



Marie H. Reed Community Learning Center 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 Marie H. Reed Community Learning Center (which encompasses an elementary school, recreation center and health center on one campus), located 2201 18th Street N.W., Washington, D.C. 20009 in the Ward 1. The Artists shall develop a new original permanent work of art made specifically for the site.

Plan #	Location	Type	Dimensions	Theme	Restrictions	Budget
1	DPR Plaza	Exterior Sculpture	Site: 40' x 16'	Relate to the site or history of place in a meaningful way	Open	\$50,000.00
2	Pool	Mosaic	Design for mosaic: 51'6" w x 5' h - 8 bays @ 6" w x 5' h Design for West Wall of Pool Lobby: 6'6" w x 6" 6" h	Water; swimming	DC Only	\$45,000.00
3 a b c	Pool Lobby Mural; Cafeteria and Corridor walls on 2nd, 3rd and 4th floors	GRAPHIC DESIGN ONLY: A graphic design translated into vinyl for installation on glass, drywall or hard surface	Pool Lobby: 6'6" w x 6" 6" h; Cafeteria: 31' - 5 1/4" w x 8' h; Corridors: Various dimensions. See package.	Pool: Water; swimming; community; Cafeteria: Gathering around food or diversity through food, highlighting nutrition; Corridors: Community gathering, highlighting the different ways people gather around the world (i.e. plazas, bazaars, protest/rally, festivals, DC specific gatherings)	DC Only	\$10,000.00
4	DPR Entrance	Suspended from finished ceiling of 4" wood planks - cable to hang from beam above and through the planks	Site: 12' x 14'6", 9' h	Community and multiculturalism	Open	\$40,000.00
5	School Entrance	Suspended from exposed beams	Site: 17' x 14' x 13'6" h or 36' x 14' x 4' tall	Community and multiculturalism	Open	\$40,000.00
6	Welcome Center Corridor	Two Dimensional	Site: 5' 2" h x 22' 2 5/8" w	Global Citizen	Open	\$22,500.00
7	4th Floor	Three Dimensional kinetic artwork	2' x 2' x 10'	The intersection of art, science and sustainability	Open	\$22,500.00
8	Sculpture Garden	6 three-dimensional exterior sculptures from different artists	Each sculpture will be mounted upon a 4' x 4' concrete pad; installation should be simple drill, bolt and silicone	Relate to the community or history of Adams Morgan in a meaningful way	Washington Sculptors Group	\$2000 each
						\$230,000.00

There are two (2) selection processes:

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

APPLICATION DEADLINE: By 1/17/17

SEMI-FINALISTS ANNOUNCED: By 1/20/17

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

SITE SPECIFIC DESIGN PROPOSAL DEADLINE: By 2/20/17

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

Marie H. Reed Community Learning Center:

- **School:** <http://www.greatschools.org/washington-dc/washington/26-Marie-Reed-Elementary-School/>
- **Health Care Center:** <https://www.communityofhopedc.org/healthcare/marie-reed-health-center>
- **Recreation Center:** <http://dpr.dc.gov/release/marie-reed-aquatic-facility-temporarily-closed>

Architect's Art Package for Marie H. Reed Community Learning Center: *See Attachment B.*

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 to you prior to your 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.

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 7 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:

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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

Project Timeline	
Call/RFQ Released:	By 11/30/2016
Question submission deadline	By 12/9/2016
Responses to questions issued	By 12/12/2016
Submission Deadline for RFQ:	By 1/17/2017
First Round Panel Review	By 1/20/2017
Semi-finalists Notified and Announced:	By 1/23/2017
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.	By 1/27/2017
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 on at least 2 business days prior to the presentation so we know what to expect.	By 2/20/2017
Proposal Presentation:	By 2/23/2017
Reference Checks:	By 3/3/2017
Finalist Announced:	By 3/6/2017
Contract Executed:	By 3/17/2017
Final Design & Fabrication (4 months)	Between 3/18/2017 and 7/15/2017
Installation Complete deadline:	By 7/30/2017
NOTE DGS has to turn the school over to the teachers to allow them time to move in by 8/15/2017 – ideally we would like to have the artwork installed in between the time construction is completed and right before teachers return to provide for a dust free environment.	

RFQ **EMAIL** 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
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.

3. **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 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**

Marie Reed Community Learning Center 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 #4 #5 #6 #7 #8

IMAGE IDENTIFICATION LIST

Title	Materials	Dimensions	Year/Location	Budget/Price
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Title	Materials	Dimensions	Year/Location	Budget/Price
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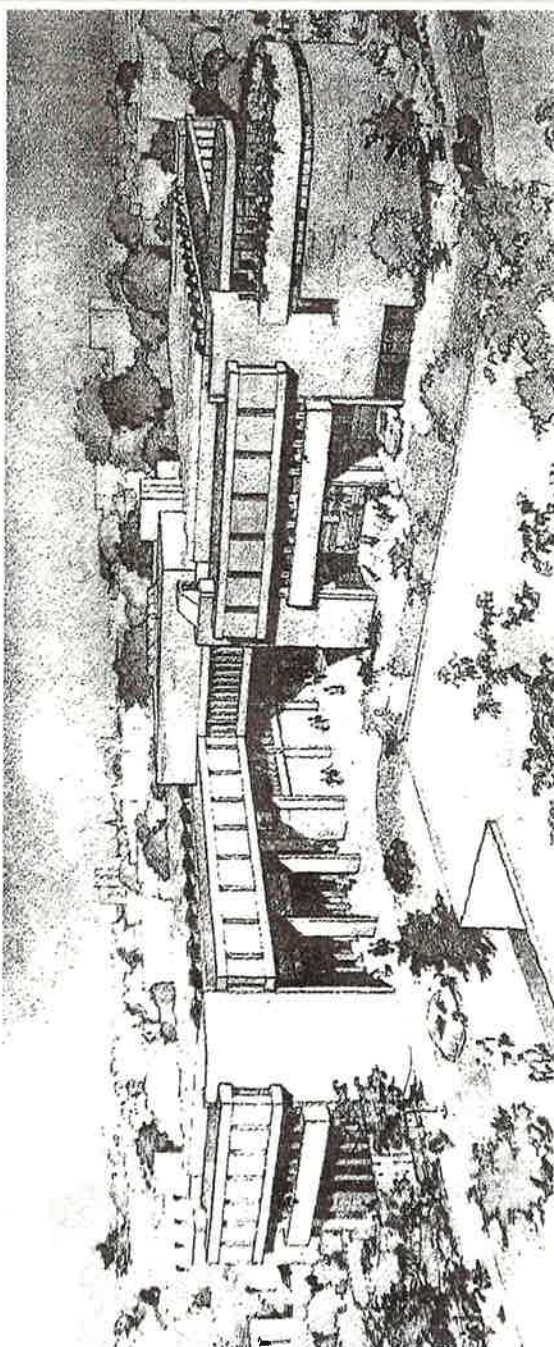
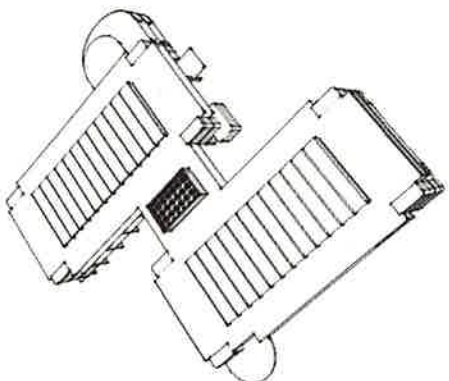
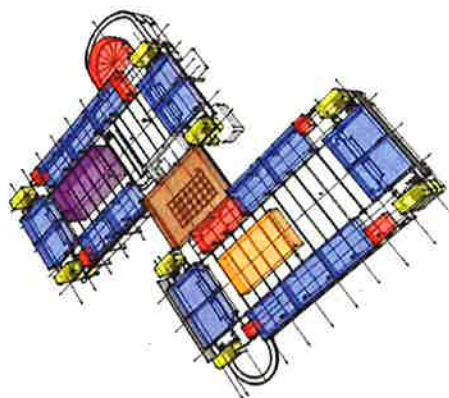
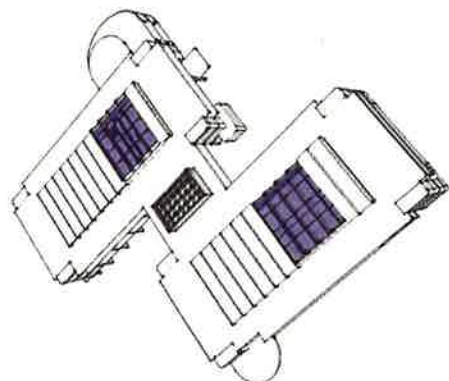
**Attachment B:
Art Locations for Marie Reed Community Learning Center**

See Architect's Art Package

PUBLIC ART INITIATIVE:
CONCEPT PROPOSAL
MARIE H. REED COMMUNITY
LEARNING CENTER

2201 18TH STREET NW,
WASHINGTON, D.C. 20009

28 NOVEMBER 2016



Public Arts Initiative: Background Information

HISTORY

Historical Context

By the 1960s, the Morgan School, which dated back to 1902, was showing signs of wear and tear. In 1967, civil strife and riots rocked the nation, prompting the adoption of federal initiatives to revitalize and strengthen the impacted communities.

In 1972, plans for a new school to replace the Morgan School were developed and embraced by the Adams Morgan Community. This new school was envisioned as a stronghold in the neighborhood and function as a center for learning and community activity. The Washington firm of Fry and Welch was hired to design the new school. Construction began in 1972, and by 1977, the Marie H. Reed Community Center opened its doors to serve the community.

The building has two wings on either side of Champlain, connected with an overhead bridge across Champlain. It houses an elementary school, a health clinic, a daycare and a swimming pool. The building and its associated site occupies several city lots, and even extends into historic Happy Hollow Park to the north.

Happy Hollow Park has been in existence since the early 1900s, and has grown in size over time through various land transactions. In 1920, the park doubled in size when then Secretary of War Newton D. Baker granted permission to the District Commissioners to use the land surrounding the nearby pumping station. In the 1930s an exterior children's pool was added to the north of the pumping station.

The design of the school portion of the Marie H. Reed building reflected progressive educational ideologies of the sixties and seventies. Informal, flexible teaching models, championed by John Holt and Paul Goodman, were popular at the time. As a result, the second floor of the building, where a majority of the classrooms are located were designed without permanent walls. Each wing of the building is essentially one big room. Temporary, moveable partitions were part of the original design to divide the room if needed.

Designed in what architectural historians would call the Brutalist style, the building is marked by heavy concrete belt courses, and tall, narrow slit windows. The exterior is clad with masonry, reinforcing the structure's visual heaviness. Barrel vaults crown each of the wings and function as clerestory windows to allow light into the classroom spaces.

The community center was named after Bishop Marie H. Reed (1915-1969). She was an active member of the community, serving as the first chairman of the Morgan Community School Board in 1967, a member of the Adams Morgan Planning Council, and the Vice Chairman for the Adams Morgan Community Council. Bishop Reed attended Armstrong and Carondeau High School, Howard University and completed her ministry studies at Saint Ann's Spiritual School in Baltimore.

