



GRANT CENTER FOR THE EXPRESSIVE ARTS

Executive Summary

Grant Center for the Expressive Arts has a 20+ year history of engaging elementary school age children through the Arts-Infused Learning Model. Students learn core subjects in combination with arts disciplines, such as blending dance and math. Through arts infusion, students express their understanding and beliefs about what they are learning through the lens of their own self awareness. Students develop strengths in key 21st Century Skills; creating, collaborating, critical thinking, communicating, persevering, and developing a growth mindset.

Grant Center for the Expressive Arts is enriched through partnerships with local arts and educational institutions. The support of families is extraordinarily strong; engaging with teachers and providing materials support for the arts experiences offered to children.

The design of the new Grant Center for the Expressive Arts is arts-infused; providing embedded settings for creative inquiry, making, and expression throughout the building and site. The blending of core subjects and arts disciplines is fully integrated in the design of the new Grant; with core settings called Learning Studios, which are adjacent to a shared Makerspace to form a Learning Neighborhood. The Learning Neighborhoods are situated between shared Art Zones representing Culinary Arts, Visual Arts, Drama, Music and Kinesthetic Arts. A central courtyard connects them all.

Parent involvement and community support are hallmarks of Grant Center for the Expressive Arts, so openness to the community is essential. The entire site will be a community park after hours. Each of the Art Zones open individually, or the whole school can be open, to truly serve as a community arts center as well as a school.



Scope of Work and Budget

Number of Students: 400

Total Gross Square Feet: 50,401 s.f.

Site + Building Construction Cost: \$25,600,000

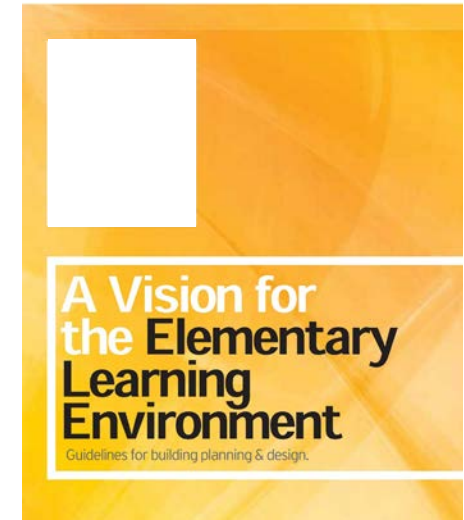
Predicted EUI: 21.9

Construction: August 2018 - November 2019

School and Community Engagement

The predesign process was guided by the District’s *Vision for the Elementary Learning Environment*. The Vision document described the kinds of relationships that should be supported in the learning environment and the kinds of learning activities students should be engaged in. We began with essential questions for our design advisory committee, like: How can the built environment make a difference? What learning activities are we designing for? How do we want to teach?

The client retained the design team to conduct the educational planning and design of two schools concurrently, to offer a cross-pollination of two distinct approaches to education, distinct areas of the community, within one school district Vision. Grant Center for the Expressive Arts offered the benefits of an Arts-Infused learning approach that drew students from across the community, and Birney Elementary School offered the exploration of the inclusion of a regional Deaf and Hard of Hearing program within a school that served an area of the community experiencing the affects of poverty most acutely. This unique collaboration broadened the range of ideas that each project could consider, learning from the other project within a very engaging exploration of the meaningful issues that impact learning.



Relationships

The **Built Environment** Will:

Be **learner-centered** and designed to **foster** and **support** life-long learners.

Support a learning model that is **interdisciplinary, experiential & intergenerational**.

Foster a **caring school community** that values **trust** and **respect** between adults & students.

Support **positive, cooperative & nurturing relationships**: adult to adult, adult to student, and student to student in both work and socialization.

Sized for **personalized learning**, collaboration, community facilitation and **stewardship** supporting contemplative space, small group, large group, **school-wide** and **community-wide**.



Methodologies of Teaching & Typologies of Learning

The **Built Environment** Will:

Be conceptualized into **learning-scapes** with distinctions on the **types** and **modalities** of how we want to teach and have our students learn.

Think - contemplation, critical thinking, assessment, research

Create - teamwork, collaboration, fabrication

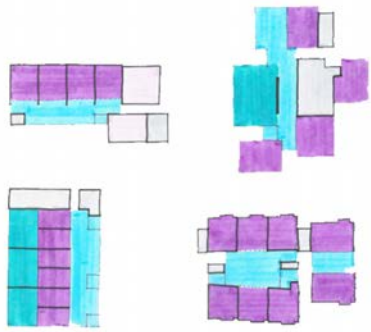
Discover - experiment, idea application, hands-on, project-based

Impart - sharing, teaching, discourse

Exchange - social learning, exhibiting, presenting



LEARNER-CENTERED



CASE STUDIES: A VISION FOR THE ELEMENTARY LEARNING ENVIRONMENT

WHY IT MATTERS

Creating a sense of ownership for students is the key to cultivating a love of learning.

