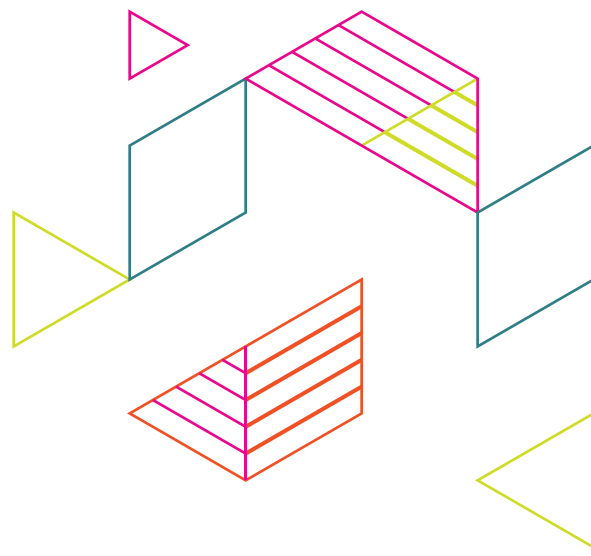




Architecture Lab

EDUCATOR GUIDE 3-5



ABOUT

SARASOTA ART MUSEUM

Sarasota Art Museum is a kunsthalle, an art museum without a permanent collection, making every visit **fresh and unique,** and providing visitors with the opportunity to access the most current artworks and artists of our time.

This project was made possible, in part, by the Institute of Museum and Library Services Grant #ARPML-250659-OMLS-22, and with generous support from the Mena Lisa Kates Education Endowment Fund, John and Mary Metz Endowment Fund, Richard and Betty Nimtz Education Endowment Fund, Rosemary and Lou Oberndorf Youth Arts Endowment Fund, and the Shirley and David B Sykes Education Endowment Fund.

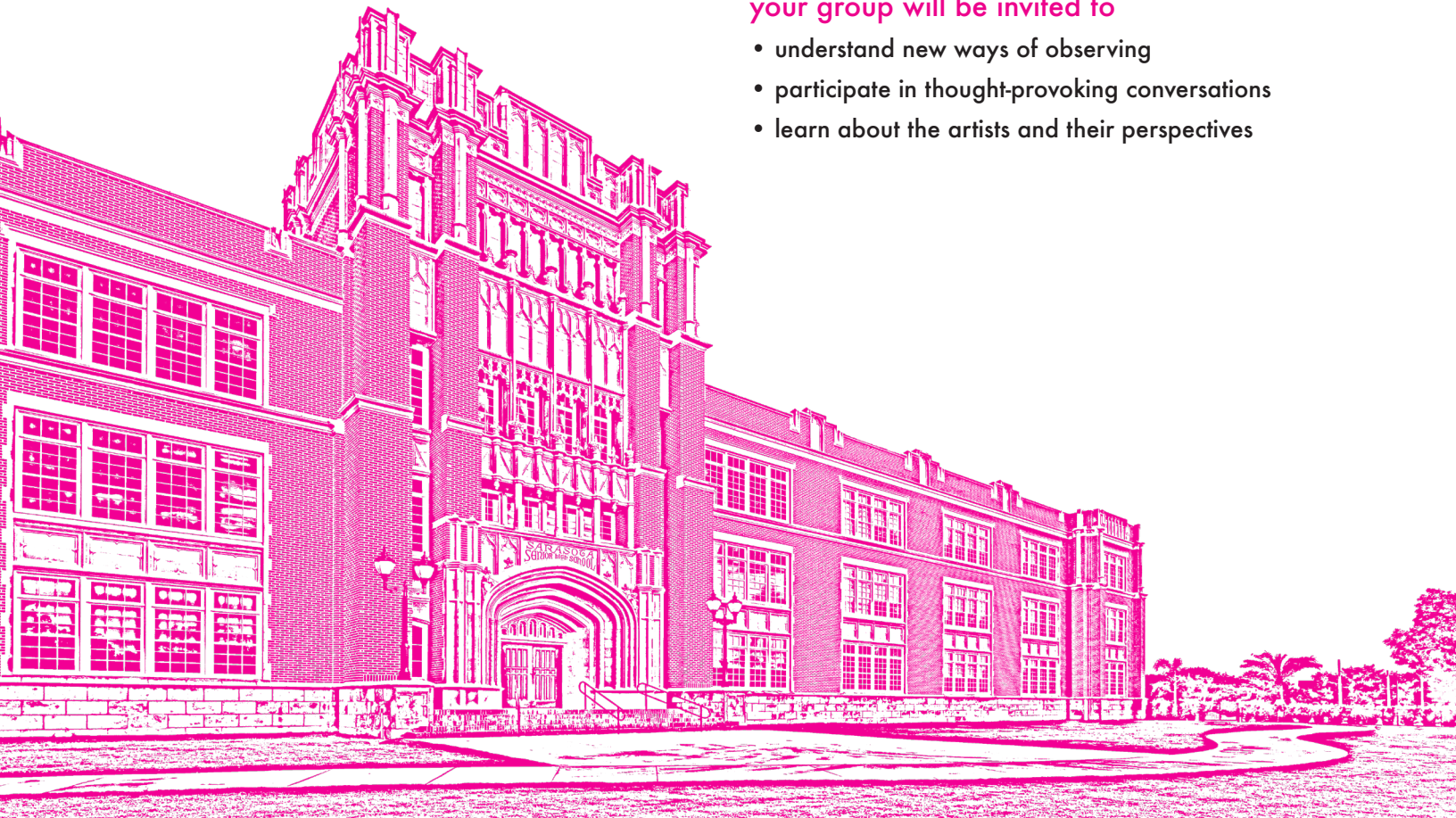


Sarasota Art Museum is a catalyst for appreciation and understanding of the art of our time. As a platform for education, exposure and experimentation, the Museum inspires new ideas and new ways of being through an endless rotation of transformative, relevant, and pioneering exhibitions and programs designed to elevate and empower all by cultivating discerning visual thinkers and ethical citizens.

The Museum is a place where you will have immersive experiences with the work of contemporary artists, foster creative thinking with your curriculum, and explore new ideas to stimulate your students' talents and curiosity as well as your own.

**During your school tour,
your group will be invited to**

- understand new ways of observing
- participate in thought-provoking conversations
- learn about the artists and their perspectives





The Educator's Guide is designed as a resource to facilitate the exploration of artistic concepts with elementary school students before and after their museum visit.

Through these open activities and questions, your students are encouraged to observe closely and think critically, so they can express their ideas confidently and creatively about any work of art.

Our visits and resources are carefully designed to inspire curiosity, imagination, and understanding, as well as cultivate in our young learners an appreciation for contemporary art.

TABLE OF CONTENTS

BEFORE YOUR VISIT.....	4
AT THE MUSEUM.....	5
AFTER YOUR VISIT.....	6
FLORIDA STANDARDS + ADDITIONAL RESOURCES.....	8

**Architecture Lab is a series of resources that encourage interdisciplinary connections between Visual Art, Science, and Math using elements of architecture as a learning frame. The activities are compatible with Florida curriculum standards.*

LEARNING INTENTIONS

Explore basic elements of architecture

in the context of a museum building.

Make connections

between museum space and elements of art

Develop language

by expanding their vocabulary and expressing their ideas about art fluently and imaginatively.

Develop visual literacy

and critical thinking skills through collective reflection and interpretation.





Play the related videos and use the vocabulary to explore visual, social, and architectural concepts with your students to expand and develop their visual literacy and understanding of the museum space and its specific use.



**Play the video “Unfolding Architecture”
from the Inside Out Series**

REFLECTING QUESTIONS:

- What new words did you learn about a building?
- What did you learn about the Sarasota Art Museum building?
- What elements of the building are familiar to you?
- What elements did you find unique to the Museum’s building?
- Do you think any building could become a museum?

Architecture

The science, art, or profession of designing and constructing buildings, bridges, and other large structures.

Architectural style

Defined as a set of characteristics and features that make a building or other structure notable or historically identifiable.

Façade

Any public-facing side of a building, often featuring decorative finishes.

Lobby

A space from which one or more other rooms or corridors can be accessed, typically found near the main entrance to a building.

Gallery

Room where art is displayed within the museum building.

Composition

The arrangement of forms in a work of art.

Color

Element of art derived from reflected light. The sensation of color is aroused in the brain by the response of the eyes to different wavelengths of light. Color has three properties: hue, value, and intensity.

Line

An identifiable path of a point moving in space. It can vary in width, direction, and length. Horizontal lines tend to create a sense of calm in a picture. Vertical lines tend to create a feeling of stability. Diagonal lines tend to create a feeling of dynamic movement.

Geometric shapes

Look as though they were made with a straight edge or drawing tool; a square, circle, triangle, and oval. Organic shapes are also called free form. These shapes are not regular or even. Their edges are curved and angular or a combination of both.

Texture

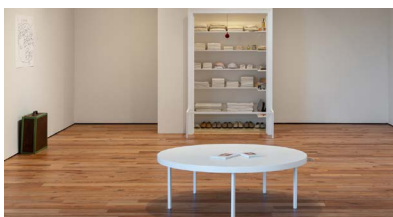
Refers to the way things feel or look as though they might feel if they were touched.

Pattern

A series of objects or compositional elements that repeat in a predictable manner.

AT THE MUSEUM

During a guided tour, students will be invited to observe, describe and discuss. You can use the same steps in a self guided visit to inspire active observation and engaging conversations.



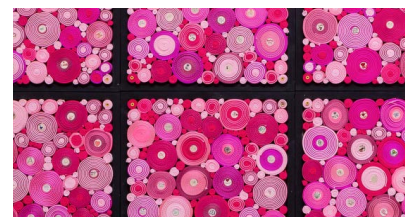
Observe

Allow time to slowly and carefully look at the works of art.



Describe

Describe and share what they see and go back to the art to find even more.



Participate

Engage in conversations, guided through open ended questions that will prompt them to share what they think and to use the learnt vocabulary to expand the discussion.

CLASSROOM ACTIVITY

BOARD MUSEUM FLOOR PLAN

Supplies

(4) 32" x 40" foam board
Collage materials
Scissors
Glue

*Students will split into four groups to complete the project

Instructions

- The teacher will outline a parallelogram that represents the museum floor plan.
- Using drawing and collage materials, students will add elements of the architecture they remember from their visit.
- Students will add recreations of the works of art they remember, using colors or shapes to reference the pieces.
- Students will write down what they are adding to the architectural drawing. Teachers will write down the words as needed.

REFLECTING QUESTIONS.

- What geometrical shapes can you find in a building?
- What other shapes would you like to use if you were the architect designing the building?
- What types of buildings do you know?
- How long do you think it would take to build a building like the museum or your school?





Suggested activities and questions to reflect on your learning experience at the museum, exploring vocabulary and applying specific art-related language through an art-making activity.

Some of the works of art your group experienced during the visit are site-specific installations, *Coming Together* by Jose Alavarez, *Force Field* by Odili Odita, *28 Colors* by Leah Rosenbergh and *Vita in Motu* by Christian Sampson. These are works that the artists created in response to a specific space, exploring its qualities and possibilities, and also adapting to its limitations. By creating a pop-up book, your students will use this technique to playfully adapt their piece to a spatial format.

about the museum

- What did you first notice about the museum?
- How would you describe the museum's building? What got your attention inside the building?
- How did the space make you feel? How did the people make you feel?
- What shapes did you see that are part of the building?
- What colors does the building have?
- What textures did you see?

about works of art

- What materials did the artists use to create the artworks?
- What medium did the artists use to create their art?
- Did you find anything unusual or something you've never seen before?
- What shapes did the artists use to create the artwork? What colors?
- What was the heaviest artwork you saw? What was the lightest?

Sarasota Art Museum guided school tours support Florida educational standards by exploring ideas relevant to Visual Art, and English Language Arts (B.E.S.T.).



*Educators may address specific standards in their classrooms according to grade-appropriate levels.

MATHEMATICS

MA.3.GR.1.3 Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.

MA.34.M.1 Measure attributes of objects and solve problems involving measurement.

MA.4.GR.1 Draw, classify, and measure angles.

MA.5.GR.1 Classify two-dimensional figures and three-dimensional figures based on defining attributes.

SCIENCE

SC.35.N.1 The Practice of Science. Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

SC.35.P.8 Properties of Matter. A. All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass. B. Objects and substances can be classified by their physical and chemical properties. Mass is the amount of matter (or “stuff”) in an object. Weight, on the other hand, is the measure of the force of attraction (gravitational force) between an object and Earth.

VISUAL ART

VA.3.C.1.2 Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.

VA.4.C.1.2 Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.

VA.5.C.1.2 Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.

VA.5.C.1.3 Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.

ADDITIONAL RESOURCES

Tools for teachers to create connections between works of art and the curriculum

Artful Thinking Routines by Project Zero.

Harvard University. <http://www.pz.harvard.edu/projects/artful-thinking>

Art Vocabulary

MoMA. Glossary of Art Terms https://www.moma.org/learn/moma_learning/glossary/

Tate Gallery. Art Terms <https://www.tate.org.uk/art/art-terms>

Architecture Vocabulary

My Modern Met <https://mymodernmet.com/architecture-terms/>

<http://www.visual-arts-cork.com/architecture-glossary.htm#d>

<https://www.classicist.org/workspace/pdf/Identification-and-Glossary-of-Terms.pdf>

Metropolitan Museum of Art <https://www.metmuseum.org/learn/educators/curriculum-resources/art-of-the-islamic-world/resources/glossary>