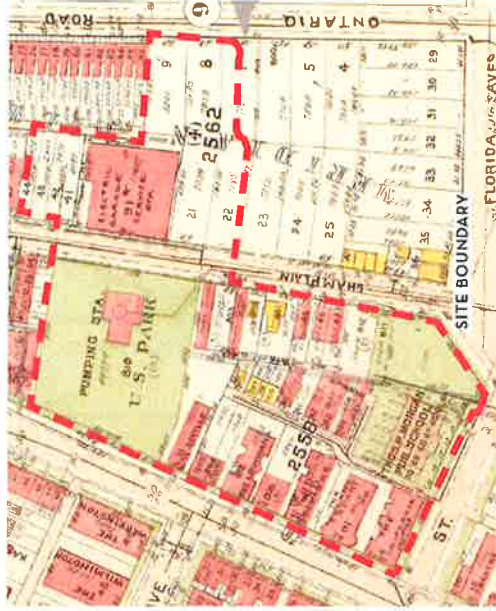
Bishop Reed was an exemplary leader of the community, uniting disparate parts of the community. The Marie H. Reed community is a symbol of the integrated, collaborative spirit of the Adams Morgan neighborhood and remains, to this day, a central, important destination.



Morgan School, 1930s



Marie H. Reed community center



Neighborhood Map, 1960s



Pumping Station

Public Arts Initiative: Background Information

DESIGN NARRATIVE

Site Organization

Located along a steep slope, the elevation change of over 25' across the site is dramatic. We are using these topographic features to create an exciting sequence of spaces, each one leading to the next in a logical order. The elevation changes themselves are elements of the experiential learning experience, incorporating bioretention areas and vertical gardens planted with lush layers of native materials.

The main entrance to the school is clearly visible and well defined by a dominant path to the front doors, lined by bioretention gardens and an alley of trees. Active and passive play areas on either side are all at the same elevation for accessibility and high visibility. At the southern end of these spaces a prominent overlook offers an iconic vista to the Washington Monument. Defensible, secure space for the students is achieved with a fence that clearly defines school zones.

If Adams Morgan has a "Main Street" it is 18th Street. It forms a strong axis that terminates in front of the school where the road bends to the west. At this important node the team has created a signature civic space that continues the strong lines of the corridor and provides a deliberate destination point. Visually contiguous to the school areas, it offers a separate community gathering place that is available for use at all times without compromising school security. On festival days, fence panels can be removed to open the entire top level for a vibrant urban hub.

A prominent path to the Department of Parks and Recreation area departs from the same node as the school entry sequence, and slices across the civic space to the DPR entry on a lower level. The path ascends on a grand staircase to an interim plaza. An accessible route winds through heavily planted vertical gardens, and the tiers are echoed on the other side of the stair with retaining walls that correspond with the rhythm of the building columns. These planted stormwater management measures are just some of the visible teaching tools that surround students and visitors here and throughout the site.

On the east side of the school, the site has been activated with a naturalized play area for the younger children, expanded demonstration gardens, and a clear secondary entrance to the school. The natural topography has been used to provide an edible hillside and a cistern to capture roof run-off for the school gardens.

Elementary School

The top two most levels of Marie H. Reed make up the school program for the facility. The first level houses Pre-K - KG and the level above houses 1st - 5th grade. Upon entry into the school off of 18th Street, guests are greeted at a security area and a guard directs them to their appropriate destination. The passageway directly ahead cuts through the span of the building in the East-West direction and is the internal spine of the school.

Towards the right of the security area is a new addition which provides a circulation stair, legacy gallery, and a corridor that connects to the new cafeteria and kitchen. The entry marks the intersection between these two paths, and because of that, is accentuated with a glass facade that provides ample natural light, visual connectivity to the outdoors, and increased visibility for security. The legacy gallery is an interactive visual display that reflects on Marie H. Reed ES's past, present, and future.

Program off of the internal spine includes a newly renovated welcome center and administrative suite, public restrooms, health clinic, parent resource center, the Pre-K and KG classrooms, two-story grand stair, and music room. At the end of the internal spine, there is an egress door that spills out into the new garden terraces and 5-12 years playground off of Ontario Street. The media center directly overlooks the new grand stair and sits beneath the new skylights on the East wing. The skylights enhance the strong vertical space that OEA is proposing at this area and sit harmoniously within the existing barrel vaults. A series of cascading platforms are located at the foot of the grand stair and provide an opportunity for informal learning, communal gathering, and independent reading.

Following the grand stair to the level above, the perimeter of the East wing is wrapped with core learning spaces that have new walls delineating a separation from the corridor for acoustic integrity. To enhance lighting and outdoor connectivity in the core of the East wing is being infilled with program, such as the media center, computer lab, and teacher support spaces.

Continuing towards the West wing, the bridge which housed the former library will now contain a new performance space beneath the existing skylight. This performance space will have mobile tiered benches that can provide a flexible environment for a variety of activities and class sizes.

In the West wing, the perimeter is wrapped with core learning spaces that have new windows in the facade. The central core of the West wing now has a science lab, food lab, and language labs that can open up into an arts and science commons. Directly above the arts and science commons are new skylights similar to the skylights above the grand stair in the East wing. This new commons space will be used for large activities where several classes will gather at one time. Furthermore, the food lab will need direct access to vegetation and with the new skylights, there is now opportunity to have hydroponic plant beds.

Recreation Center

The Recreation Center is located on the lowest two levels of the building and is operated by the District of Columbia's Department of Parks and Recreation (DPR). A new addition on the western side of the Center will provide a clearly identifiable entrance for and an elevator to the Recreation Center, as well as the educational spaces on the third and fourth levels. Light coming in from the new Western addition will travel through the space into a glass overlook that sits above the swimming pool. This will provide the swimming pool with ample natural Western light.

On the lower level, the existing 6-lane, 25yd pool will remain but it will receive a new tile surface, equipment, and systems. The adjacent support areas, (locker rooms, first aid and offices) will be reconfigured to allow for ADA access.

On the second level, the new addition provides a reception area, additional offices and a separate access point to the gymnasium from the school. The gymnasium remains in its existing location but will now hold a flexible performance space. A 40'x12' retractable stage will fold-up against the west wall when not in use. Telescoping bleacher seating will be placed on the east wall and provide seating for the entire school during assemblies.

The existing multi-purpose room has been expanded and additional public toilet facilities have been located nearby. The school and DPR will share use of the gymnasium. The pool and multi-purpose room will be under DPR control but DCPS will be able to use the spaces when schedules permit.

Community Partners

Marie H. Reed has always had a strong connection with the local community, which is due in part to the work done here by Children's Hospital, United Planning Organization, and the Community of Hope. These three groups provide child, medical, dental and psychological services to the community at large. The community partners' space is located on the second level of the East Wing with direct access to Champlain Street. As proposed, the community partners' space is now completely separated from the school in order to provide increased security, as well as independence for ease of access.

The scope of work for this space includes a new exterior, refinishing the covered plaza, new HVAC and services, and new party walls between the three partners. A shared reception area, conference room, and public toilets are also being included in the work. Each partner will now have their own independent entry along Champlain Street to allow for increased visibility for visitors and a greater presence as their programs have grown over the years. Furthermore, the covered plaza will be wrapped with a tall fence to deter late night vandals and loiterers. The Community of Hope group will have access into this covered plaza to use for staff breaks and perhaps even yoga and meditation programs for patients.



Public Arts Initiative: Background Information

SITE DESIGN PRINCIPLES & PRECEDENT IMAGES

Place

- Project a unique **SENSE OF PLACE AND IDENTITY** to school community and the community at large
- Create a **SENSE OF ARRIVAL** that defines entry
- Provide design elements of **DEFENSIBLE SPACES** on the site
- Provide a **DIVERSITY OF GATHERING PLACES** that supports small and large groups
- Provide spaces for **ALL STUDENT POPULATIONS**, including specials needs

Play

- Provide **MULTI-SENSORY ENVIRONMENTS** that stimulate well being and promote exploration and discovery
- Provide both **ACTIVE PLAY AND RECHARGING** environments in which students can take respite during outdoor time

Landscape

- Provide indigenous, **SUSTAINABLE PLANT SELECTIONS** that accommodate seasonal and temporal change
- Use the vertical changes of the **SITE AS OPPORTUNITIES FOR CREATIVE SOLUTIONS**

Seamlessly integrate sustainable practices and STORM-WATER MANAGEMENT into the design

Learning

- Provide landscape environments which support **OUTDOOR TEACHING AND LEARNING**
- Landscaping should reinforce narratives about natural systems, stewardship, and **CONNECTIVITY WITH NATURE**



Lincoln Center, NYC



Normal, IL

Public Arts Initiative: Background Information

BUILDING DESIGN PRINCIPLES & PRECEDENT IMAGES



- Community**
- Organization of program spaces to support the school's existing culture of collaboration and promote **INTERDISCIPLINARY LEARNING**
 - School to **SUPPORT ENGAGEMENT** by the parents, community, and industry leaders and role models
 - Spaces should be flexible to support both school time and after-school activities, enabling community partners to be **CULTURALLY INTEGRATED** into the school

- Learning**
- Learning environments to cultivate and inspire a passion for **LIFELONG LEARNING** in preparation for the 21st century workplace
 - **FURNISHINGS AND TECHNOLOGY** are carefully considered for various modes of learning
 - Student galleries to provide opportunities to personalize their respective learning communities, fostering a **POSITIVE SCHOOL CULTURE**
 - Manifest the **DUAL LANGUAGE PROGRAM** in the design

- Pride**
- Promote a **SENSE OF IDENTITIES** - Community, Neighborhood, School, Grades, Classes and Student places
 - Display of student work provides an understanding of the standards of exemplary work, and fosters a sense of **PRIDE AND OWNERSHIP**
 - Promote sustainability, a sense of **STEWARDSHIP AND GLOBAL AWARENESS** as a shared value for the community and the school in a manner that reinforces the educational curriculum

- Fitness**
- **FEEDBACK LOOPS** promote educational achievement, physical fitness, and sustainable literacy
 - Through athletics and **KINESTHETIC ACTIVITIES**, the school to support learning and physical fitness

- Creativity**
- The cafeteria and student commons to promote positive social interactions and support **FORMAL AND INFORMAL STUDENT EXPRESSION** through dance, art, spoken word, and music
 - The school should support visual and performing arts - both **TRADITIONAL AND EMERGING MEDIA** - with adequate facilities to create and share art

- Environment**
- Provide a **SAFE AND SECURE** environment that supports the policies and procedures developed by DCPS and the School
 - Provide circulation and adjacencies that foster **DAILY ROUTINES** and sequence of activities
 - Provide **UNIVERSAL DESIGN** throughout
 - Provide **DAYLIGHTING** and visual access to exterior
 - Provide **THERMAL COMFORT**
 - Provide access to **OUTDOOR SPACE**

Public Arts Initiative: Background Information

GREEN DESIGN STRATEGIES - PRELIMINARY

The following list of sustainable design strategies shall be considered during Schematic Design

Sustainable Sites

- Use NATIVE PLANTS
- GREEN ROOF
- Innovative and INTEGRATED STORM WATER management best practices
- Underground CISTERN or storage system
- GARDEN
- LIVING vertical wall

Water Efficiency

- LOW FLOW fixtures

Energy & Atmosphere

- Employ PHOTO-VOLTAIC panels
- Purchase power generated from RENEWABLE RESOURCES (sun, wind)
- Provide IMMEDIATE FEEDBACK on energy use to facilitate student monitoring and learning
- Employ a WASTE WATER source heat pump system
- Employ SOLAR THERMAL panels for hot water