What we did

We analyzed current designs of Arlington, Browns Point, Mary Lyon and Wainwright in an effort to understand how the Visioning Document was affecting school design.

LISTENING TO STUDENTS + PARENTS

WHY IT MATTERS

Gaining the perspectives of students and parents allowed us the opportunity to gain a more complete picture of needs, opinions and inspiration within the overall community and therefore consider a view of the larger impacts of our design.

What we did

We brought glue, scissors, markers and crayons to a makerspace booth in the school gym. As parents and students wrote down their thoughts, we took the opportunity to ask them about their ideas.



- How will the learning environment maximize opportunities for students to engage in an Arts Based learning culture?

ESSENTIAL QUESTIONS + DEFINING SUCCESS

WHY IT MATTERS

Meaningful design starts with essential questions.

What we did

In small groups, we brainstormed questions that will serve as the foundation for our future discussions. We shared with the larger group and voted which ones were most important. The question with the most votes was crafted into our essential question:

How do we create a space so enticing that kids want to be here every day? We used what we call a 'graffiti write' (writing ideas on large pieces of paper), to understand what success looks like for each user group – students, families, teachers and community.



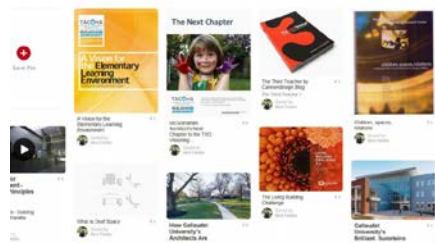
BEST INSTRUCTIONAL PRACTICES CHARRETTE

WHY IT MATTERS

Collaborative processes result in better school designs.

What we did

We attended an all-day workshop with approximately 60 people to openly discuss current projects, trends, goals and strategies with committee members, district staff and architects using the writable surfaces on our tables.



SOCIAL MEDIA

WHY IT MATTERS

Inspiration can strike at any moment. Our DAC members are able to express themselves through many different channels and can easily and effectively share ideas and interesting sources for the entire group to see and interact with.

What we did

We set up a Pinterest page to share ideas, comments and aspirations. This proved to be a fluid, flexible and approachable way for team members to share information that we could address during our in-person meetings.

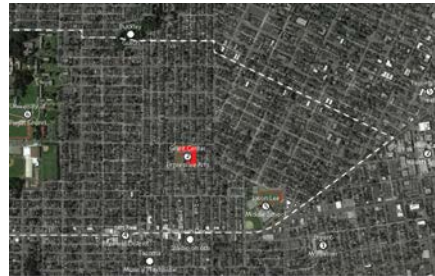
THIRD TEACHER

WHY IT MATTERS

There are many dimensions to the richness of opportunities a new school can provide.

What we did

The district provided a copy of the innovative book 'The Third Teacher' to each committee member. We asked each member to share three concepts that resonated most with them. From there, we discussed why these concepts were so impactful and how they could translate into the functionality of future learning spaces.



ASSET MAPPING

WHY IT MATTERS

Strong communities make strong students.

What we did

In small groups, we mapped the organizations and amenities around the school and created one master map using everyone's input. We then discussed what partnerships were most desirable and what was missing that the school might be able to provide.

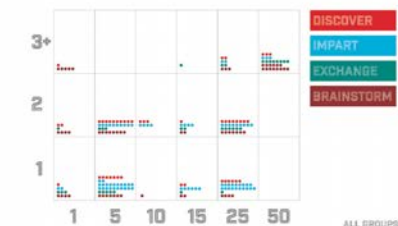
LEARNING ACTIVITIES

WHY IT MATTERS

Each child is unique and they learn in different ways. Learning activities and the settings that support them should address the diverse ways students grow and thrive.

What we did

Using the five learning modalities from the Visioning Document (think, create, impart, discover, exchange) as a foundation, we discussed and documented learning activities teachers currently engage with their students. We added "brainstorm" to explore other possible learning modalities within the existing school.





