

# Talk Time Artistry



at Thomas Crane Public Library

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## Project Goals

- Empower Students
- Raise ESOL Program Visibility
- Engage Community

## Project Description

- Achieved project goals through successful execution of the library's first exhibit of artworks created and curated by students in its *Talk Time* adult ESOL program.
- Exhibit was also a first in being multi-media: photography, drawing, painting, fiber arts
- The exhibit was the culmination of a 10-week ESOL curriculum for intermediate and advanced students designed specifically around its creation.
- Curriculum focused on applied ESOL to artist interviews, arts & crafts vocabulary, debating topics such as the definitions of "creativity" and "art", descriptive vs. interpretive writing, writing process from draft through proof, artist interviews, as well as broader skills such as project management and PR
- 5 students contributed artwork, while ALL participated in writing of artist bio blubs, descriptive and interpretive labels, and 3 were interviewed by local media

# Talk Time Artistry – “RECIPE” for success



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## Time

### Prep

- 6 wks to assemble inventory, submit application / approval, while simultaneously developing curriculum

### “Cook”

- 10 wks to discuss, debate, curate, draft/edit/proof/print all written mat’ls;

### Serve

- 1 wk to mount, frame, layout, set up

## Tools

- artist bio blurb template
- artwork label template
- models of “what good looks like”

## Essential Ingredients

- project champion & supportive venue
- unique, quality art w/strong curatorial theme
- curriculum integration; non-artist participation
- “People’s Choice” visitor ballots

## Directions

- Classes review venue policies/procedures
- Review project rationale & “recipe” + SUCCESS MEASURES w/classes; ensure buy-in
- Conduct “Vocabulary of Art” lesson
- Conduct debates re “art”, “creativity”, etc.
- Begin small group artist interviews for writing interpretive artwork labels.
- Begin draft/edit/polish/proof writing process; pairs worked best for convo practice & productivity; “grab bag” assignments, with the option to trade added fun/surprise. IMPORTANT to intersperse writing w/other activities, especially at lower levels.
- Conduct artist interviews for writing artist bio blubs
- Review all final copy writings with full classes and use as basis for appropriate grammar lessons
- Finalize curatorial flow / physical layout
- Set-up as group activity

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## Key Takeaways

- **Scope / format:** Multi-media was a hit – but layout/flow is key – to leverage the inherent interest in variety w/o creating chaos/confusion
- **Details!** In the age of digital photography, don't assume students will have their photos printed!
- **Engagement** - equal sense of ownership & engagement by all students, artists & non-artists alike was key to group dynamic and teaching effectiveness
- **Project Management**
  - As in all group projects, clearly defined roles & responsibilities is essential
  - 10 weeks on a single project was long for many students, so alternating activities was important to maintain enthusiasm; key part of curriculum/lesson plans
- **Communication:**
  - Clearly define and ILLUSTRATE/DEMONSTRATE the calibre of professionalism being targeted
  - As is crucial in all pioneering projects, constant communication by project champion is key to build and maintain momentum and alignment with all stakeholders