Material & Resources

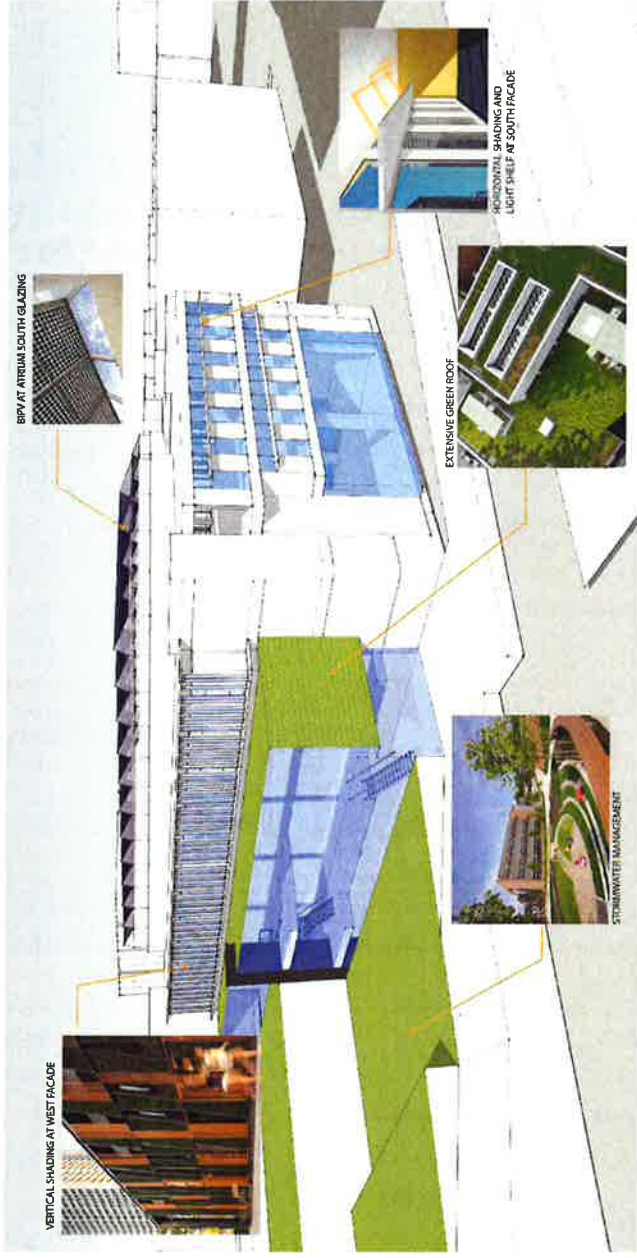
- Use of LOCAL MATERIALS where ever possible
- Use of material containing RECYCLED CONTENT wherever possible

Indoor Environmental Quality

- Use of shading devices on west facade to MINIMIZE GLARE and solar gain.
- Use of LIGHT SHELVES to bounce light further into spaces
- Use of SKYLIGHTS to increase daylight in spaces

Innovation in Design

- ALTERNATIVE POOL WATER TREATMENT system (bromine)



Sustainable Strategies Diagram

Public Arts Initiative: Background Information

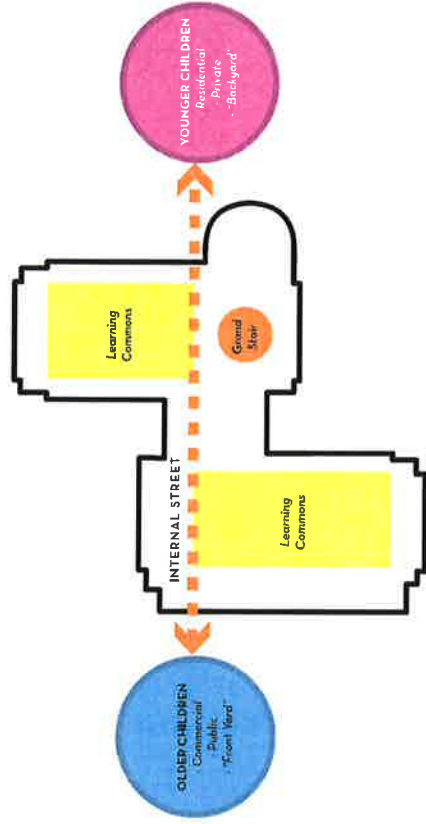
PROPOSED SITE PLAN / CIRCULATION DIAGRAMS

Site Circulation

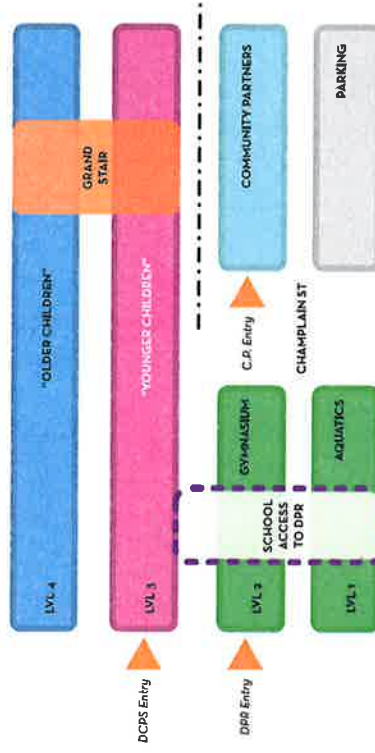


- ▶ DCPS Entrance
- ▶ DPR Entrance
- ▶ Community Partner Entrance
- ▶ Parking Entrance

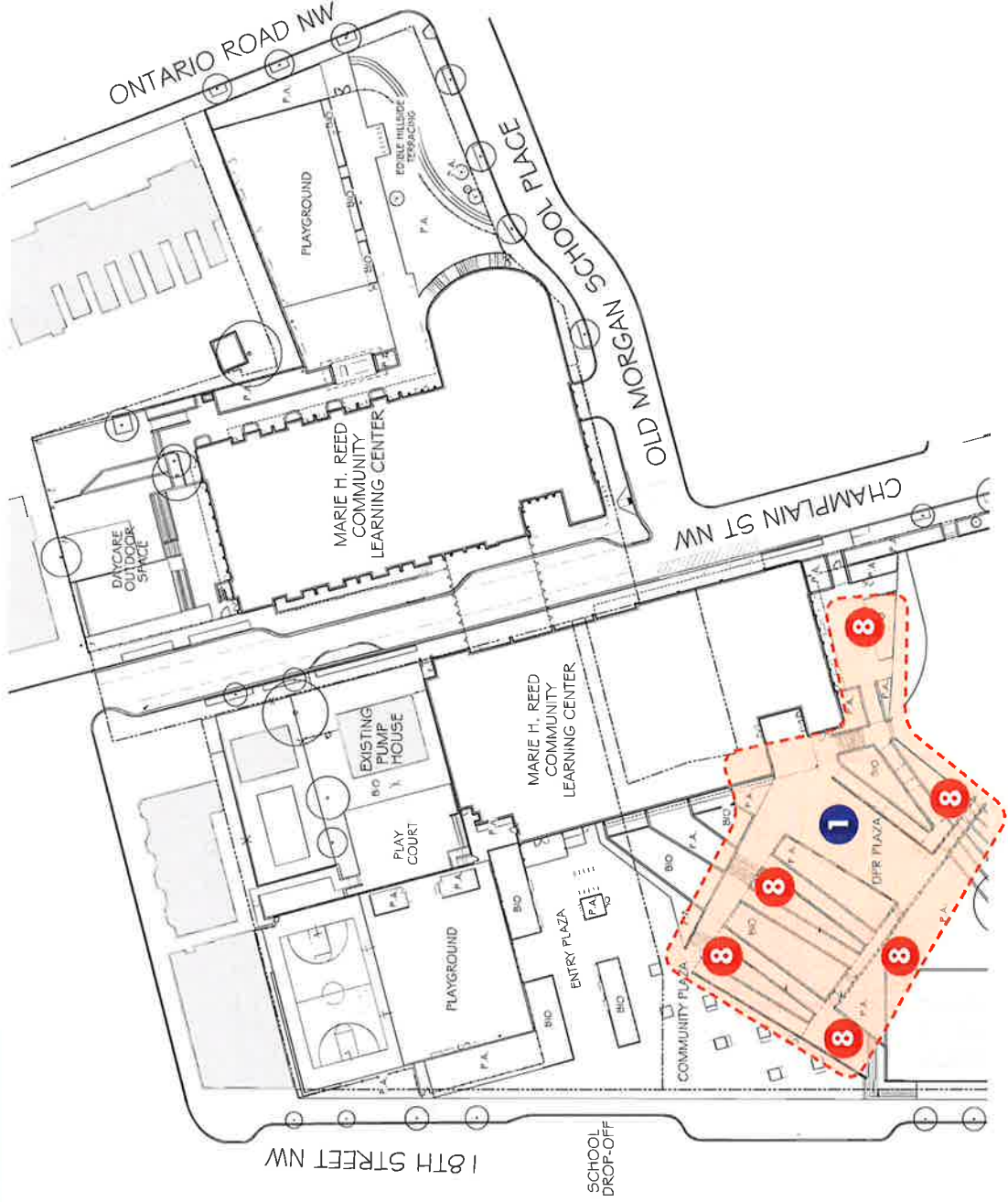
Horizontal Building Circulation



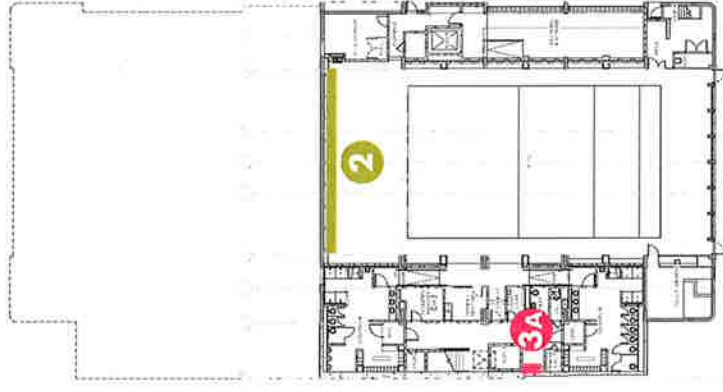
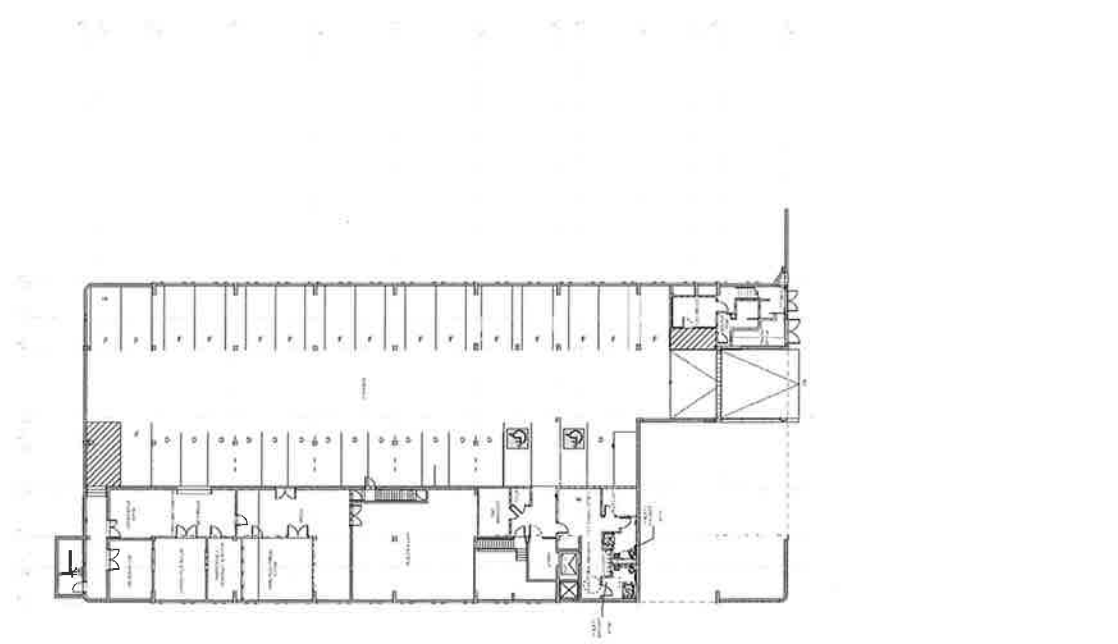
Vertical Building Circulation