GRANT CENTER FOR THE EXPRESSIVE ARTS WILL CREATE **MULTIPLE ENTRY POINTS** WITH WHICH TO ENGAGE STUDENTS, FAMILY, STAFF AND COMMUNITY MEMBERS THROUGH THE ARTS, REGARDLESS OF SUBJECT OR LOCATION. THE DESIGN WILL CELEBRATE THE **ARTS-INFUSED LEARNING MODEL** BY **FOSTERING OWNERSHIP** IN EVERY USER AND **HONORING THE MULTIPLE INTELLIGENCES** IN EVERY LEARNER.



TEAM BUILDING

WHY IT MATTERS

Initiating change is a collaborative and inclusive process. Involving everyone is crucial to designing a place that considers a multitude of viewpoints.

What we did

In order to encourage open dialogue and partnership, we spent an evening at a local restaurant where we discussed district goals and envisioned the future of the new school.

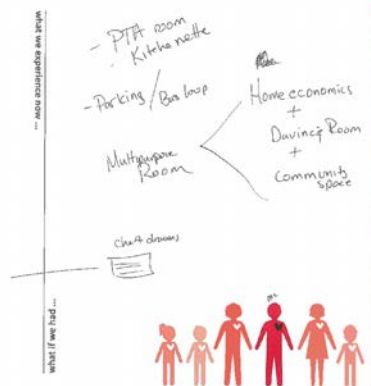
ENGAGING FAMILIES: CHALLENGES AND WHAT IF'S

WHY IT MATTERS

Family engagement is a critical part of student success.

What we did

The group shared what they felt were obstacles to fully engaging families. We wrote these on large sheets of paper and posed the question, "What If?", encouraging the group to envision solutions to these difficulties.



COMMUNITY PARTNERSHIP

WHY IT MATTERS

Strengthening partnerships through the new school design in order to serve students and their families.

What we did

We invited Amanda Scott-Thomas, Director of Community Partnership to discuss how the design of the new schools can more effectively meet the needs of local organizations in order to contribute to the success of the school.

LIVING BUILDING

WHY IT MATTERS

The Living Building Challenge is the highest standard of sustainability.

What we did

We became members of the International Living Futures Institute (ILFI) in order to fully explore each of the seven petals set forth by the institute to become compliant with the Living Building Challenge. We reviewed case studies and Living Building Requirements and compared them to our ability to reach Petal Certification in light of our existing budget and design constraints.

EXPANDED CLASSROOM

WHY IT MATTERS

Choice leads to ownership of learning. Expanding the classroom to a diversity of settings supports a greater range of learning activities, collaboration and more choice for students and teachers.

What we did

Each small group was given a set of wooden discs (indicating group sizes) and a few sets of each color "theme" (taken from the visioning document). Each group was then given an ownership board of 1, 2, and 3+ teachers in order to explore an informal discussion on the benefits of collaboration within learning environments, such as safety and happiness.



CROSS POLLINATION AT STAR CENTER

WHY IT MATTERS

Convergence of the DAC committees and sharing of ideas served to challenge our individual opinions and spark our imaginations.

What we did

At a joint meeting of the Birney and Grant DAC members we listed six possible approaches to engage with the learning environment: move, play, eat, make, perform and pursuing wellness. In small groups, we brainstormed various activities and amenities that would support these approaches. We then shared the benefits of each idea with the larger group.



Educational Environment

AN ARTS-INFUSED LEARNING MODEL

The **Arts-Infused Learning Model** supplements core learning subjects in the form of performance and made art as well as hosting visiting artists who teach classes about their art form. Howard Gardner, the founder of the concept of “multiple intelligences,” noted that the arts provide “multiple entry points with which to engage students,” thus tapping into their full potential and taking a wide range of skills and abilities into consideration¹. Elementary students who are engaged in Arts-Infused education have been observed to have higher scores in critical thinking categories, including observation, analysis, revision, association, interpretation, problem-finding and evaluation².

The design team worked with the school community to identify entry points for students and to celebrate throughout the project. Space that allowed overlapping of pedagogy with art to invite students into deeper inquiry become a key driver for the design.

¹ Gullatt, D.E. (2008). Enhancing Student Learning through Arts Integration: Implications for the Profession. *The High School Journal*. 91, 4, 12-25.

² Adams, M., Foutz, S., Luke, J. & Stein, J. (2007). Thinking Through Art: Isabella Stewart Gardner Museum School Partnership Program Year 3 Research Results. *Arts Education Partnership*.

HONOR MULTIPLE INTELLIGENCES

Learning Studio based teachers work in conjunction with arts specialists at Grant Center for the Expressive Arts to create new engagement points for each child to connect with the core curriculum. These collaborations result in arts-based learning activities such as dancing out mathematical concepts or studying architecture as a part of social studies.

