



Creation 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 Nimitz 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 little 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

**Creation Lab is a series of visits that brings interdisciplinary connections between Visual Art and English Language Arts. The activities are compatible with Florida curriculum standards.*

LEARNING INTENTIONS

Explore elements of art

and the relationship between color, shape, size, and space in artworks.

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.



CLASSROOM PROJECT

Color palette and juxtaposition

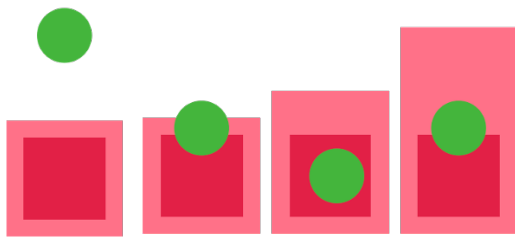


Fig. 1

2. Create and present

Ask your students to create their own composition using **juxtaposition**, or placing contrasting elements next to each other, and have them choosing colors that mean something to them (for example, their favorite color, color of today's t-shirt, etc.). Results may vary between abstract and representational, use them to compare and contrast.

Ask them:

- Why did you choose those colors?
- How would you describe your composition?
- If you could add music to your composition, what would it be? What would it taste or smell like?
- What if you can put your composition anywhere in any size you want, where would you put it and why?

Use the suggested activities and vocabulary to explore visual concepts with your students to expand and develop their visual literacy. During your visit you will find how artists have applied those same concepts to their work in different ways conveying different meanings.

By using the following activities students will enhance their observational skills while playfully and purposefully using elements of composition in abstract art.

1. Observe and discuss

Use **Fig. 1** and ask your students to describe what they see.

- What do the colors make you think about?
- Do you think all the shapes are one image or are they separate images? Why?
- What if there were no green circles?
- What if these shapes are objects that make a sound? What sound would they make?
- What if these "objects" could move? How would they move?

3. Color and perspective

Using only **Fig. 2**, ask your students to describe the image.

- What do you see?
- Which color appears to be closer, which one further?

Using only **Fig. 3**

- What do you see?
- What if it was a real object, would it be heavy or light?
- What material would it be made of?

Using both figures 2 and 3

- Do you think they are the same image or are they two different images?
- Compare and contrast the colors and shapes found in these images
- If they are objects in space, what is your point of view?
- Where are you in relation to the objects?

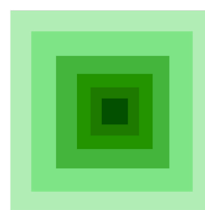


Fig. 2

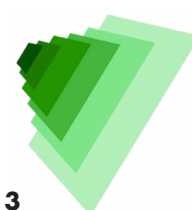


Fig. 3



Color palette

The term refers to the range of colors habitually used by and characteristic of an artist.

Perspective

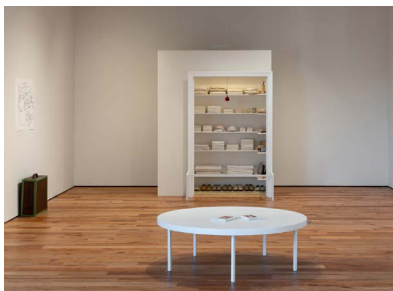
Technique used to depict volumes and spatial relationships on a flat surface, as in a painted scene that appears to extend into the distance.

Juxtaposition

An act of placing things close together or side by side for comparison or contrast.

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.



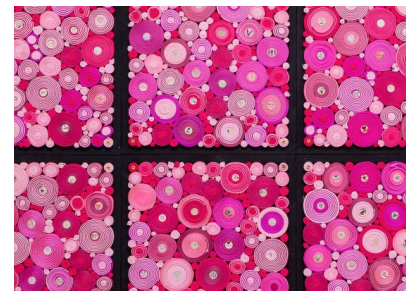
Observe

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.



Explore with your students what they learned at the museum through guided discussions, unfolding the layers of the works of art. With this activity you can explore and re-visit terms like abstract art, art installation, and site-specific art.

Asking your students to work together will create a space for discussions, collective art, and decision making; this will guide students through the process of considering the art work beyond its form when it is integrated with a specific space.

SUGGESTED QUESTIONS

about the museum

- What did you first notice about the museum?
- How would you describe the museum's building?
- What drew your attention inside of the building?
- How did the space make you feel?
- How did the people make you feel?

about works of art

- What color palette stood out to you?
- What medium did the artists use to create their art?
- Did you find anything unusual or something you've never seen before?
- What emotions did the art make you feel?
- Did the artworks remind you of something you have seen or imagined?
- If you could bring one of the artworks to school, where would you put it?

Create a site-specific installation.

Materials

Cardboard, scissors.