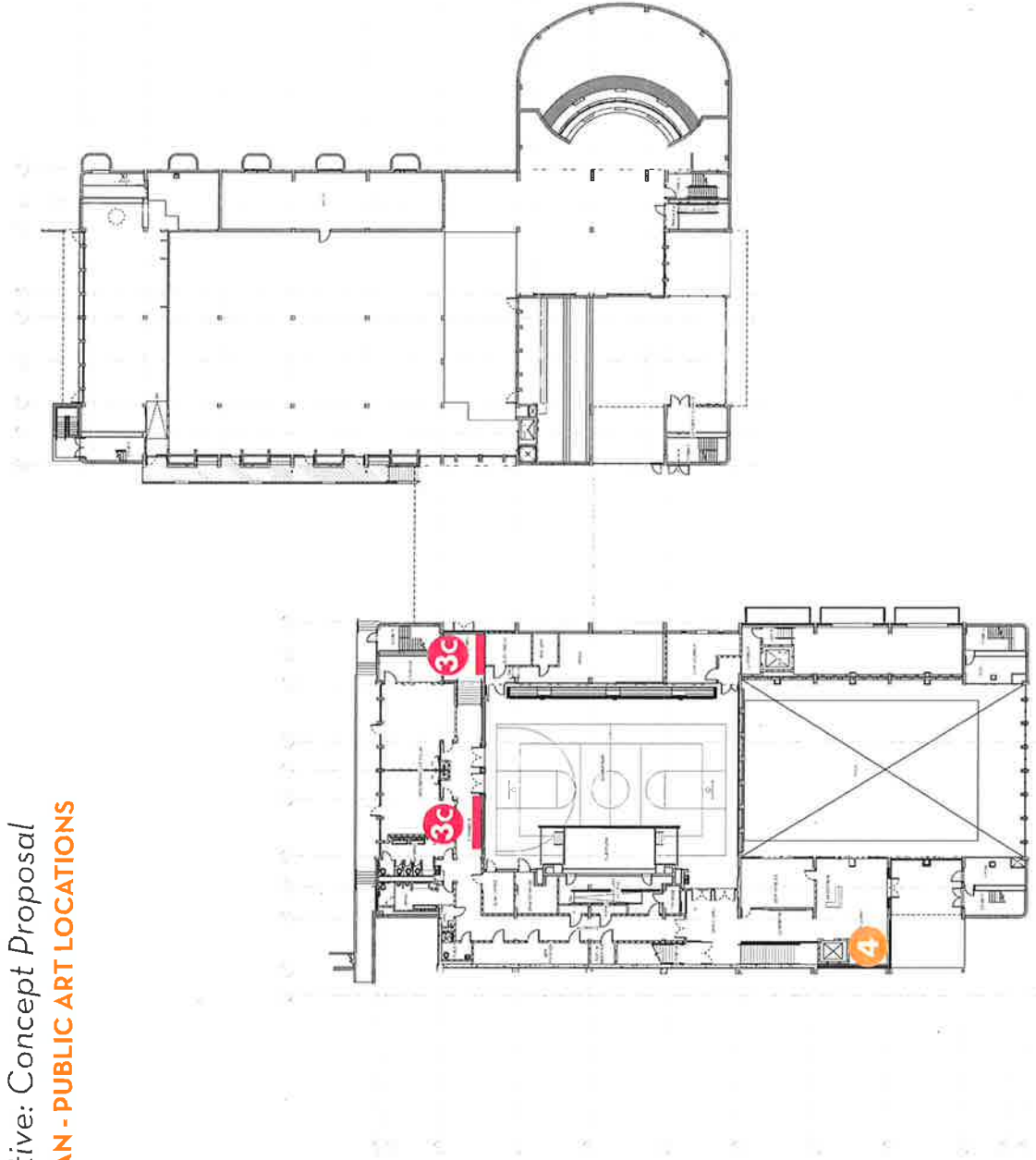
Public Arts Initiative: Concept Proposal
SITE PLAN - PUBLIC ART LOCATIONS



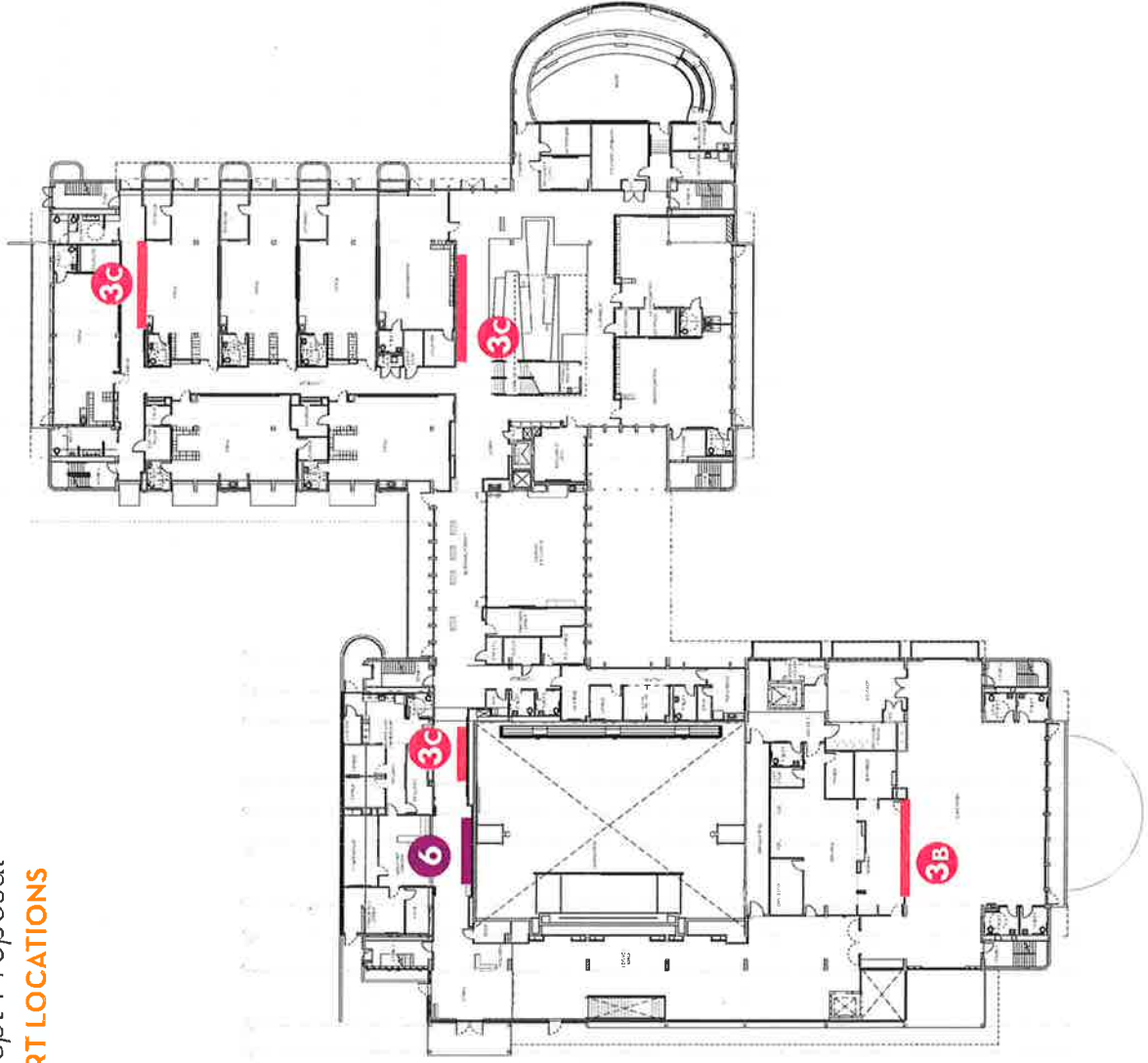
Public Arts Initiative: Concept Proposal
FIRST FLOOR PLAN - PUBLIC ART LOCATIONS



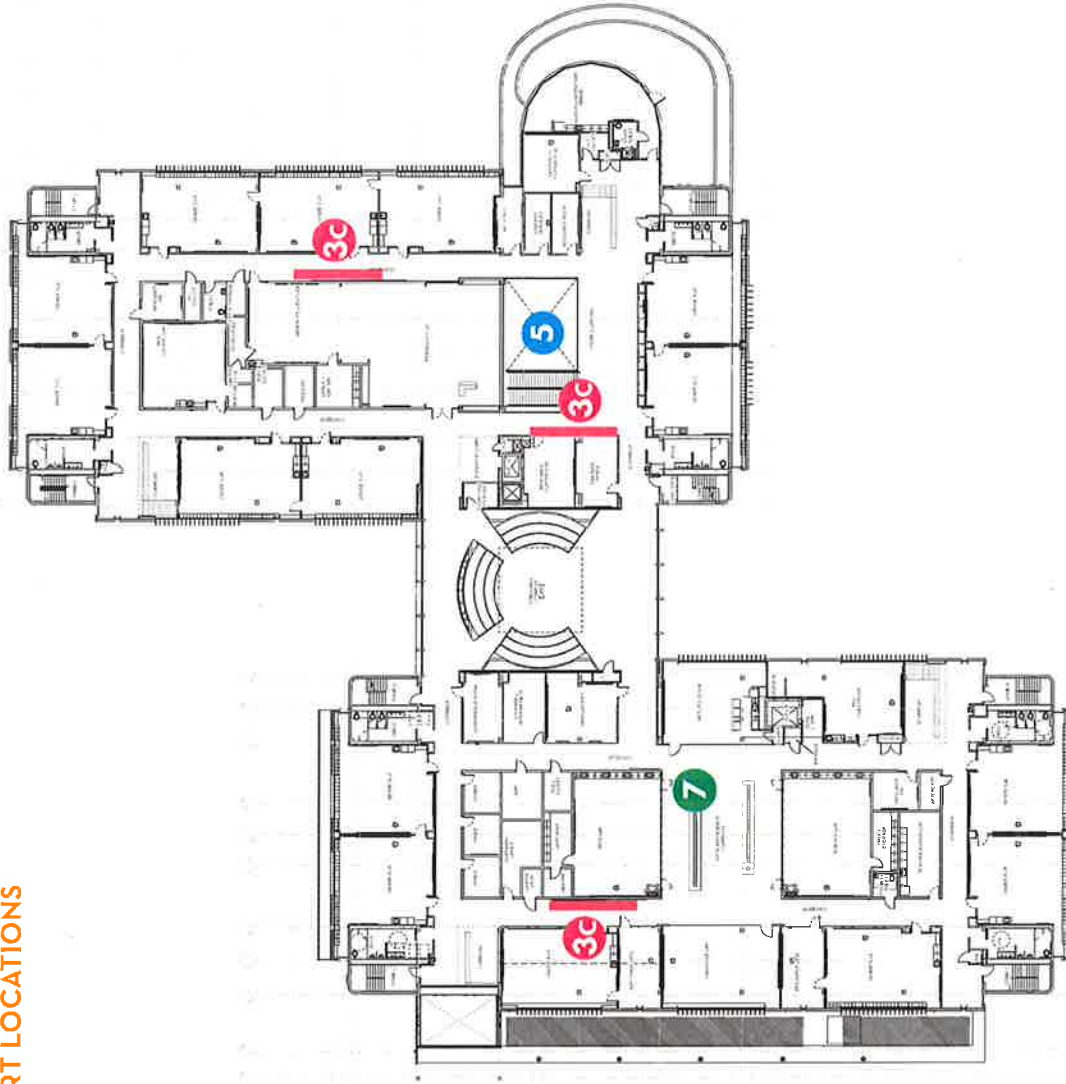
Public Arts Initiative: Concept Proposal
SECOND FLOOR PLAN - PUBLIC ART LOCATIONS