Grant students also participate in Walk to Enrichment, a special learning opportunity outside of the typical classroom setting that focuses on problem-solving, critical thinking and creativity. These enrichments relate “knowledge and skills learning” within the curriculum to new areas and contexts. Enrichments also offer students a way to creatively engage in

learning. Activities and projects vary greatly, but have included Photoshop, drama games, portrait drawing, tap dance, creative writing, Asian art, weaving, set design, Spanish and unicycling.

The design of the new Grant Center for the Expressive Arts provides a variety of distinct learning settings to give teachers and students appropriate places to engage in the wide range of learning possibilities that the arts-infused curriculum requires. There are places to work on formal arts projects, edit film, express ideas through dance and music or explore cultures through food. The flexibility of the building rests on the separation of the Arts Zones into four distinct spaces connected informally through the central Courtyard, which allows each to serve the fluid pedagogy of the school in a unique way.



“ ALLOW STUDENTS TIME AND SPACE TO CHOOSE WHAT THEY WANT TO DO – THEIR CHOICES WILL ILLUMINATE THEIR INDIVIDUAL STRENGTHS. ”

O'Donnell Wicklund Pigozzi and Peterson, Architects Inc., VS Furniture., & Bruce Mau Design. (2010). *The Third Teacher: 79 Ways You Can Use Design to Transform Teaching & Learning*, 62. New York: Abrams.



FOSTERING OWNERSHIP

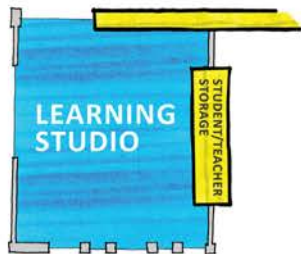
In 2015, the University of Salford published their research findings in *Clever Classrooms*¹ that there are 7 characteristics of learning environments that lead to greater academic progress more than others. One of them in particular intrigued the design team because of its novelty, a sense of Ownership. Under the broader heading of Individualization, Ownership is about “personalization of space as an important factor in the formation of an individual’s identity and sense of self-worth.” The design team explored this concept in the design process and applied it to individual settings and the project as a whole.

Grant Center for the Expressive Arts is designed to foster ownership within every user, from an individual to the entire community, by creating a nested sequence of spaces which become evident at differing scales. The diagrams along this page each represent two forms of ownership: 1) individual 2) communal. As the scale increases, the communal ownership in one diagram becomes the basis for individual ownership in the next. Through this sequence of diagrams, the ownership felt by an individual can be traced in relation to the ownership felt by the entire community.

¹Peter Barrett, Yufan Zhang, Fay Davies, Lucinda Barrett (2015). *Clever Classrooms: Summary Report of the HEAD Project*, University of Salford Manchester.

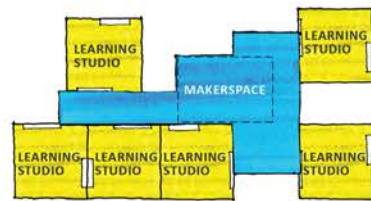


LEARNING STUDIO



The **Learning Studio** belongs to an individual teacher and his/her students. Each Learning Studio has designated storage space that belongs to an individual student or teacher.

LEARNING NEIGHBORHOOD



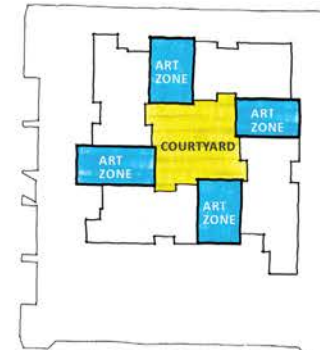
Learning Neighborhoods are groupings of six classrooms surrounding a central **Maker Space** which belongs to all of the students and staff within that cluster. Smaller pull-out zones flank the Maker Space to create Shared Learning areas which belong to an individual grade level within the Learning Neighborhood.

COURTYARD



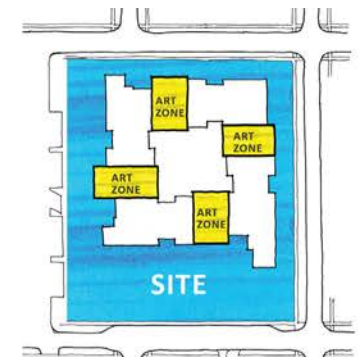
The **Courtyard** belongs to the four Learning Neighborhoods surrounding it, offering a variety of arts, education, play, and movement opportunities. Directly outside of each Learning Neighborhood is a persistent, or longterm, 'Project Porch,' an outdoor Maker Space, that belongs to an individual Learning Neighborhood.