Instructions

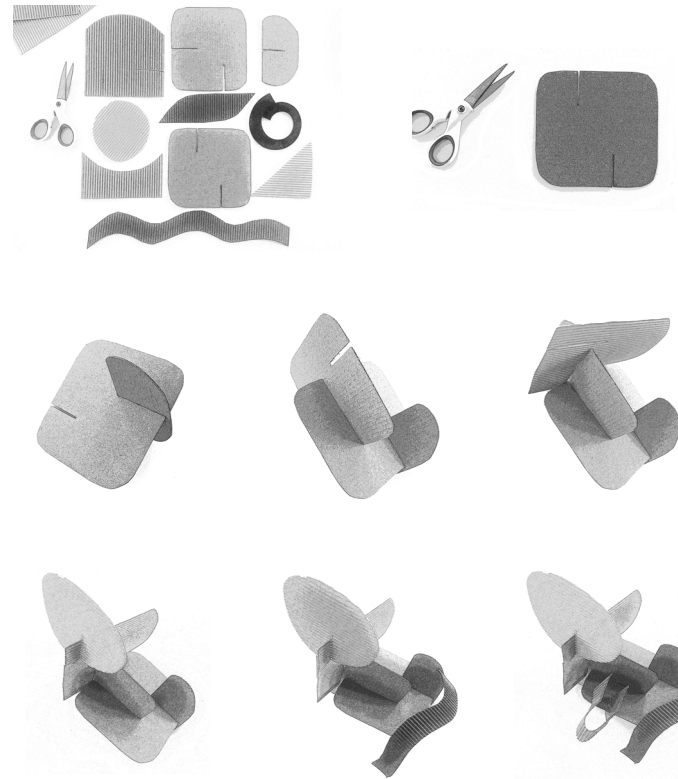
- 1) In small groups, students will choose a specific area inside the classroom (corner + floor, counter base, etc).
- 2) Inspired by a work of art they visited at the museum, they will choose a theme for their work.
- 3) Together they will create an installation using the **slot paper** technique to create their piece.

Cardboard Slot Technique

Cut 1-2 narrow slits in each shape

Connect the pieces together

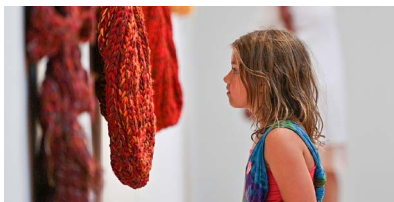
*For shorter sessions or younger groups, have the pieces cut out for the students



REFLECTING QUESTIONS.

- What concept/theme did you choose and why?
- What elements of your artwork convey that message?
- What makes your piece unique for that space?
- What elements contribute to creating depth in your piece?
- How would you name the piece and why?

VOCABULARY



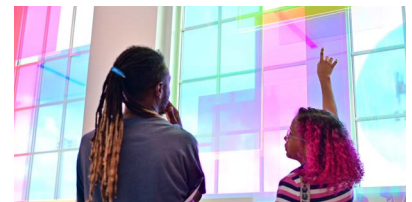
Abstract Art

A term generally used to describe art that is not representational or based on external reality or nature.



Installation

The term installation art is used to describe often, but not always, large-scale, mixed-media constructions, typically designed for a specific place or for a temporary period of time. What makes installation art different from sculpture or other traditional art forms is that it is a complete unified experience, rather than a display of separate, individual artworks.



Site-Specific

As a site-specific work of art is designed for a specific location, if removed from that location it loses all or a substantial part of its meaning. The term site-specific is often used in relation to installation art, as in site-specific installation.

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



ENGLISH LANGUAGE ARTS (B.E.S.T.)

- ELA.35.C.2.1** Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
- ELA.3.V.1.1** Use grade-level academic vocabulary appropriately in speaking and writing.
- ELA.4.V.1.1** Use grade-level academic vocabulary appropriately in speaking and writing.
- ELA.5.V.1.3** Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
- ELA.K12.EE.3.1** Make inferences to support comprehension.

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.

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

ADDITIONAL RESOURCES

About Jose Alvarez

Norton Museum of Art | In Conversation with Jose Alvarez, 2021. https://youtu.be/GrqEk1_bz7c
Avlak Gallery, LA. <https://www.gavlakgallery.com/artists/jose-alvarez-dopa>

About Odili Odita

<https://www.odilidonaldodita.com/index.html>
<https://www.odilidonaldodita.com/statements/index.html>
<https://www.youtube.com/watch?v=n7TDTztRbcU>

About Leah Rosenberg

<http://www.leahrosenberg.com/bio>
https://www.ted.com/talks/leah_rosenberg_the_language_of_color

About Christian Sampson

Life in Motion – Culture City. SRQ Magazine article by Dylan Campbell, August 27, 2022.
<https://darik.news/florida/life-in-motion-culture-city-srq-magazine-article-by-dylan-campbell/719201.html>

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>