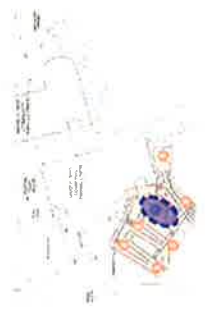
Public Arts Initiative: Concept Proposal
THIRD FLOOR PLAN - PUBLIC ART LOCATIONS



Public Arts Initiative: Concept Proposal
FORTH FLOOR PLAN - PUBLIC ART LOCATIONS

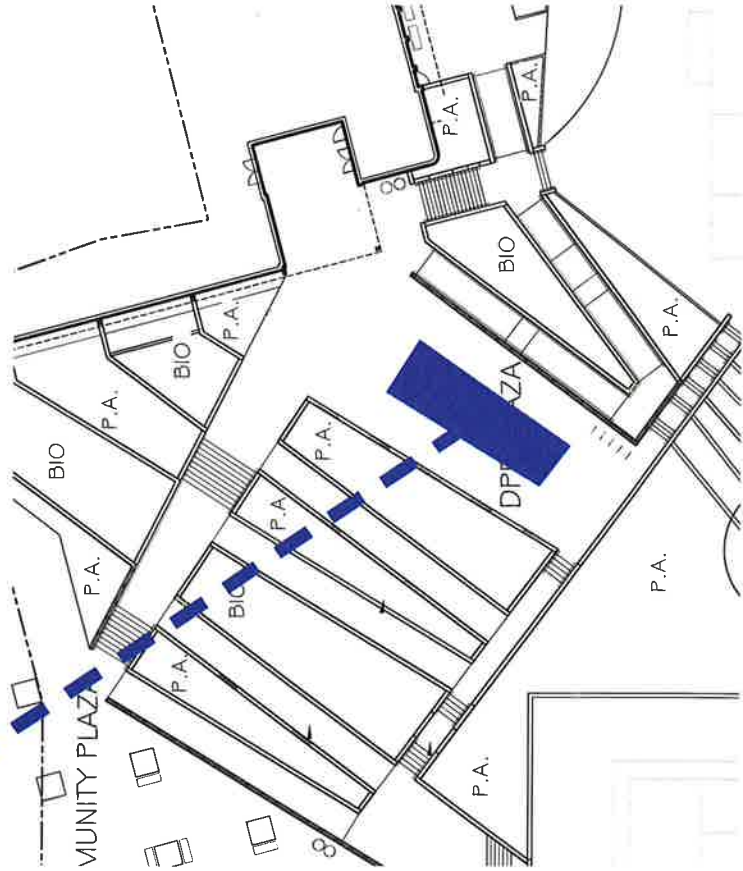


Public Arts Initiative: Concept Proposal
PUBLIC ART THEME & INSPIRATION

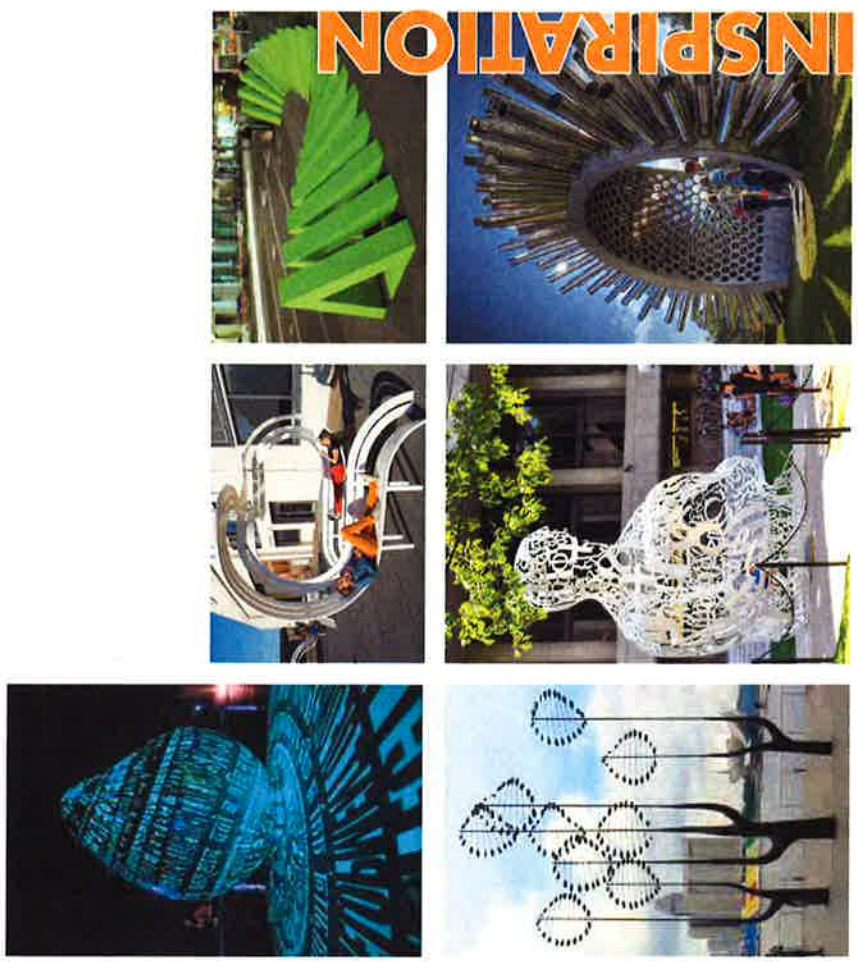


INTERACTIVE SCULPTURE

LOCATION: DPR Plaza
THEME: Relate to the site or history of place in a meaningful way. Interacts with humans or the environment.
MEDIUM: TBD by artist & approved by owner, exterior application
DIMENSIONS (MAXIMUM): 40'-0" X 16'-0" foot print



LOCATION



INSPIRATION

Public Arts Initiative: Concept Proposal

PUBLIC ART THEME & INSPIRATION



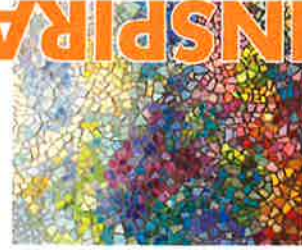
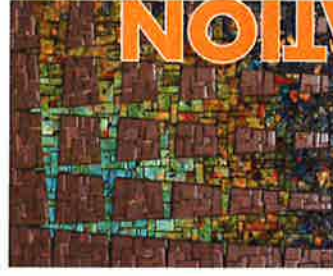
WATER / SWIMMING MOSAIC

LOCATION(S): North Wall of the Pool

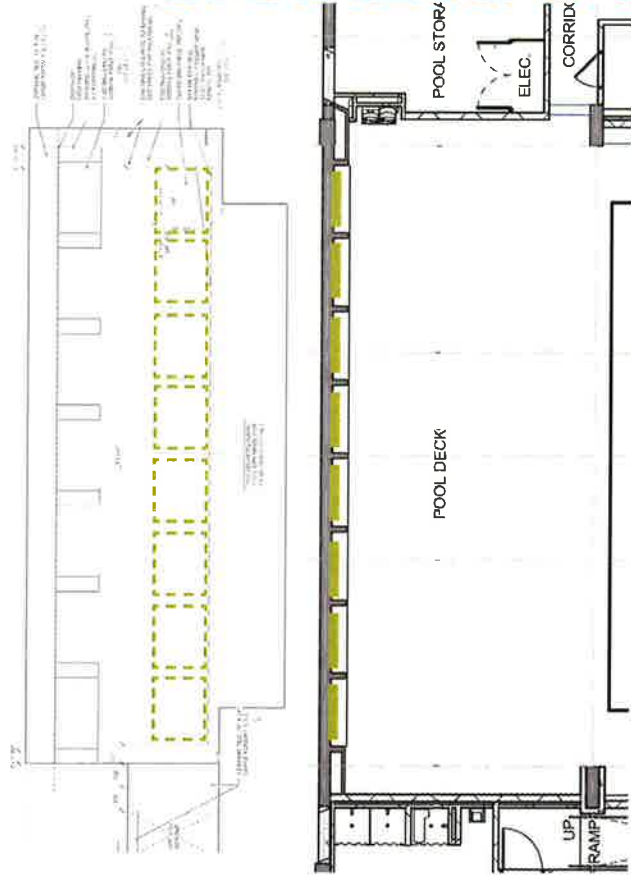
THEME: Water or swimming

MEDIUM: Mosaic

DIMENSIONS: 51'-6" wide X 5'-0" tall total, 8 bays @ 6'-0" wide x 5'-0" tall (verify all dimensions in field)



LOCATIONS



Public Arts Initiative: Concept Proposal

PUBLIC ART THEME & INSPIRATION



MACRO-SCALE GATHERING MURALS - Gathering around Swimming

LOCATION(s): West Wall of Pool Lobby, South of the Elevator

THEME: Community gathering around water or swimming

MEDIUM: Digital color photograph*

DIMENSIONS: 5'-6" wide X 5'-0" tall

*Installation medium is to be a collaboration with architect to insure durability and longevity of artwork due to mounting location.