ART ZONES



Each of the four **Art Zones** belongs to the whole school and houses one of the formal Arts Programs at Grant Center for the Expressive Arts. Students and staff access the Arts Buildings through the Courtyard. After school hours, the Art Zones belong to the community and are accessed through doors which face one of the surrounding streets.

SITE



The **Site** belongs to the school and the community equally. During school hours, the site offers students the opportunity to move, play, and learn outdoors. After hours the site becomes a community park, offering social gathering space for neighbors, parents, and community members.

Physical Environment

Grant Center for the Expressive Arts is surrounded by historic one-story and two-story homes on narrow, tree-lined streets. The proposed building is designed to align with this surrounding context. The design varies both in height and size to reflect the complexity of the neighborhood. The building uses grade changes on site and the differentiation between Learning Neighborhoods and Arts Zones to create an overall massing consistent with the neighborhood.

The Learning Neighborhoods are kept low and present as a true single-story building. The fenestration in these areas, punched windows and limited storefront openings, are reminiscent of homes around the site.

The Arts Zones rise above the Learning Neighborhoods and provide a break in the horizontality of the lower structures. The height of each Arts Zone is based on the program housed within it, allowing them to be scaled as a two-story structure. The larger Arts Zones are also designed to be more contemporary in appearance than the lower Learning Neighborhoods to provide visual diversity within the overall composition.



ASSET MAP

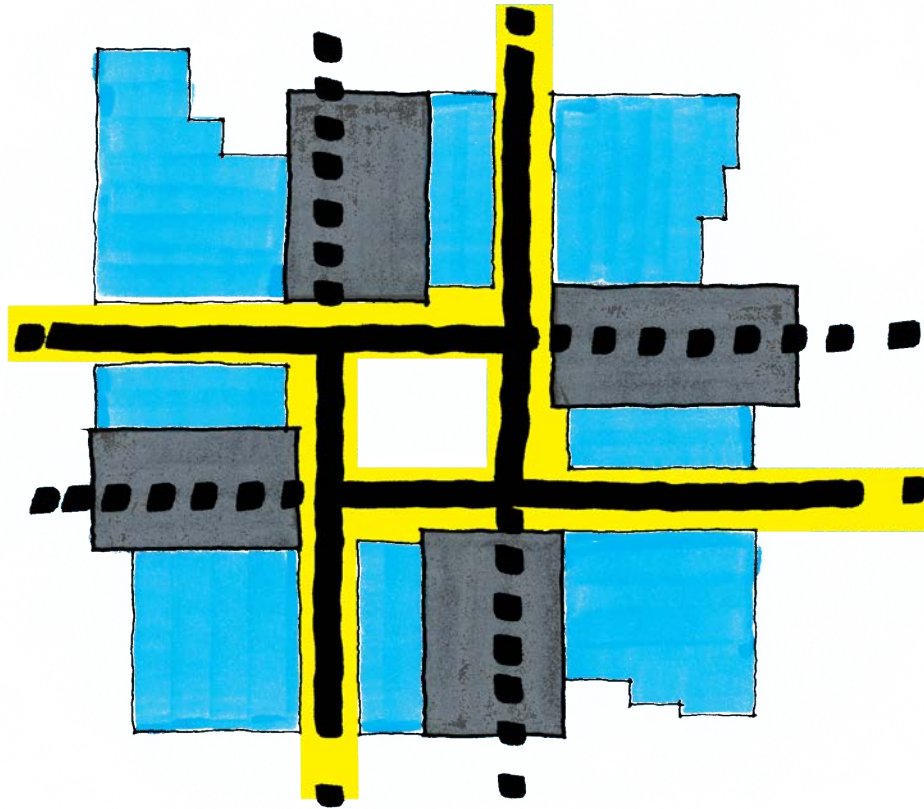
The existing Grant Center for the Expressive Arts building will be demolished and replaced with a new 55,060 SF educational facility. The 3.49 acre site is located equidistant between University of Puget Sound and Jason Lee Middle School in Buckley's Addition in north Tacoma.

Marked with a mixture of historic housing styles, narrow streets and established landscaping, the mostly residential Buckley's Addition possesses a unique charm that prompted the community to submit the neighborhood to the Department of Architectural Preservation for placement onto the National Register of Historic Places as a Historic District.

Grant Center for the Expressive Arts currently enjoys several community partnerships nearby. The University of Puget Sound partners with the school to provide student teachers in exchange for classroom experience. Jason Lee Middle School's hot shop provides art glass for students to use in fused glass work, and Tacoma Little Theater provides space for the fourth and fifth grade end-of-year performance. The new school provides space to enhance existing partnerships and offers engaging opportunities for new ones.

