



Facilitation Guide: Celebrating Arts and Community

Challenge

Students will produce a community art installation and host a community celebration. They will determine what celebrating the community means to them. Students will begin by researching the history, cultures, and values of the community then use that research to create a public art installation and celebration using Glowforge to help design, plan, and promote the event. Students will consider how the community will interact or engage with the installation and artists during the celebration. They will then report on the celebration and communicate their findings.

This capstone challenge can include a culmination of work created in previous Glowforge design challenges or be implemented separately. The intent is to incorporate all of the skills students have developed within the Art & Design Career Cluster to build an inclusive learning experience.

Rationale

Regardless of which design challenges they complete, students will develop an array of highly valued skills. In the initial Explore and Ideate stages, students will research and think critically about the needs of their community. As the challenge evolves, students will utilize collaboration, creativity, and project management skills to plan, create, and host the community art celebration that includes installations, performance art, and promotional materials.

The installation may include:

- Murals
- Sculptures
- Interactive displays
- Large-scale paintings or drawings

Performance art may include:

- Dance
- Music
- Theater

- Comedy
- Spoken word
- Creative expression

Promotional materials may include:

- Flyers
- Posters
- News broadcasts/announcements (radio and television)
- Social media content
- Swag

Using digital tools allows for a more streamlined and efficient design and planning process, enabling students to easily experiment with different concepts and techniques. Students can incorporate Glowforge elements with traditional techniques to highlight and enhance their message to the community, modeling the merging of tradition with modern technology. The use of Glowforge also provides students with 2D and 3D precision print technology that has become increasingly important in a variety of fields. Students can apply existing skills or those learned in other challenges to meaningful, real-world experiences to strengthen their college and career readiness.

Standards

Common Career Technical Core Standards

- AR 1: Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- AR 3: Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
- AR 6: Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

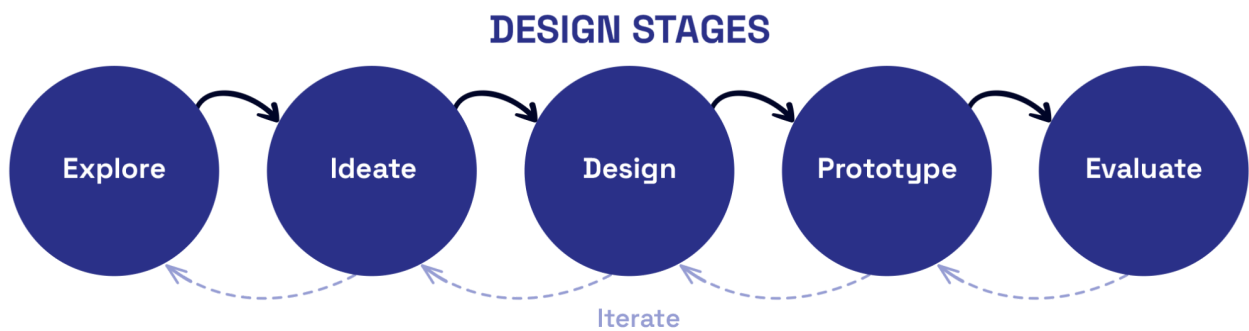
Depending on what career pathways you choose to include in this challenge, additional Common Career Technical Core Standards may be met.

ISTE Standards for Students

- Empowered 1.1.c: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- Knowledge Constructor 1.3.a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- Creative Communicator 1.6.d: Students publish or present content that customizes the message and medium for their intended audiences.

- Innovative Designer 1.4.c: Students develop, test and refine prototypes as part of a cyclical design process.
- Global Collaborator 1.7.c: Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Facilitation Steps



Explore

The Explore stage is where students focus on researching and investigating the community to prepare for the community art celebration. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps.

