



# LEARNING ON DISPLAY: STUDENT-CREATED MUSEUMS THAT BUILD UNDERSTANDING



LEFT: KICK-OFF TO LINCOLN AVENUE MUSEUM PROJECT. STUDENTS STUDIED OBJECTS TO GENERATE INTEREST IN RESEARCH.

ABOVE: ALLEN FIELD STUDENTS CONDUCT RESEARCH FOR THEIR MUSEUM PROJECT

## Arts @ Large Offers Innovative Program through C.R.E.A.T.E. Grant

Arts @ Large and Milwaukee Public Schools obtained an Arts in Education Professional Development Grant from the U.S. Department of Education to train three cohorts of teachers in the Kid Curator school museum process as outlined in *Learning on Display: Student-Created Museums that Build Understanding* (D'Acquisto, 2006). The Kid Curator instructional process puts students in the roles of

researcher, exhibit designer and docent as they create and staff their own school museums. Throughout the process students learn academic content and important skills. The highly successful March to Equality exhibition (see QR code for more information) was a product of the school museum process, illustrating how the Kid Curator model of engaging students in exhibit design

transforms teaching and learning. MPS teachers led their students in this dynamic work this year!



SCAN THIS QR CODE FOR MORE INFORMATION ABOUT THE MARCH TO EQUALITY AND OTHER SCHOOL MUSEUMS.



SCAN THIS QR CODE FOR VIDEO STORES ABOUT DIFFERENT SCHOOL MUSEUM PROJECTS.



MODELING THE RESEARCH PROCESS.



MODELING THE DESIGN PROCESS.



SHARING WORK IN PROGRESS.

# MPS STUDENT-CREATED MUSEUMS



NOVA MIDDLE AND HIGH SCHOOL



FAIRVIEW CHARTER SCHOOL



TIPPECANOE SCHOOL FOR THE ARTS AND HUMANITIES



NOVA MIDDLE AND HIGH SCHOOL

## Improving Learning with Professional Development for Teachers

In June 2012, 24 teachers gathered for two weeks to learn the Kid Curator school museum framework. Sessions were held at three local museums: the Milwaukee Public Museum, Jewish Museum Milwaukee, and the Harley-Davidson Museum. Teachers studied exhibit design and label copy using observation guides that will later be used with their students. During this time teachers examined samples of successful school museum projects and used many tools and processes from *Learning on Display*. They created small-scale projects and learned art making techniques in collage, papier mache, and bookmaking workshops offered by local artists. Each teacher developed a school museum plan, assessment outline, and a timeline for implementation during the 2012-13 school year. Teacher learning continued throughout the

year with monthly cohort sessions at Arts @ Large and ongoing coaching support at school sites.

The second cohort begins their intensive summer professional development in June 2013 and will implement school museum projects throughout the 2013-14 school year.

**“This was hands-down the best PD program I have ever attended.” - Cohort #1 Teacher**

**“Wow!! What a super, super opportunity this PD is to develop such a sensational teaching tool!” - Cohort #1 Teacher**



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