CREATE COURTYARD

The first major building design driver is to create a central Courtyard. Several unique opportunities for the organization and distribution of building elements present themselves once the central Courtyard is formed. The Courtyard functions as the school's primary circulation as well as an exterior social gathering space for students and teachers to engage in hands-on project based learning that may be too messy or too large to work on inside. Once interior circulation routes are removed from the building program, a formal theater is incorporated. The theater houses a stage, auditorium and dance studio without exceeding the allotted square footage from the educational specification.



DISTRIBUTE ARTS

The next step is to gather and distribute the formal arts functions practiced at Grant Center for the Expressive Arts. The elements associated with each of the formal arts activities (Theater, Visual and Digital Arts, Kinesthetic Arts and Culinary Arts) are expressed in building forms that are clearly identified and equally distributed around the central Courtyard. Each of the four Art Zones, three built and one void, face one of the four cardinal points, aligning with the exterior neighborhood streets to maximize the connection to the site and the community.

ENHANCE CONNECTIONS

The final stage is to enhance the connections between the central courtyard and the surrounding neighborhood context. Each of the Arts Zones act as a terminus to a view corridor drawn in from the neighborhood, through the Learning Neighborhoods and Courtyard. The view corridors inform the placement of windows and entry points in the Art Zones and Learning Neighborhoods around the Courtyard.



SITE CONSIDERATIONS

The overall site design for Grant Center for the Expressive Arts provides opportunities for Arts-Infused Learning, creative play, and inspirational nature-oriented outdoor education. Green spaces, nature pathways, and gardening areas are provided as a way for students to actively and physically engage with the natural environment. Curved concrete forms and creative play striping in the pavement provide visual connections throughout the school and off-site, welcoming the community and recalling the topography of the greater Puget Sound and Point Defiance. By integrating moments for artistic engagement, performance, and exploration, the site taps into the concept of “multiple intelligences” and encourages a diverse education for students.

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| ① GRANT ARTIST STATUES | ⑩ FOOD EXPERIENCE GARDEN |
| ② BACK-IN ANGLE PARKING | ⑪ MEMORIAL DOGWOOD TREE |
| ③ BIG TOY, PRE-K-1 GRADE | ⑫ LAWN |
| ④ BIG TOY, GRADES 2-5 | ⑬ THEATER |
| ⑤ BIKE PARKING | ⑭ LIBRARY / VISUAL & DIGITAL ARTS STUDIO |
| ⑥ AMPHITHEATER | ⑮ GYMNASIUM / KINESTHETIC ARTS |
| ⑦ COVERED PLAY | ⑯ CAFÉ / CULINARY ARTS |
| ⑧ EXISTING TREE | ⑰ PERSISTENT PROJECT PORCH |
| ⑨ PLAY FIELD | ⑱ LINE OF COVERED WALKWAY ABOVE |



MATERIAL STRATEGY

The material design strategy for the new Grant Center for the Expressive Arts is to reveal, internally and externally, the presence and persistence of arts that students and staff engage in throughout the day. The staff and District feel strongly that the building should look as much like an arts center as an elementary school.

These considerations are balanced with those of the neighborhood and the context of the site. Neighbors have asked that the school fit into the historic context of Buckley's Addition and the overall scale be in accord with the residential neighborhood.

The design incorporates a color scheme of Cyan, Magenta, Yellow and Black (CMYK) to distinguish each of the four Arts Zones. CMYK is chosen to represent the formal arts spaces within the school due to the strong relationship the colors have to the act of creating physical art. A more subdued, contextual pallet is applied to the Learning Neighborhoods. This allows the Arts Zones to be iconic arts centers while the Learning Neighborhoods blend into the context surrounding the site and integrate the whole project into the fabric of Buckley's Addition.