1. Provide students with a brief introduction to the challenge and relevant community resources.
 - Encourage students to engage with articles, websites, and videos to learn more about the history of the community, recent events, and additional community information.
 - Help students connect with local industry professionals and officials, either in-person or virtually, to conduct interviews or question and answer sessions to better understand their community.
 - If a location for the celebration is not yet established, designate individual students to research potential community spaces and help them contact the location.
2. Provide students with question prompts from the Explore stage of the challenge to help inspire their research and consider how they can incorporate their community in their celebration.
3. Help students locate resources and examples of art installations and event promotion. Consider including examples of installations that utilize performance art or audience participation.
 - Art installations: Use this [TedxMile High resource](#) on interactive art installations.
 - Event Promotion: Encourage students to read [Adobe's guide](#) to event marketing.
 - Performance Art: Share this [lesson from KhanAcademy](#) on performance arts.
4. If individuals from multiple classes are involved in planning and creating elements for the celebration, facilitate discussions and activities that allow for cross-dialogue and help

students collectively identify key aspects of their community that can help inform their future designs. Ask students to share their findings and discuss what they learned during the Explore stage.

- Encourage students to share both in small and large groups. If students are working in groups to complete this design challenge, have different groups partner together to discuss what they discovered.
5. Facilitate a class discussion that helps students consider and finalize what message they want to convey to the community through their celebration.

At the end of this stage, students will reflect on the research they did to learn more about the community's values and traditions.

Before moving on, students should consider if there are any other resources or techniques that would be helpful to explore. Once they are finished, students continue to the Ideate stage where they will brainstorm installation ideas and promotional efforts.

Ideate

In this stage, students will take what they learned in the Explore stage to begin brainstorming and experimenting with different ideas for the community art celebration focused on a common message. This stage allows students to explore as many ideas as possible without judgment. Remind students to consider how they can utilize Glowforge to create elements for their installation, promotional materials, or performance art. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps.

1. Provide students with question prompts from the Ideate stage of the challenge to help them brainstorm.
2. Encourage students to brainstorm ideas using one or more methods.
 - Allow students to brainstorm individually or in small groups to utilize multiple perspectives.
 - Provide students with examples of different ideation strategies to help them begin.
 - Students can create [collages or mood boards](#) using images and colors that relate to the theme or topic of the art installation, and then use those visual references as inspiration for their artwork.
 - Students can engage in [mind mapping](#) where they write down the main theme or idea of the art installation in the center of a blank piece of paper, and then branch out from that center with related ideas and topics.
3. Inspire students to experiment with different materials and audience participation techniques as well as digital tools, like the Glowforge app or other design software, that help display the community values and celebration message.
 - Support students to create a mind map or concept map to visualize and organize their ideas by technique, theme, or other category.
 - Consider using [Magic Canvas](#) or the [Glowforge Community](#) to provide students who are stuck with a starting point.

- Encourage students to consider how they will interact with the community. This may be in the form of performance art, demonstrations, artist or community leader panels, or audience participation.

At the end of this stage, students will have generated multiple ideas for the overall celebration including ideas for installations, possible performance arts elements, and promotional materials. They will be able to narrow their focus later in order to develop a design that brings their message for the community to life.

Before moving on, students should reflect on how effectively their brainstormed ideas will communicate their message or community values. Once they are finished, students will continue to the Design stage where they will select one or two of their celebration contributions ideas to fully design. Collectively, the class (or larger group) will develop a comprehensive plan which may include multiple elements of performance and promotional elements in addition to the installation.

Design

In this stage, the class will gather to develop a comprehensive plan for the community art celebration, including the installation, performance art, and promotional efforts. You will support students in coming together collectively to develop the plan.

Then as individuals or in small groups, students will create detailed designs from the ideas they brainstormed in the Ideate stage. Students should focus on one or two of their celebration contribution ideas to better understand their needs and final design before printing. Encourage students to consider how color, composition, movement, interaction, and design techniques will help communicate their message to the community.

To ensure that students have the knowledge and skills they need to complete this stage, use the following steps.

1. Facilitate a class discussion and planning session to develop a comprehensive plan for the community art celebration.
 - Determine commonalities and differences in ideas.
 - Create a giant mood board or mind map to visually represent the thoughts of the group.
 - Assign roles to students to keep the discussion flowing. [Roles](#) might include a facilitator, recorder, inquirer, materials manager, or time keeper.
 - Act as the final decision maker for large or contentious decisions.
2. Introduce, review, or model available design software options, including [the Glowforge App](#).
 - Assist students as they create sketches or digital mockups of their individual or small group designs.
 - Review page 28 in the [Glowforge Educator Guide](#) for more software tools and information.

