should directly relate to the design of the adjacent fence panels and be mindful of children playing nearby (or on) the piece.



Early Childhood Commons Courtyard Plan



Early Childhood Commons Courtyard Rendering



Early Childhood Commons Courtyard Elevation (Looking East-Opposite Side Similar)

# 3

## Play Area Installations

The three areas for this item are related by their adjacency to the play areas throughout the school site. The design should be cohesive across all the areas.

### 3C

Type: 2 1/2D  
Media: TBD

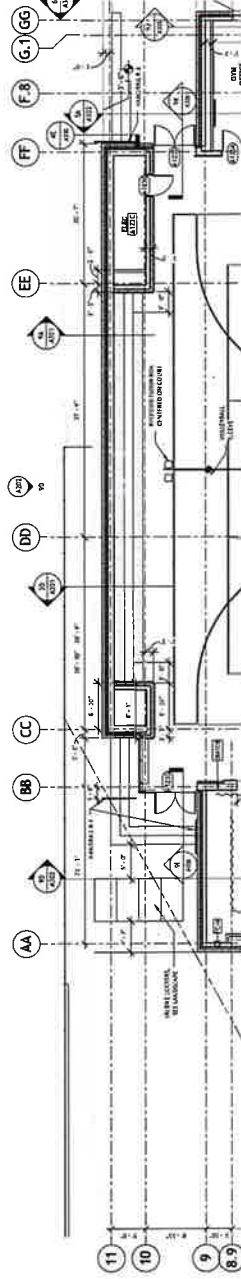
#### Description:

The main playground for the school is to the north of the new addition and next to a neighborhood park and sports field. This piece should relate to the fence design around the play areas at the front of the school as well. This piece should also be mindful of children playing nearby.

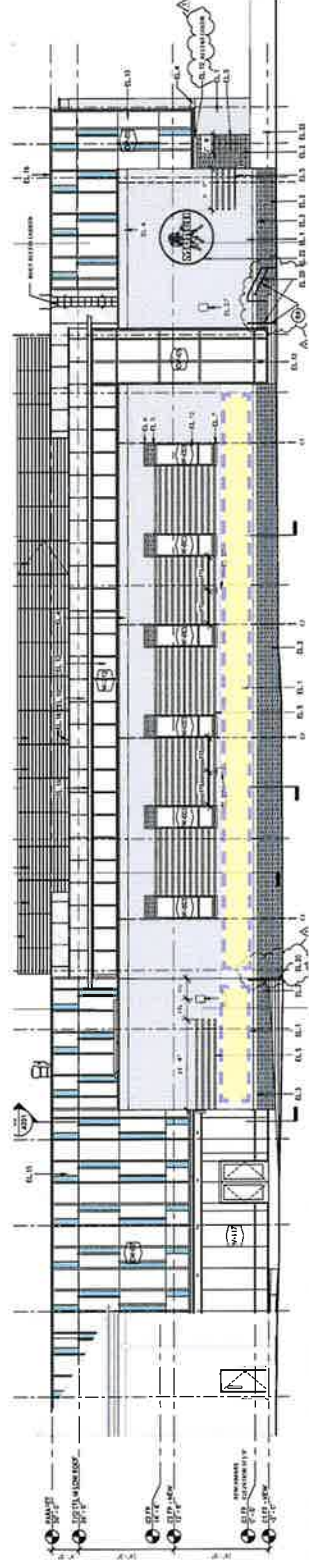
Area: Approximately 6'-0" band above recessed brick band along gym wall



Rendering of North Facade of Gymnasium



Plan of North Facade of Gymnasium



North Facade Elevation of Gymnasium

# 5

## Corridor Installations

Type: 2D

Media: TBD

**Description:**  
Opportunities exist throughout the historic and new building corridors for 2-dimensional work relating to the school's history, the community, and adjacent gathering areas such as the media center, gym, or breakout common spaces

5A - 1st Floor Corridor (Hall of Flags)

5B - Entrance to Gym

5C - 2nd Floor Corridor



Corridor Rendering

# 5

## Corridor Installations.

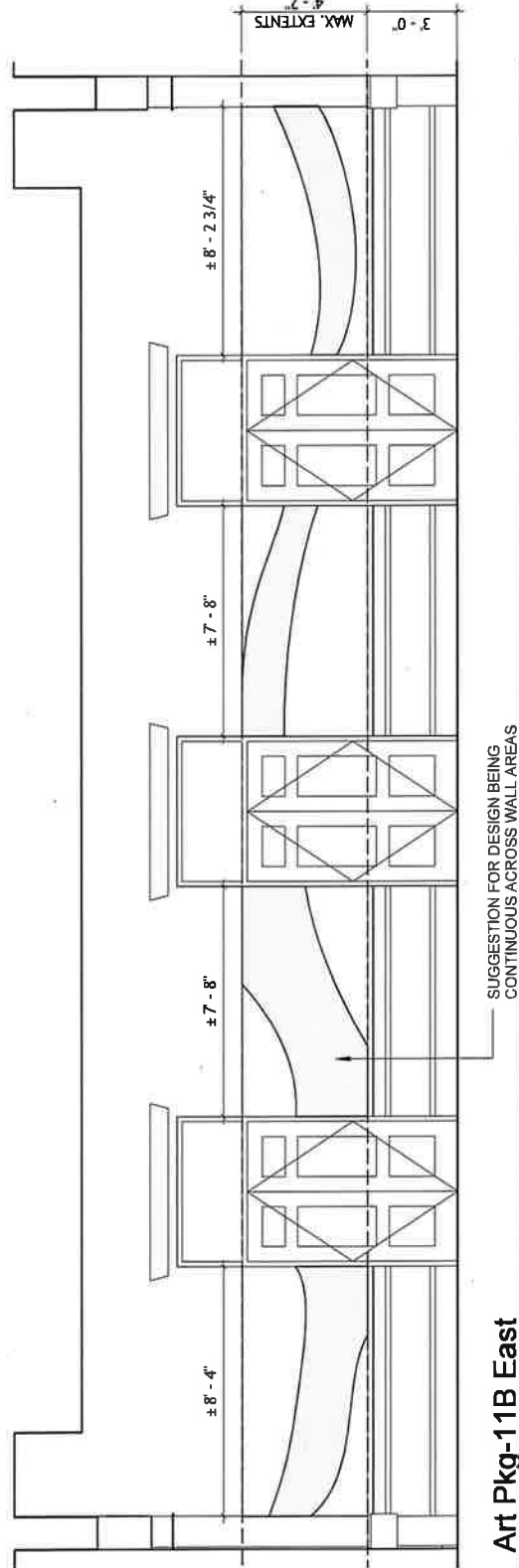
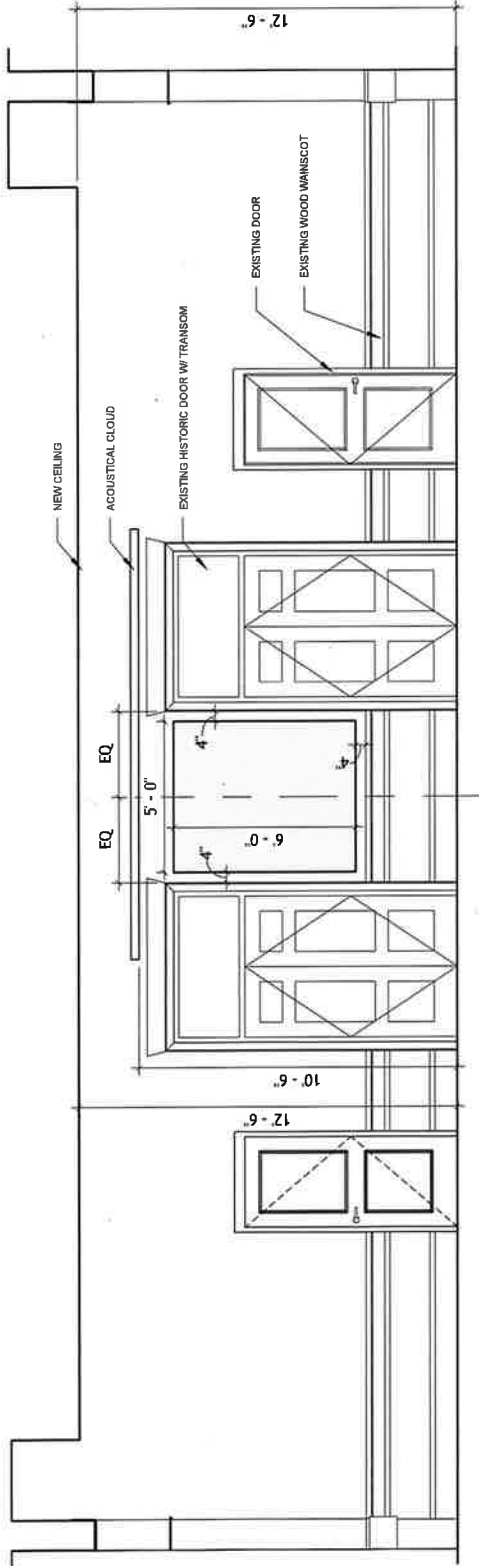
**5A**

**Type:** 2D

**Media:** TBD

**Description:**

This installation envisions work on both sides of the 1st floor corridor ("Hall of Flags") located in the historic building. One piece is located on the west wall of the corridor between the restored historic doors to the new Media Center.