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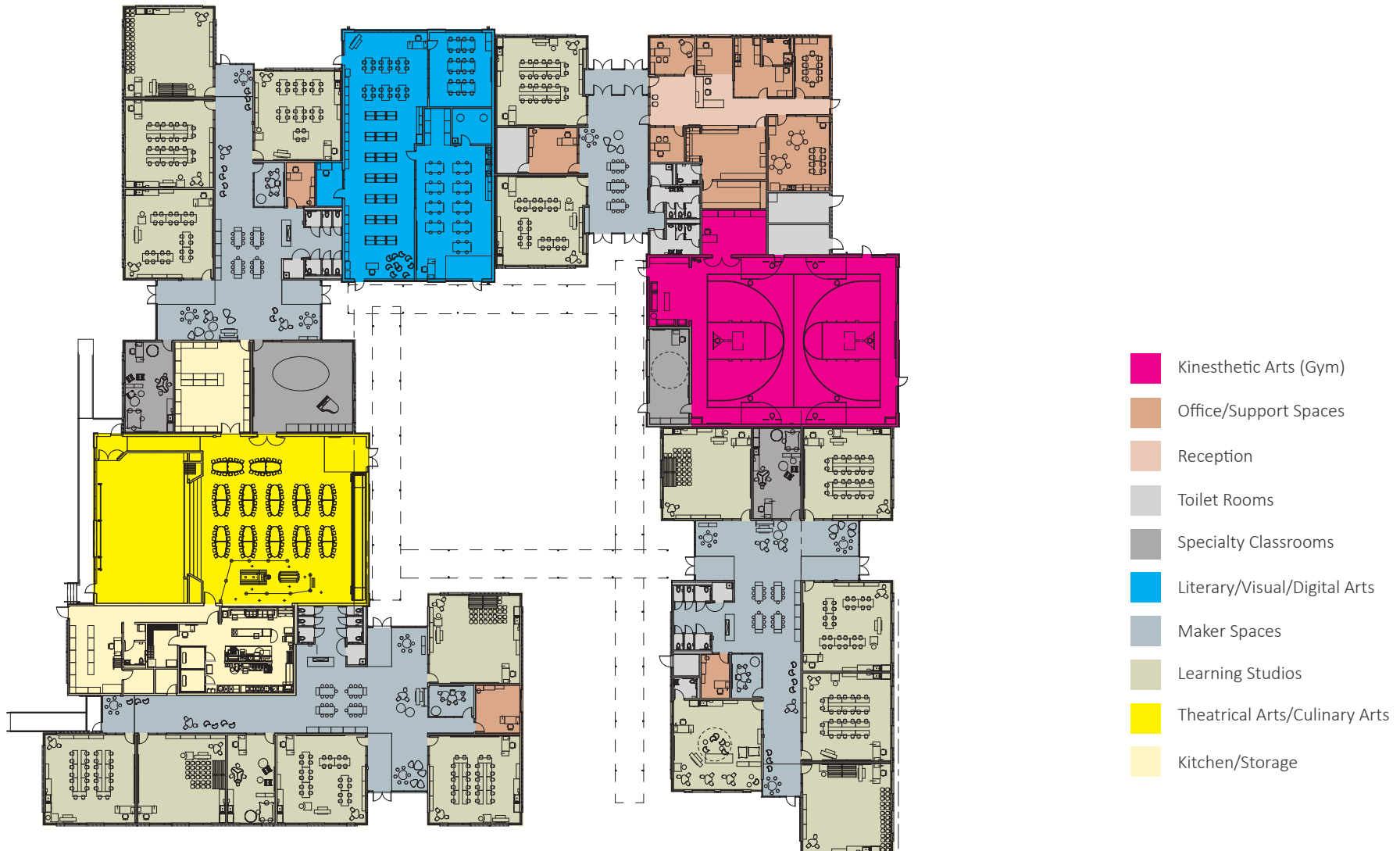
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FLOOR PLAN

The central Courtyard is the primary organizational element of the building. Each of the four Arts Zones are set along a side of the Courtyard. Learning Neighborhoods are used to form edges between Arts Zones. The building form pinwheels around the center of the Courtyard orthogonally as each form rotates and repeats.

This movement creates a plan which, much like the site, offers students multiple points of entry with which to engage the building. Students arriving from the north are greeted at the Entrance Plaza by the Grant Artist Statues as they enter the building. Students arriving from the south move through the playgrounds before entering the Courtyard and making their way to Learning Neighborhoods.



Results of the Process & Project

Maximizing Every Student's Opportunity

Our work on Grant Center for the Expressive Arts began with a question formed from our first meeting with the Design Advisory Committee: How will the learning environment maximize opportunities for every student to engage in an Arts-Infused learning culture? This question led our team on a journey to better understand what an Arts-Infused culture looked like, and how we could use the new building to create spaces that support every student's right to engage with, and interact in, that culture.

We gathered the collective wisdom of the Grant community to help us develop key goals and craft a mission statement that could answer the DAC's original question: Grant Center for the Expressive Arts will create multiple entry points with which to engage students, family, staff, and community members through the arts, regardless of subject or location. The design will celebrate the Arts-Infused learning model by fostering ownership in every user and honoring the multiple intelligences in every learner.