3. Provide students with question prompts from the Design stage of the challenge to help them collaborate and design their celebration contribution.
4. Encourage students to collaborate across different classes or career pathways and with community members to develop a comprehensive plan.
 - Use different collaborative strategies, such as the jigsaw model or fishbowl discussions, to help students better understand how individual contributions to the community art celebration impact the whole event.
 - Connect students with community members in-person or via phone, videoconference, or email to present their fully developed designs and celebration plan.

At the end of this stage, students will have a collectively-developed, comprehensive plan for the community art celebration as well as detailed designs for their individual contributions, including sketches or digital mockups of the installation and any performance art props or costumes (if applicable). They will also have a plan for how they will promote the celebration.

Before moving on, students should consider if they will revisit their plan and designs further to change anything. Once they are finished, students continue to the Prototype stage where they will select and test one of their fully developed design plans.

Prototype

In this stage, students will use their design plan to create elements of their installation, props for their performances, or materials for promoting the celebration. Students will select one of their fully developed design plans for their celebration contribution and print any necessary elements on Glowforge. They will then test their installation, rehearse their performance, and promote the event. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps.

1. Model how to use Glowforge in a safe and efficient manner.
 - Review the [Glowforge safety guidelines](#).
 - Remind students of any applicable classroom or school policies.
 - Use [this video](#) to show students a demonstration of how to use Glowforge.
2. Provide students with question prompts from the Prototype stage of the challenge to help them develop their prototype.
3. Give students the time and resources needed to produce Glowforge elements for their installation, promotional materials, and possible performance art. Then encourage students to test and practice using Glowforge elements they created.
 - Provide students with access to Glowforge using a classroom or department print schedule to ensure that all students are able to produce the elements they need efficiently.
 - Help students resize the pieces of their installation without losing their function or design. Review page 25 in the [Glowforge Educator Guide](#) for more tips and tricks for scaling designs.

- Provide students with any additional supplies they may need to add to their installation, performances, or promotional materials.
 - If students are working in groups, consider assigning roles to help them utilize their strengths when using Glowforge. Review page 35 of the [Glowforge Educator Guide](#) for examples of fun student roles.
4. Support students as they begin constructing their installation.
 - Depending on when students will have access to the event location, they may need to develop smaller components to install on-site the day of the event. Help students create a timeline, materials list, and step-by-step process for installation to ensure that installation goes smoothly.
 - Encourage students to test their set-up using the elements they printed on Glowforge.
 - If performance art is included in the installation or celebration, encourage students to rehearse independently and in small groups. Ensure students rehearse with any props, costumes, and other Glowforge elements they created.
 5. Help students promote the community art celebration.
 - Assist students in sticking to promotional deadlines and developing a materials list of all promotional materials they will need at the event.
 - Connect students to industry experts, local news stations, or school communication staff to help promote the event.

At the end of this stage, students will have finished preparing, rehearsing, and promoting all elements of the community art celebration. The installation can be either fully or partially created depending on work to be completed within the community on the day of the celebration.

Before moving on, students should review their installation, including any applicable performance art, and promotional efforts to ensure they align to the community's values and the message they hope to communicate. Students may need to test their installation or rehearse with props several times. They may also need to return to earlier stages of the design process before moving on.

Once they are finished, students continue to the Evaluate stage where they will consider how they will measure success prior to hosting the community art celebration and receive feedback on their installation, including any performance art, and promotional materials.

Evaluate

In this stage, students will determine how they will measure success and how they will receive feedback during and after the community art celebration. They will then review their installation, including any performance arts, and promotional efforts and receive feedback from others.

Feedback can be provided in small groups, as a whole class, as a department, or with a small community sample. Encourage students to reflect on their process and consider their alignment

to their original intent. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps.