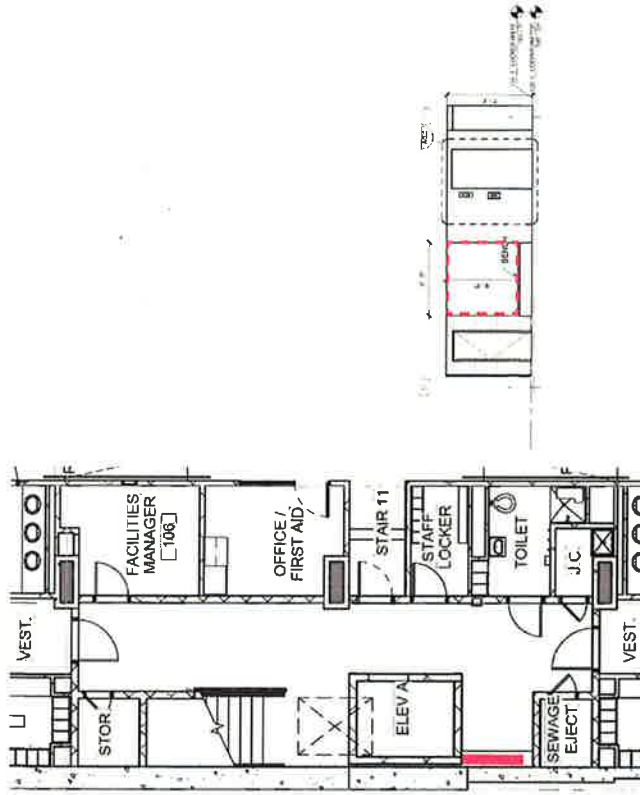
**The resolution of the digital image must be large enough to print full size image covering the dimensions shown at a minimum of 150 dpi.



SIMILAR APPLICATION OF DIGITAL PHOTO IN CORRIDORS



LOCATIONS

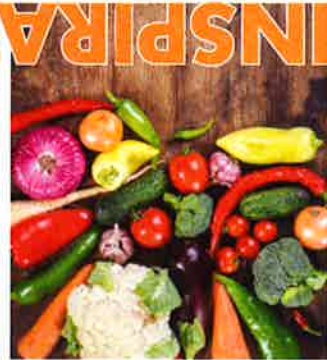
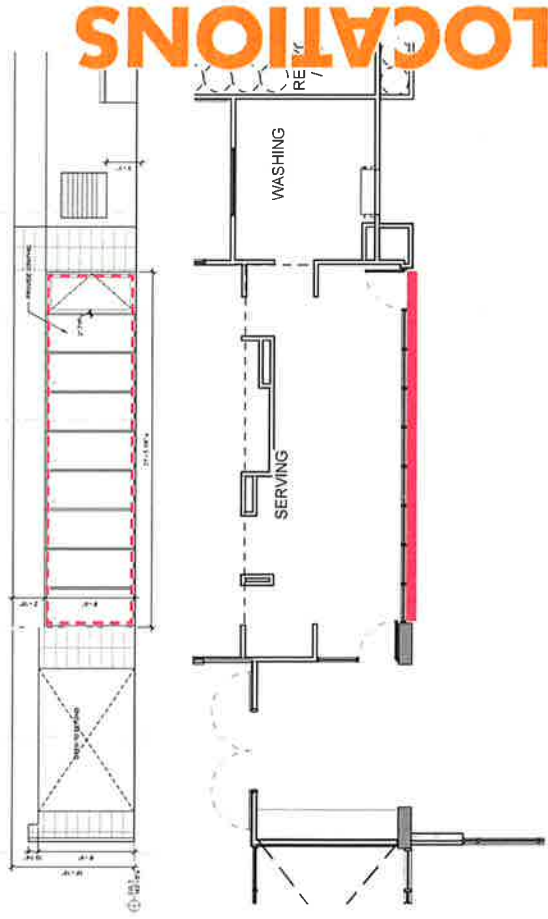


Public Arts Initiative: Concept Proposal

PUBLIC ART THEME & INSPIRATION



MACRO-SCALE GATHERING MURALS - Gathering of / around Food
LOCATION: Glass of storefront wall between Serving Area and Cafeteria
THEME: Gathering around food or diversity through food, highlighting nutrition
MEDIUM: Digital Color Photograph printed on adhesive transparent film
DIMENSIONS: 31' - 5 1/4" (VIF) wide x 8' - 0" tall (dimensions include 2" mullions and the aluminum door panel, digital image will only be on the glass)
 *Installation medium is to be a collaboration with architect to insure durability and longevity of artwork due to mounting location.
 **The resolution of the digital image must be large enough to print full size image covering the dimensions shown at a minimum of 150 dpi.



SIMILAR APPLICATION OF DIGITAL PHOTO TO STOREFRONT GLASS

Public Arts Initiative: Concept Proposal

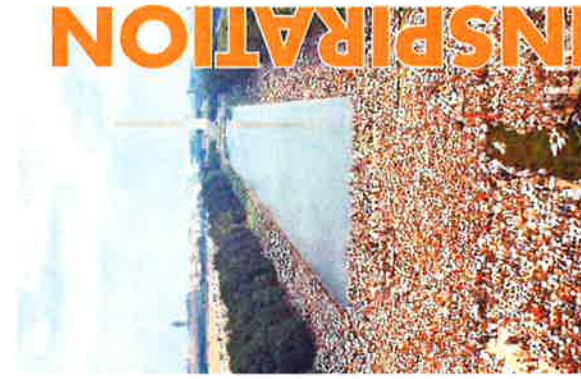
PUBLIC ART THEME & INSPIRATION



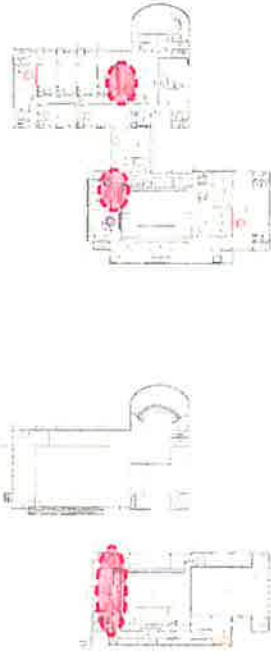
MACRO-SCALE GATHERING MURALS - Multicultural Gathering
LOCATION: 8 locations on 2nd, 3rd & 4th floor corridor walls. See plans on following page
THEME: Community gathering, highlighting the different ways people gather around the world (i.e. - Plazas, Bazaars, Protest/Rally, Festivals, DC specific gathering)
MEDIUM: Durable and graffiti resistant material. Graphic print or photograph wrapped around 1"-2" deep durable substrate
DIMENSIONS: Varies, see elevations on following page



SIMILAR APPLICATION OF DIGITAL PHOTO IN CORRIDORS



Public Arts Initiative: Concept Proposal
PUBLIC ART THEME & INSPIRATION

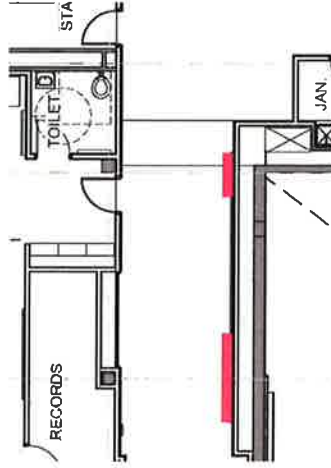
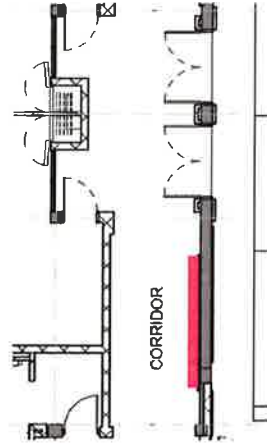
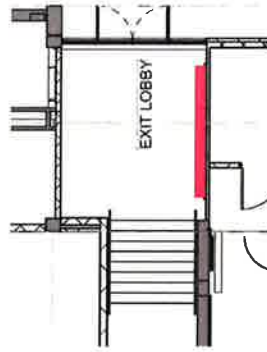
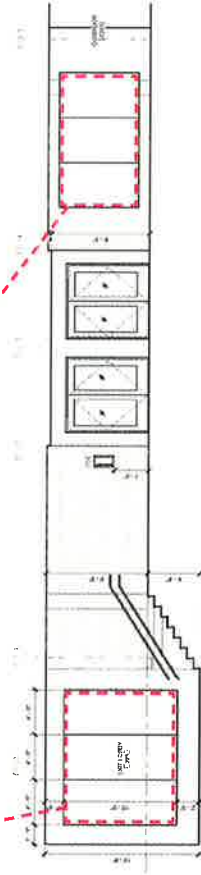


LOCATION: South Wall of the 2nd Floor Exit Lobby
DIMENSIONS: 12' - 0" wide x 10' - 0" tall

LOCATION: South Wall of 2nd Floor Corridor C203, just north of the Gym
DIMENSIONS: 12' - 0" wide x 8' - 0" tall

LOCATION: South Wall of 3rd Floor Internal Street, just north of the Gym
DIMENSIONS: 12' - 0" wide x 8' - 0" tall in total, artwork is divided by 12' - 0" of tackboard

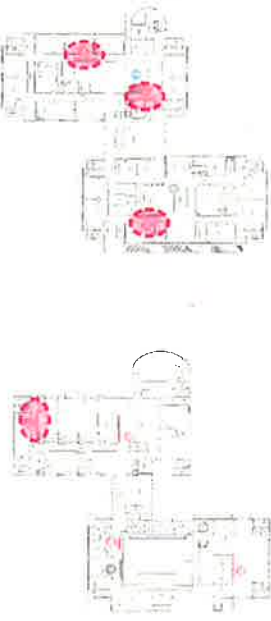
LOCATION: North Wall of 3rd Floor Internal Street, just north of the Early Childhood Plaza
DIMENSIONS: 12' - 0" wide x 8' - 0" tall in total, artwork is divided by 16' - 0" of marker board



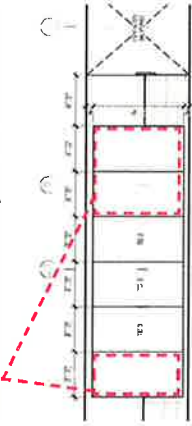
LOCATIONS



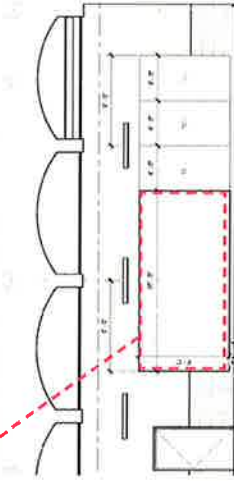
Public Arts Initiative: Concept Proposal
PUBLIC ART THEME & INSPIRATION



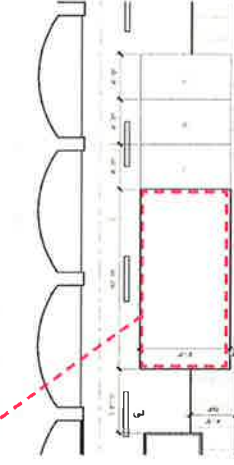
LOCATION: South wall of the 3rd floor Corridor C308 (Northern most east-west corridor in the East Wing)
DIMENSIONS: 12' - 0" wide x 8' - 0" tall in total, artwork is divided by 12' - 0" of tackboard



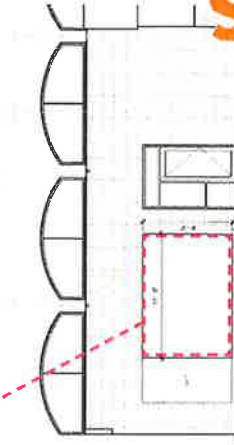
LOCATION: East wall of 4th floor Corridor C404, just north west of the Arts and Science Commons
DIMENSIONS: 16' - 0" wide x 8' - 0" tall



