

### Worksheet 3: People have to see this!

*“When I got the collection up to a significant amount I made the decision that people have to see this!” —Cheech Marin*

Consider the following as you prepare to present your curated and researched collection.

You may have a collection or two at home that you display—that is, you arranged it in an organized manner that shows it in an inviting way. But presenting takes the display a step further: It means sharing it with people other than yourself. Keep in mind the way you arrange and label the collection might make it more inviting to examine.

#### Final Curatorial Tasks

1. What do you think viewers might find interesting about your collection? Think about some facts you discovered, or unusual examples that surprised you, that you could highlight with an additional label. Record your ideas here:
2. How will your class display all the collections? Will they fit on desktops or other surfaces like counters? Should you hang collections on walls or bulletin boards? Think about how your class will view them, with everyone walking around the room. Talk to your teacher and classmates to plan this. Write some ideas here:
3. You may not have an enormous lenticular artwork as seen in The Cheech museum, (the mural by the de la Torre brothers) but you have a collection of images that represent something that is interesting to you. You can share that enthusiasm in your labeling by including interesting facts. What interesting facts have you shared?
4. Find a classmate to interview. Ask, “Why did you choose this particular collection?” Have your classmate ask you the same question. Now try answering this question in more than one way, because sometimes answering a big question improves with practice. Write your best answer here:
5. How did your classmate answer the same question? Write their best answer here:



# CRAFT IN AMERICA

*BUILDING A COLLECTION EDUCATION GUIDE*

## Planning Your Gallery Opening

6. Your opening can take place during a class period. (A fast, one day only art show that appears and then is gone the next day is called a pop-up.) You will set up and present your display, complete with labels, for classmates and any guests to examine. Your class might decide to have refreshments. If so, make a plan for this. What would your class need to gather to provide some refreshments? Make a list here:
  
7. Inviting some guests allows you to present your collection to people who haven't seen it already (as your teacher and classmates have.) Seek permission from your teacher to ask a staff member, or a friend not in the class, to visit for a few minutes to see your collection and others. (Fellow students will likely need a permission pass.) List who you would like to invite:

## Creating a Gallery Guide

8. A gallery guide listing the collectors and collections can be printed and handed out or made available on the class page online. Or it can simply be made into a sign for the classroom. Who in your class would be a good choice to be in charge of organizing the guide? Maybe you? Write some names here:

The example here shows a possible template for a gallery guide. The student (or team of students) will need to collect this information from each collector or collector group so they can create the document. Fill in the information needed, then share the information with the students organizing the document.

Period 5 Visual Arts Gallery Presents: Collections

The Collectors and their collections:

Name(s):

Collection:

Short description or statement about the collection: