



GRANT CENTER FOR THE EXPRESSIVE ARTS

Executive Summary

Grant Center for the Expressive Arts (GCEA) 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.

GCEA 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. Community support and involvement was evident throughout the planning and design process, resulting in an openness to the site plan that benefits the neighborhood as an after hours park. 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.

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.

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

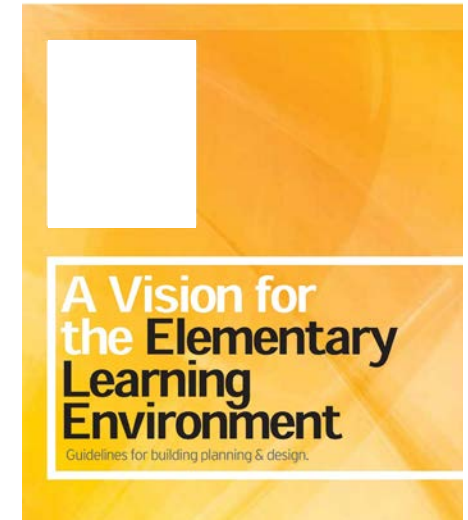


School and Community Engagement

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, such as:

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 considered; each project learned from the other as the team shepherded both communities through an engaging exploration of those key issues which most 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

Educational Environment

An Arts-Infused Learning Model

Howard Gardner, founder of the concept “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 Arts-Infused Learning Model at Grant supplements core learning subjects with opportunities for students to participate

in performative and made art. Teachers work in conjunction with arts specialists to create a variety of points of engagement for each student to connect with the core curriculum. Students are offered activities such as dancing out mathematical concepts or studying architecture as a part of social studies to capitalize on each of the unique intelligences. The school also hosts an annual Artist in Residence program where an outside artist is brought into the school for a year to engage students and build the curriculum around their own art form.

The design team worked with the school community to identify space that would benefit from the overlapping of pedagogy and art. As a result, the design of the new Grant Center for the Expressive Arts provides a variety of distinct learning settings that 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, create and edit film, express ideas through dance and music, or explore cultures through food. The flexibility of the building is based on separation of the Arts Zones into distinct spaces directly connected to the central Courtyard, allowing each to respond nimbly to the pedagogical need of the school.

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*.



“ 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.



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 50,401 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.

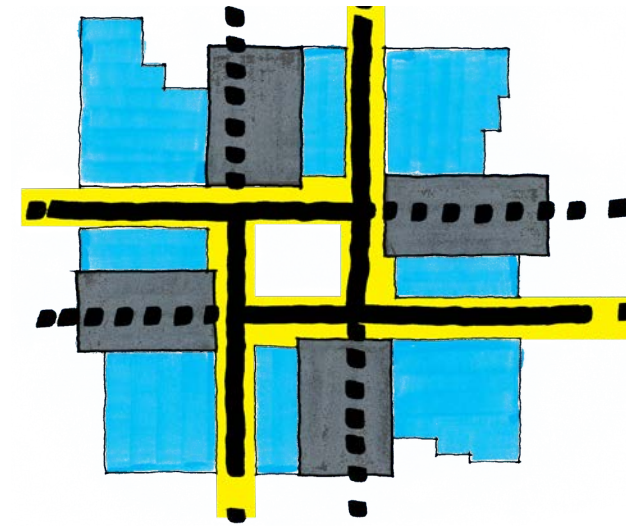
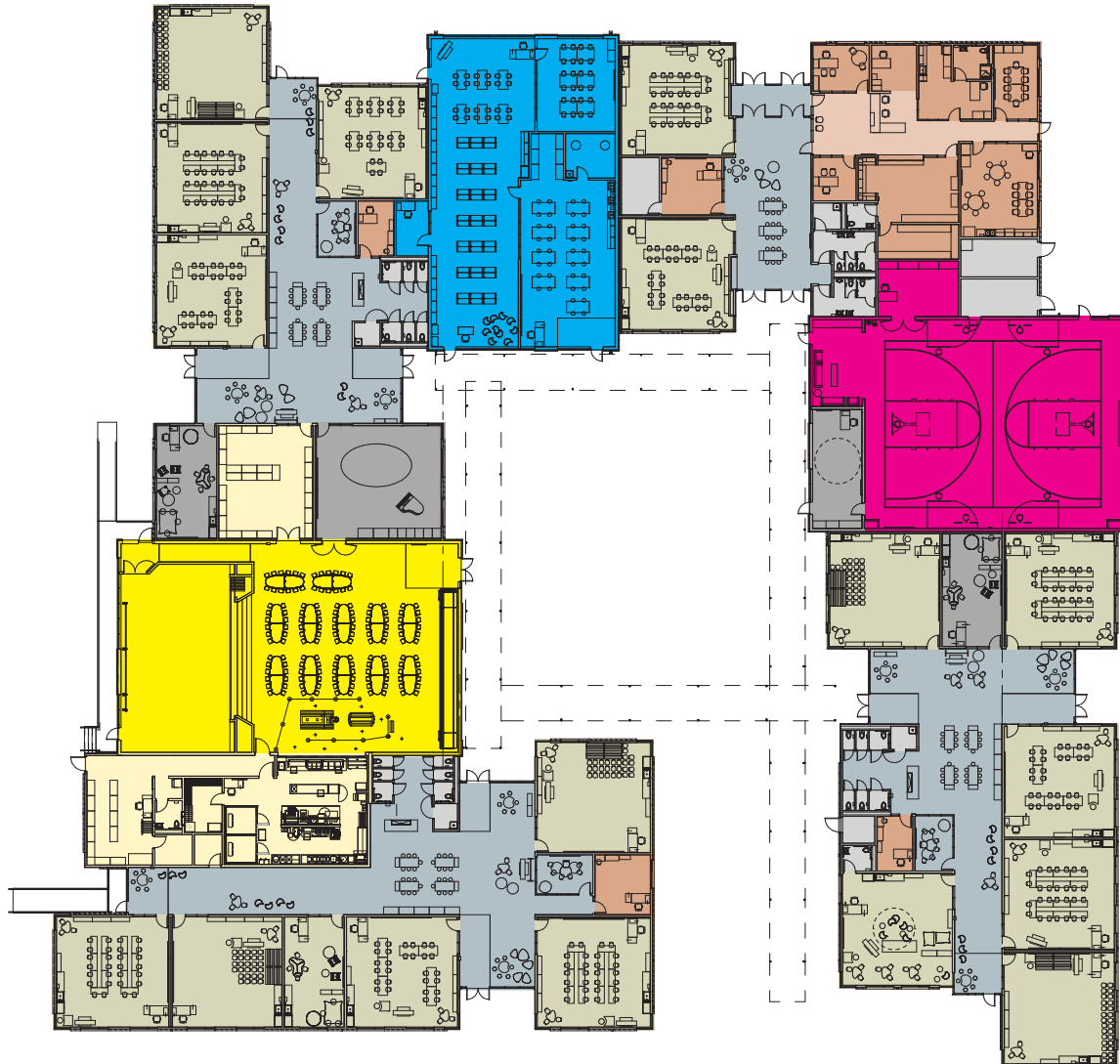
Grant Center for the Expressive Arts currently enjoys several community partnerships nearby. The University of Puget Sound partners with the school to provide student teachers in exchange for classroom experience. Jason Lee Middle School's hot shop provides art glass for students to use in fused glass 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.



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.



- Kinesthetic Arts (Gym)
- Office/Support Spaces
- Reception
- Toilet Rooms
- Specialty Classrooms
- Literary/Visual/Digital Arts
- Maker Spaces
- Learning Studios
- Theatrical Arts/Culinary Arts
- Kitchen/Storage

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.



Sustainability & Wellness

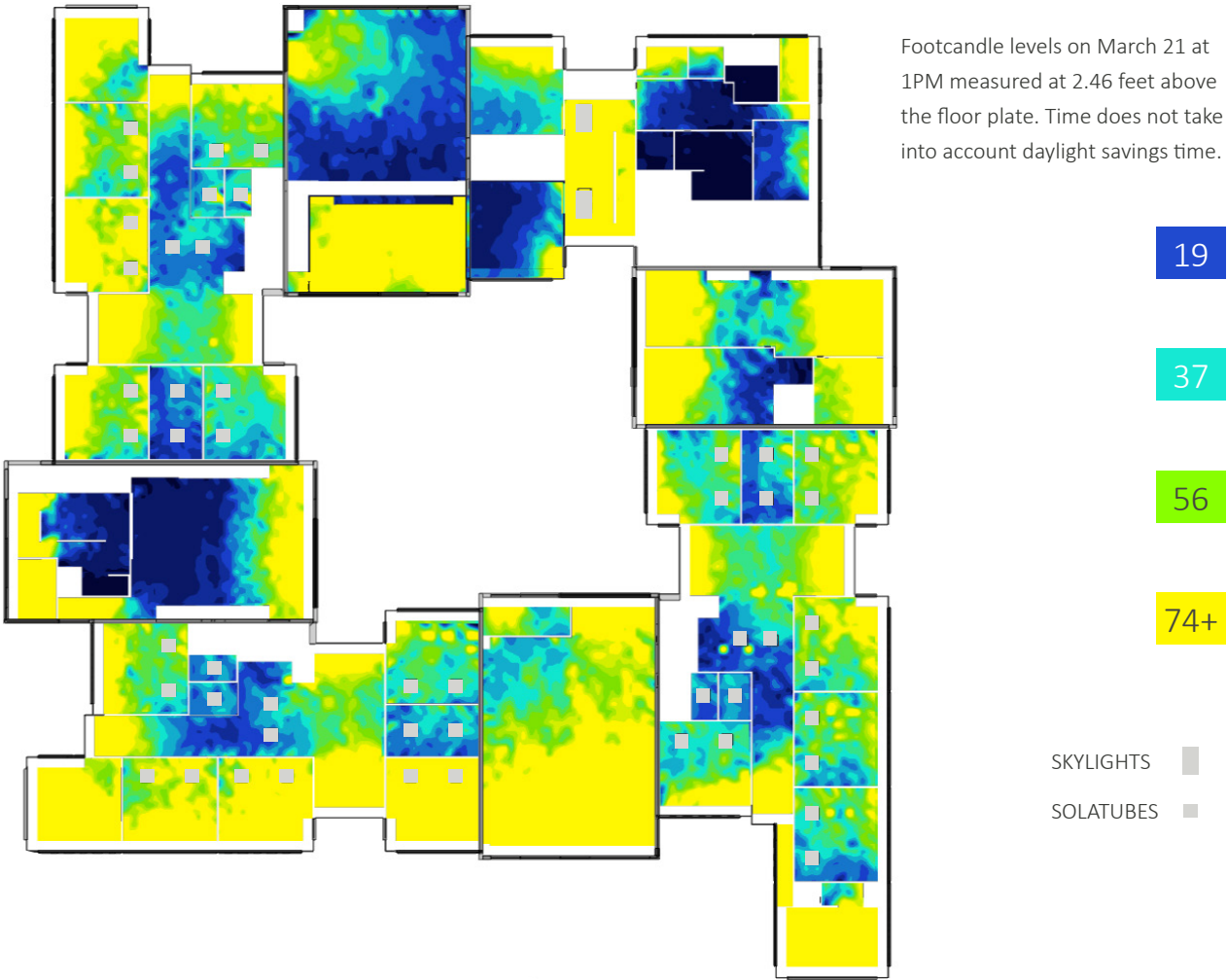
DAYLIGHTING STRATEGIES

Daylighting the Arts Zones is accomplished by a combination of low storefront and high clerestory windows along the Courtyard and community sides of the buildings. This will help balance light deep in the learning spaces. Learning Neighborhoods rely on storefront windows at the Shared Activity areas and tall windows spaced evenly across the facade of each Learning Studio. Solatubes also help pull daylight farther into the building.

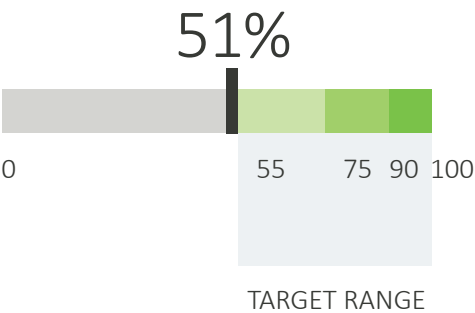
It is the design team’s goal to provide comfortably lit spaces for the majority of the year while balancing visual comfort and cooling loads. Current design models show the project achieving a spatial daylight autonomy (used to evaluate whether a space receives enough usable daylight throughout the year) level of 51% while keeping the annual sun exposure (helps to identify whether a space is subject to overlighting) levels to 12%.