Support Every Student (JEDI)

Celebrating the variety of intelligences each person offers, and how those unique viewpoints help strengthen the whole group, starts with relentlessly supporting every student, every day. Grant CEA uses a distributed model for student support spaces, encourages students to move throughout the building and promoting relationships. Specialist's offices and small group study areas are adjacent to each shared learning space. The Learning Assistance Program (LAP) classroom, Language Resource Center (LRC) classroom, and the Nest (autism inclusion program) are placed one in each learning neighborhood throughout the project. Ensuring every student has what they need individually to succeed without segregating them from their peers builds a strong sense of community and camaraderie between students and between students and staff.



Celebrate Multiple Intelligences

The new Grant Center for the Expressive Arts provides a variety of distinct learning settings to give teachers and students appropriate space to engage in the wide range of learning possibilities that the arts-infused curriculum requires. Each teacher can work with the variety of arts specialists within the school to identify opportunities of engagement for students to interact with the core curriculum in nontraditional ways. The school is designed to provide a wide range of spaces that are suitable for anything from Photoshop classes to underwater weaving, from set design to unicycling, from drama games to portrait drawings. The intent is to be a backdrop for the staff and students to explore together as they find creative and engaging ways to connect to learning.

Foster Ownership

The project is designed to foster ownership within users at every scale, from the individual to the community. A desk or special space within a learning studio may provide a feeling of ownership for a single student, a classroom provides that for a single class, a learning neighborhood for the grade band, the courtyard for the neighborhoods, and the school for the community. Each scale of the building relates back to ownership and promotes a sense of belonging differently, and each provides opportunity to display student, classroom, and community work in a variety of ways. The culmination of the idea of ownership and expression is the mural wall. There are 6 locations throughout the project that are constructed of smooth face CMU and painted white to allow the school and/or local artists to create and execute a mural, the first of which was completed the summer the building was opened.

Unintended Results & Achievements

The facility is a blank canvas, on which the students, teachers, staff, and community can create their own educational experiences. Each space supports an array of engagement opportunities that respect the multiple intelligences of every student and bring richness and depth to the Arts-Infused learning model.



This is a special school because we get to do art, and dance, and musicals. – Wren (5th grader at Grant)

I think the special thing is that you learn a lot, there is art, there are good teachers, and there aren't a lot of bullies. – Calem (5th grader at Grant)

The general contractor for this project achieved high levels of performance for diversity and inclusion of those who contributed to construction. For Grant Center for the Expressive Arts the following goals were set and the results achieved:

WBE:	Goal 6%	Final 2%
MBE	Goal 10%	Final 25%
SBE	Goal 5%	Final 9%
Local	Goal 30%	Final 98%



Bus Drop Off and Entry Plaza

Grant is one of the oldest operational schools in the district. The historic Grant School sign from the 1920s building has been salvaged and placed at the new entry. Community artwork and a new brick walkway with alumni names, community members, families, and inspirational quotes rounds out the arrival experience.



Learning Studio

Learning Studios are well daylit and enjoy views either out into the surrounding community or back into the central courtyard. Each Learning Studio is allocated space slightly below district standards to allow larger Maker Spaces within each of the Learning Neighborhoods.



Maker Spaces

The Maker Space is the core of each of the Learning Neighborhoods. They are adjacent to each Learning Studio and lead to either the Central Courtyard or out to the surrounding site. The building's roof covers the entrance on both sides, creating a project porch that extends the Maker Space in each direction.



Playground and Mural Walls

Six key walls were identified in design as future mural locations. These walls are at the ends of each of the Learning Neighborhoods and at the covered play structure. The school chose a muralist as their artist in residence during construction. She worked with students to share her craft and explain how murals are designed and painted, and when the school opened she created the school's first new mural.



Theater

The Theater is the one of the most unique features of Grant Center for the Expressive Arts. The Theater has telescoping seats that can be pulled back to the wall when not in use, opening the floor area for used for the Grant Cafe, fourth grade violin lessons, prop building workshops, indoor recess or an informal Maker space for teachers and students. During school hours, the stage is utilized as the dance studio. An operable wall with mirrors on the stage side will close the studio off from the auditorium space.



Library

The library is the resource hub for 2d and 3d art within the school. Students are able to move between the book/reading area, the digital media lab complete with green screen, and the art studio as they build their subject matter expertise through multiple points of discovery.



Central Courtyard

The Central Courtyard is the heart of the school, opening into each of the Art Zones and Learning Neighborhoods and connecting the site and the community to the art and activities that permeate the school. Providing outdoor Maker Spaces, amphitheater seating and Juliet overlooks, the dynamic courtyard engages students senses and imaginations and is always a hit on the site specific dance day.