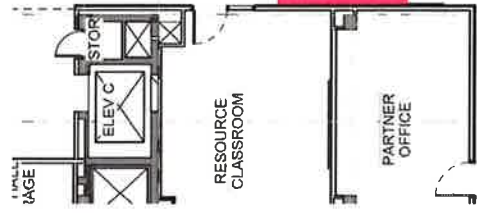
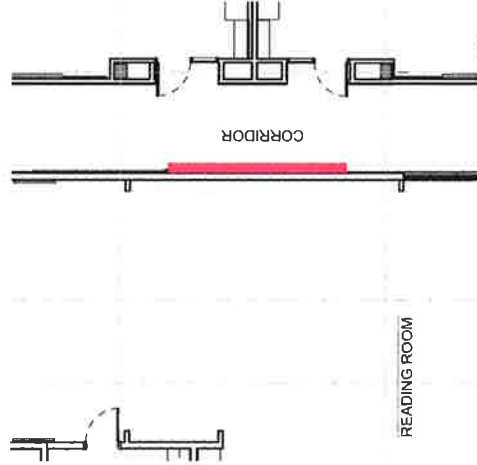
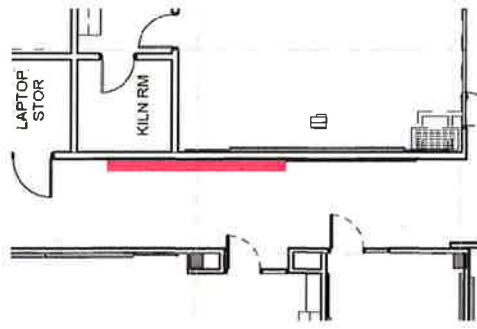
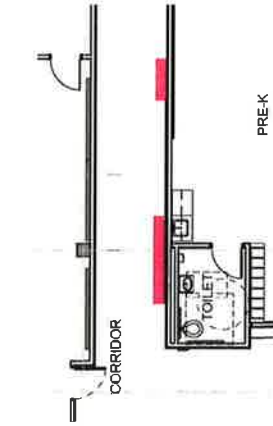
LOCATION: West wall of 4th floor Corridor C407, just east of the Media Center
DIMENSIONS: 16' - 0" wide x 8' - 0" tall



LOCATION: West wall of 4th floor Corridor C405, just west of the Grand Stair
DIMENSIONS: 11' - 0" wide x 8' - 0" tall



LOCATIONS



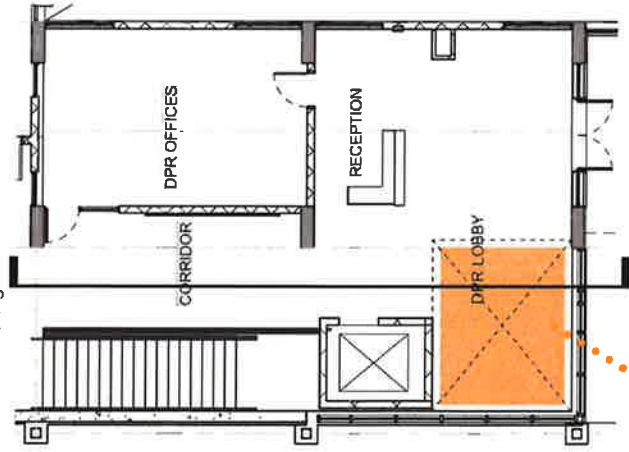
Public Arts Initiative: Concept Proposal

PUBLIC ART THEME & INSPIRATION

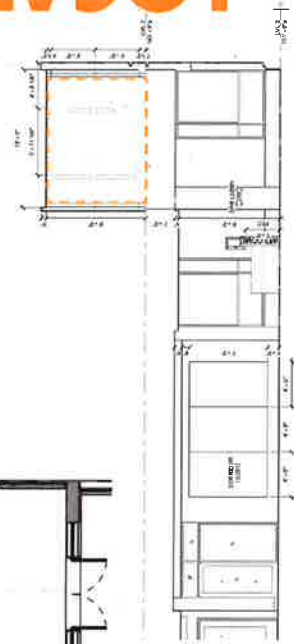
4

DPR HANGING SCULPTURE

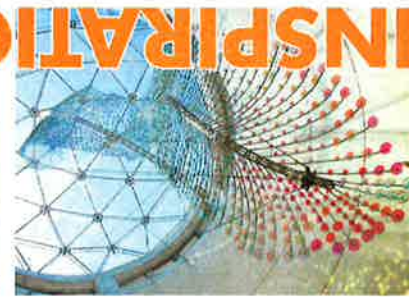
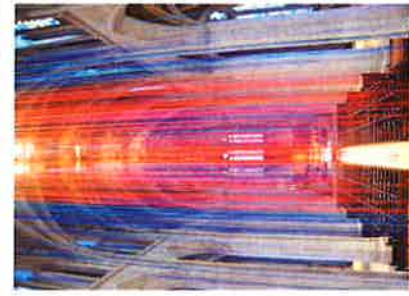
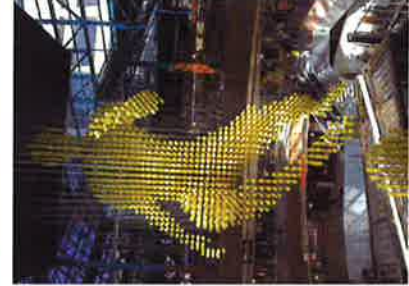
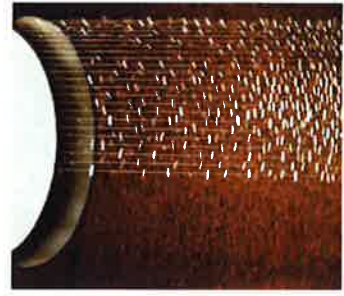
LOCATION: 2-story ceiling of DPR Lobby, East and South Walls are floor to ceiling curtain wall
THEME: Community, Multiculturalism, & Play, with a playful use of natural light and colors.
MEDIUM: TBD by artist and approved by owner. Material must be light and hang solely from the structural beams above. **MAXIMUM WEIGHT** of 300 lbs..
DIMENSIONS (MAXIMUMS): 12' - 0" x 14' - 6" maximum footprint, 9' - 0" maximum height from ceiling



MAX FOOTPRINT



Museum of Contemporary Learning Center
 Peoria, IL



INSPIRATION

Public Arts Initiative: Concept Proposal

PUBLIC ART THEME & INSPIRATION



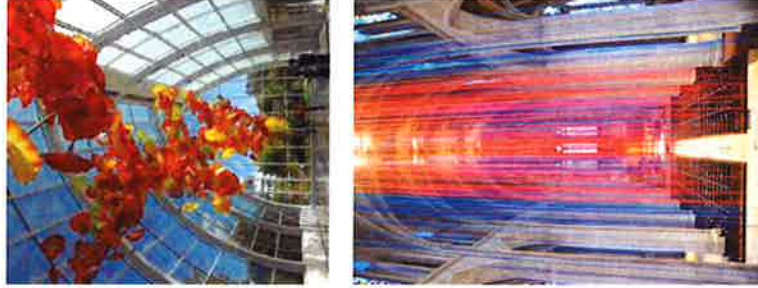
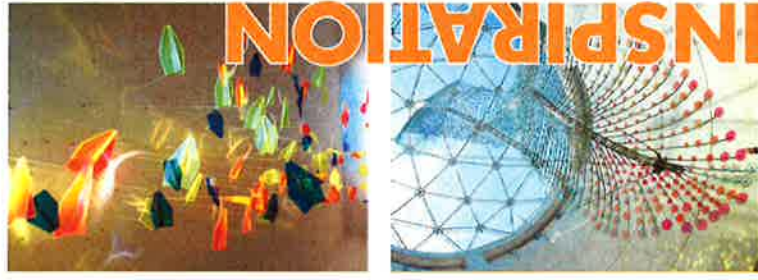
SCHOOL HANGING SCULPTURE

LOCATION: In the Elementary School, in the main vertical circulation space under the eastern skylight above the Early Childhood Plaza

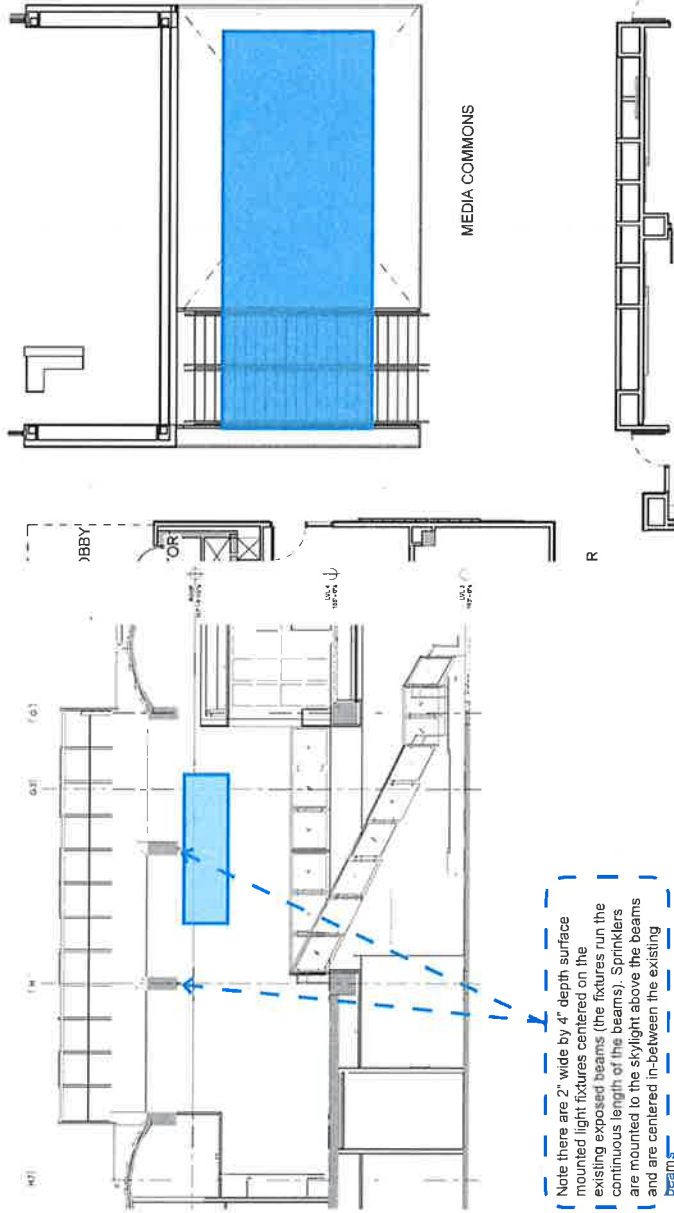
THEME: Community, Multiculturalism & Play, with a playful use of natural light and colors

MEDIUM: TBD by artist and approved by owner. Material must be light and hang solely from the structural beams above. **MAXIMUM WEIGHT** of 200 lbs..