Art Pkg-11B East

**Corridor Rendering**

R.McGhee & Associates in association with Hord Coplan Macht

# 5

## Corridor Installations.

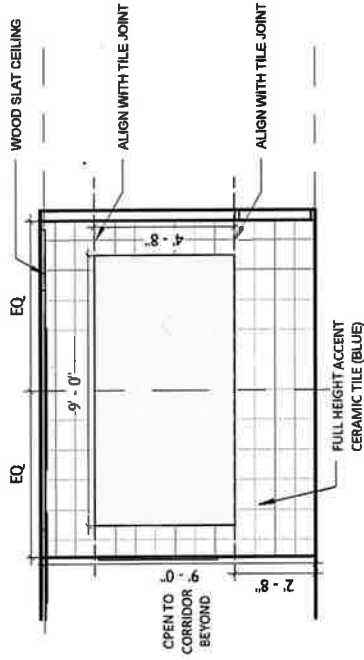
5B

Type: 2D

Media: TBD

**Description:**

This installation is just outside the main interior entrance to the new gymnasium. Appropriate themes for this work would include sports, the school's mascot (Mustangs), and teamwork.



**Corridor Installations.**

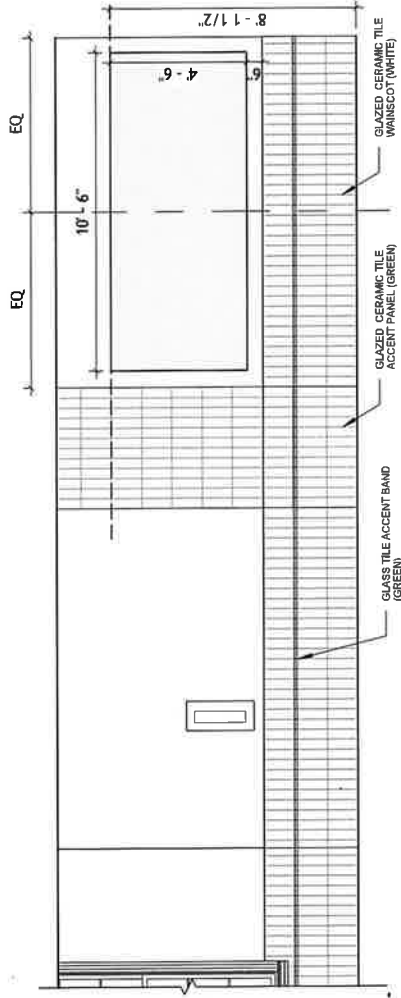
**5C**

Type: 2D

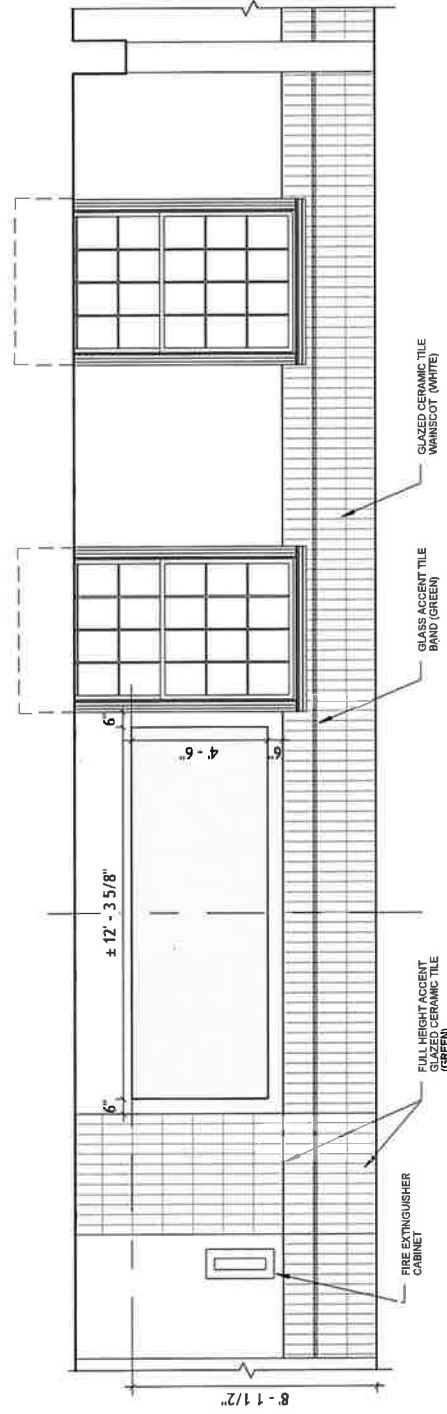
Media: TBD

**Description:**

These installations bracket the ends of the 2nd floor central corridor in the historic building that connects the north and south wings. The north end location is directly across the corridor from one of the Commons breakout spaces that are located throughout the school. These locations provide an excellent opportunity for more pieces that could directly engage the students.



**2nd Floor Center Corridor Elevation - South End (Looking East)**



**2nd Floor Center Corridor Elevation - North End (Looking East)**

R. McGhee & Associates in association with Hord Coplan Macht