ENERGY CONSUMPTION

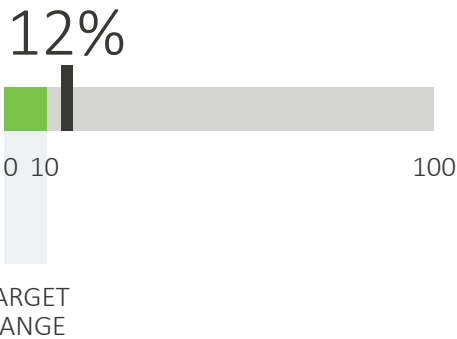
McGranahan Architects has joined the AIA 2030 Commitment to reduce carbon emissions in the built environment to zero by the year 2030. In working to meet this goal, a project target Energy Use Index (EUI) of 22.5 was set for the Grant Center for the Expressive Arts. This goal represents a 70% reduction of carbon emissions from the regional average/median for elementary schools. We worked with the owner and engineers to implement further energy saving strategies, and the final design established a predicted EUI of 21.9.



SPATIAL DAYLIGHT AUTONOMY



ANNUAL SUNLIGHT EXPOSURE



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.



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.



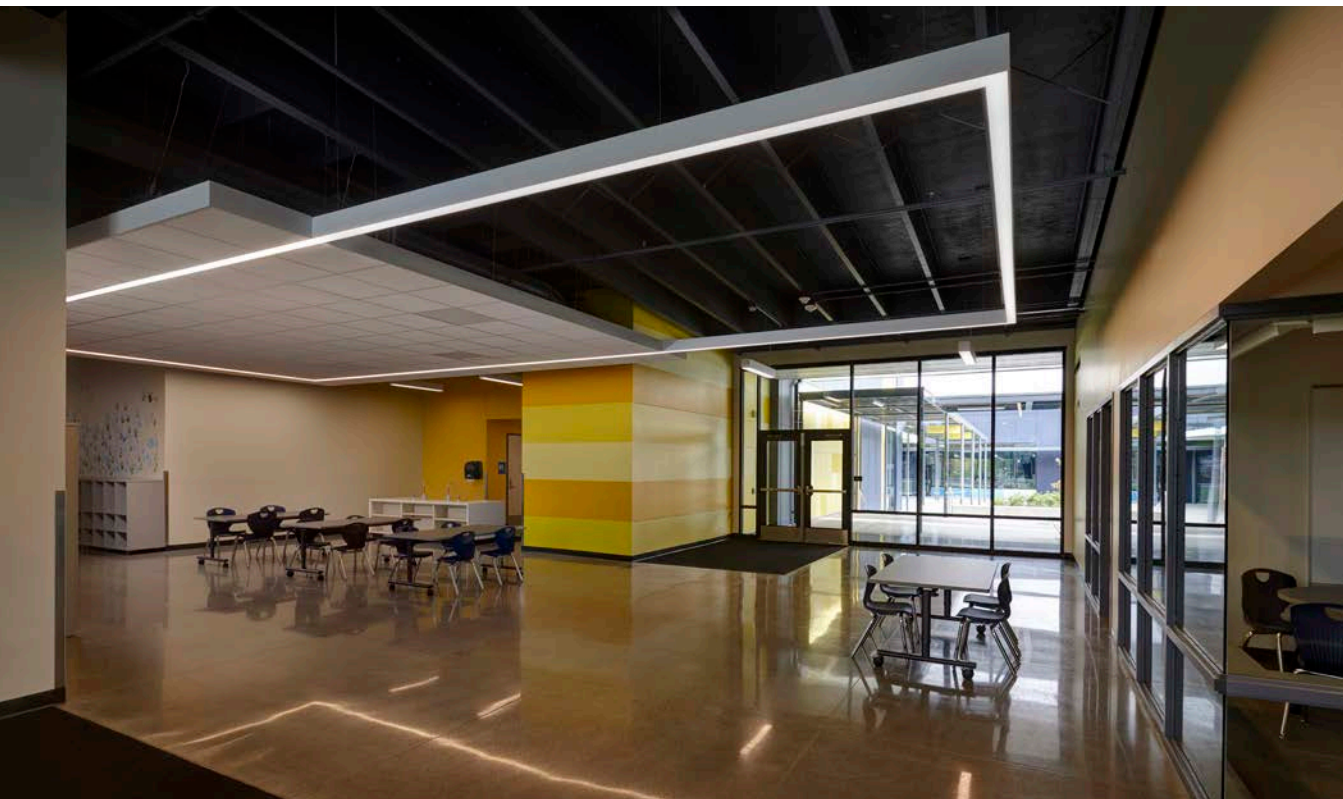
Central Courtyard

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.



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.



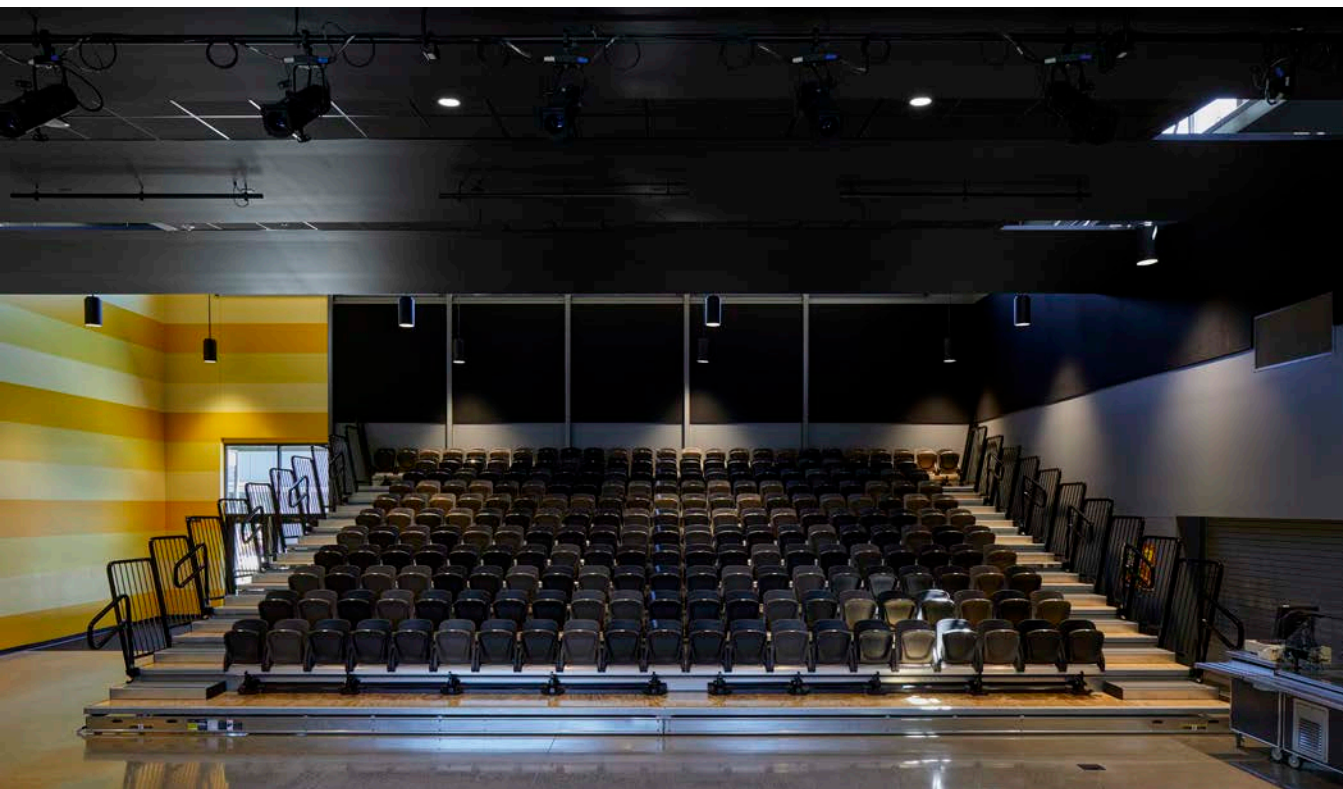
Maker Spaces

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.



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.



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.