1. Provide students with question prompts from the Evaluate stage of the challenge to help them evaluate the components of the celebration.
2. Encourage students to share and discuss their ideas to generate feedback and suggestions from their peers to refine and enhance their celebration.
 - Students can use the question prompts from the Evaluate stage to guide their discussions.
 - Use a peer feedback model, such as a gallery walk, affinity mapping, or a concentric circle discussion, to support students as they work in small groups, as a whole class, or in departments.
3. Provide students with guidance to help them reflect on the feedback that they received before making any necessary changes. These might include:
 - How can you further improve and refine your installation, performance, or promotional efforts?
 - If making additional changes to your work, which of the design process stages will you return to?
4. After the celebration, provide students with time to complete a learning reflection, self-assessment, and/or peer critique.
 - Use the provided Assessment Suggestions for more ideas.
 - Ask students to present about their experiences and communicate their findings based on their measures of success.

At the end of this stage, students will be able to reflect on the strengths and areas for improvement for their contribution to the overall celebration and design process. If time permits, students should determine whether revisions are needed and return to the appropriate stage in the design process to adjust their installation, performance, or promotional efforts. When the big day arrives, it is time for students to host and perform.

After the celebration, consider assessing student work using one of the Assessment Suggestions or extending the challenge using provided Extension Activities.

Supplemental Supports

- For newer Glowforge users, demonstrate how to use Glowforge and its design features, including the design software, engraving capabilities, and cutting functionality. Check out the [Glowforge Educator Guide](#) for more ideas.
- For students who struggle coming up with ideas, use [Magic Canvas](#) to generate examples based on a provided prompt or existing artwork or encourage them to check out the [Glowforge Community](#) for ideas from Glowforge users.
- For students who struggle with time management and organization, use your preferred learning management system to house graphic organizers and planning worksheets, share calendars, and manage deadlines.

- For students who struggle with public speaking, review [these strategies from the Journal of Communication Pedagogy](#) to help students build communication skills.

Assessment Suggestions

Overall Learning Reflection

Learning reflections allow students to reflect on their learning experiences, identify key concepts, and explain how they have grown throughout the process of planning and producing elements for the community art celebration. Ask students to write or record a video about what they learned throughout the challenge and how their learning will impact their future college and career plans and their future community outreach. Students can incorporate community and peer feedback elements from the Evaluate stage to describe their strengths and areas for improvement.

Self-Assessment

Self-assessments allow students to reflect on their learning through portfolios, presentations, or learning journals that involve evaluating their own progress, reviewing feedback from the community, and identifying areas for improvement. Consider providing criteria to students prior to beginning the challenge that can be used by the student to reflect on their progress throughout the challenge. The criteria may include:

- Use of Glowforge: How well did I use Glowforge to enhance my work for the celebration?
- Use of the design process: How well did I develop, test, and refine prototypes as part of a cyclical design process?
- Expressing ideas visually: How well did I use visual or performing arts elements and principles of design to communicate and express our message?
- Alignment of color and composition: How well did my use of color and composition align to the message of the celebration?

Educator or Peer Assessment

Educator or peer assessments allow educators or students to review the quality and effectiveness of the finished community art celebration. Feedback from the community should be reviewed and analyzed. This may be derived from surveys, panel discussions, or audience feedback sessions. The assessment can be based on specific criteria, such as composition, creativity, and interaction, or use a more open approach like a gallery walk or artist showcase. Some criteria to consider may include:

- Composition: Did the installation, promotional materials, or performances utilize color, texture, and depth to communicate the intended message to the community?
- Creativity: Did the celebration component convey the intended message or community value in a unique manner?
- Interaction: Did the installation, promotional efforts, or performances allow the community to interact with the art, artists, and/or message?

Extension Activities

Design challenges often inspire students to think about what's next. For some, this could mean connecting with people within the art, A/V technology, and communications industries or applying their skills in new ways. Here are a few ideas for how you can help students extend this challenge.

- Invite a local artist or community organization to partner with students and provide feedback or guidance on their designs. Try to form lasting partnerships to allow students to continue planning, promoting, and creating art for future events.
- Encourage students to research the needs of the local or global community. Explore ways that art can be used to support or promote a cause or even to develop solutions to community needs.
- Connect this design challenge to other subjects such as history, social studies, or business, and explore the interaction between art and other disciplines. The challenge may focus on the local or a broader community.
 - For example, encourage students to research public art installations in different parts of the world and compare ways in which communities celebrate their cultural identities and communities through art.
 - Another way to form cross-curricular connections in business may be to have students explore the commercial aspects of public events and art installations, including funding, marketing, and public relations.