DIMENSIONS (MAXIMUMS): 14' - 0" x 14' - 0" maximum footprint x 13' - 6" maximum height, OR 36' - 0" x 14' - 0" maximum footprint x 4' - 0" maximum height



LOCATIONS



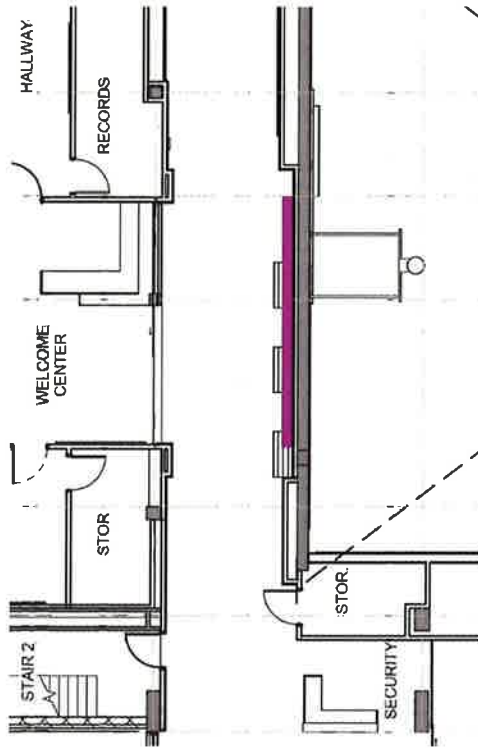
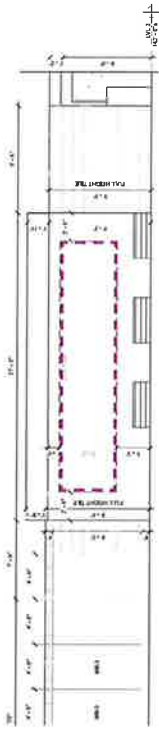
Public Arts Initiative: Concept Proposal

PUBLIC ART THEME & INSPIRATION

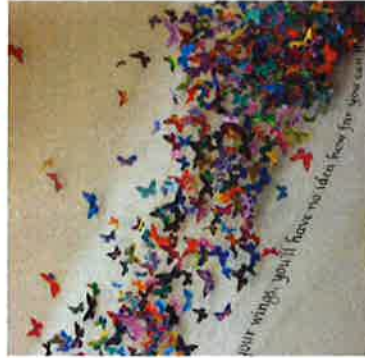


STUDENT NAME WALL

LOCATION: In alcove across the corridor from the Welcome Center
THEME: Global Citizen.
MEDIUM: Durable and graffiti resistant material. The artwork must have a means to display student names (or photo) and be able to be changed and updated as the student population changes.
DIMENSIONS: 5' - 2" tall x 22' - 2-5/8" wide maximum dimensions, and a maximum depth of 1" shall be maintain for any part of the artwork that is 5' - 0" AFF or lower



LOCATION



Public Arts Initiative: Concept Proposal
PUBLIC ART THEME & INSPIRATION

7

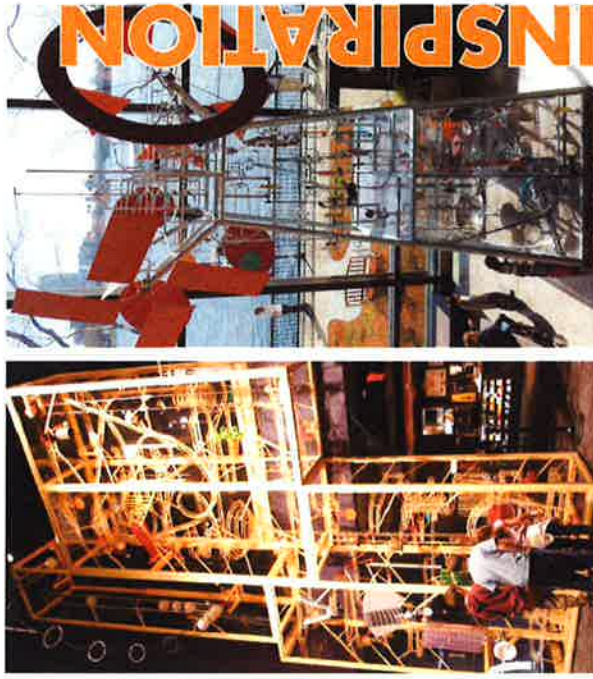
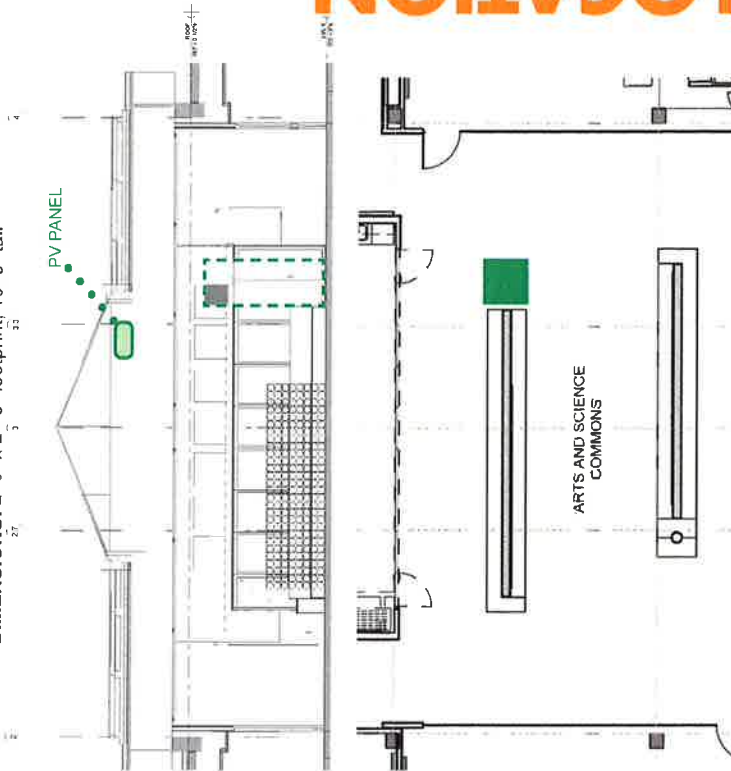
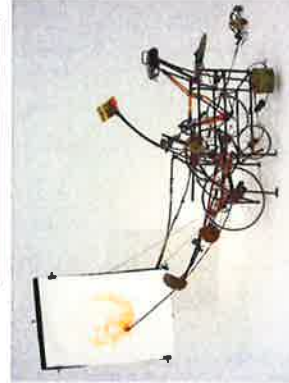
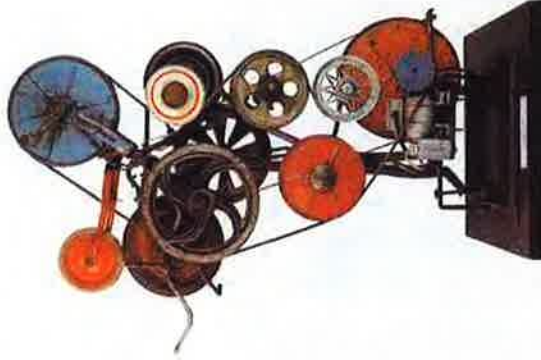
ARTS, SCIENCE, AND SUSTAINABILITY

LOCATION: 2 locations on the 4th floor. See plans on following page

THEME: The intersection of Art, Science and Sustainability

MEDIUM: Interactive sculptures. Sculpture must use the power from the PV panel mounted on a beam above. For everyday use by students & teachers. Medium TBD by artist and approved by owner.

DIMENSIONS: 2'-0" x 2'-0" footprint, 10'-0" tall



LOCATION



Public Arts Initiative: Concept Proposal

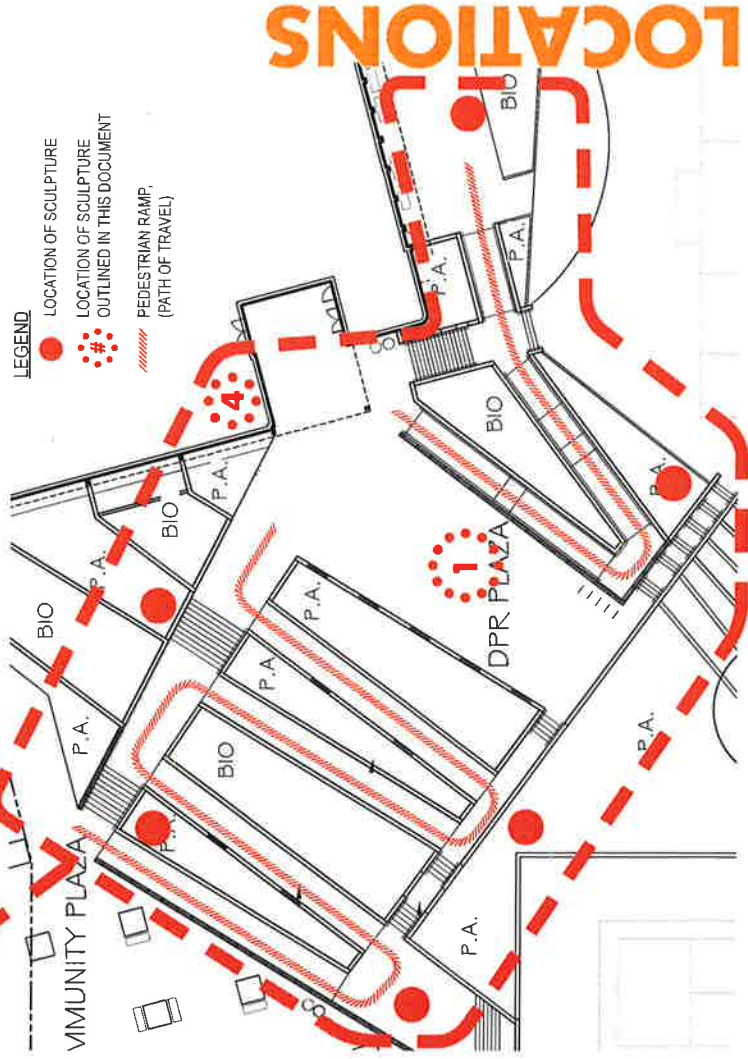
PUBLIC ART THEME & INSPIRATION



SCULPTURE GARDEN

LOCATION: Along the site ramp in planter beds or large landings*, exterior installation
THEME: Relate to the Community or history of Adam Morgan in a meaningful way.
MEDIUM: TBD by artist & approved by owner, exterior application
DIMENSIONS: TBD by each sculpture's artist (average 4'-0" X 4'-0" footprint)*
**Sculptures must not interfere with the code required path of travel along the ramp or stair*

- LEGEND**
- LOCATION OF SCULPTURE
 - ⊘# LOCATION OF SCULPTURE OUTLINED IN THIS DOCUMENT
 - //// PEDESTRIAN RAMP, (PATH OF TRAVEL)



Public Arts Initiative: School Finishes and Color Palette
INSPIRATION & SELECTED FINISHES

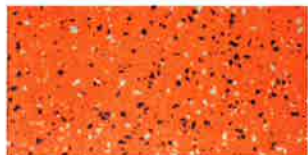
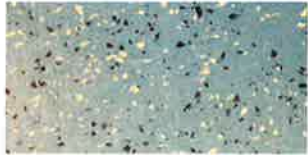
VIBRANT COLORS &
INTERNATIONAL PATTERNS



Public Arts Initiative: School Finishes and Color Palette

FINISH BOARD

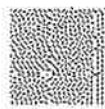
SCHOOL RUBBER FLOORING



WOOD & SOLID SURFACE



SCHOOL ACCENT PAINTS



SCHOOL WALL TILES



INTERNAL STREET & LEGACY WALK FLOORING

