



# Creation Lab

## EDUCATOR GUIDE 6-8



# 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.

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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 Middle 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.

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*\*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.





Suggested activity and vocabulary to explore relations between artworks, space and viewer. The experience of a work of art in a museum, it is a physical experience,

Using Google arts and Culture <https://artsandculture.google.com/>, ask your students to choose an abstract artwork, print it and place it in 2 different places around the school. At each location they will reflect and discuss how the space affects the way we perceive art. Ask them to take notes and pictures of the art in each location to share with the class.



## REFLECTING QUESTIONS.

- How does the space affect the artwork? (think about the colors, the light, the space that surrounds it, etc.)
- How do you think the space the art occupies affects how viewers react to it?
- As creators, which of the spaces would you choose to keep the artwork and why?



## Abstract Art

A term generally used to describe art that is not representational or based on physical, observable reality. .



## Juxtaposition

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



## Installation

The term installation art is used to describe large-scale, mixed-media constructions, often 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.

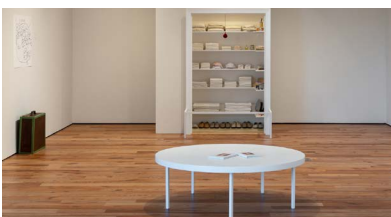


## Site Specific

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.

# 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.



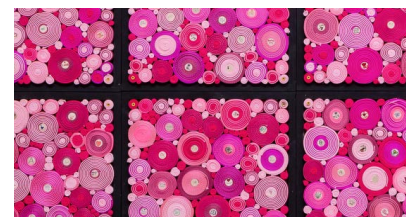
## Observe

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 a guided discussion to help them unfold the layers of the work.

## CLASSROOM PROJECT

### Materials

8 x 8" cardboard pieces  
 Variety of color papers  
 Color paint and brushes  
 Scissors  
 Glue

### Instructions

Choose one of the works of art you visited and ask your students to react to it by creating a painting or a collage that reflects their personal experience.

Once everyone has completed their work, put it together to create a collaborative mural.

### REFLECTING QUESTIONS.

- How did the art make you feel? How did you decide what colors to use for your piece?
- Where have you experienced similar feelings?
- What makes the experience similar or different when looking at the same work of art? What did you feel/think the first time you saw the art work vs now? How would you name our collective piece?

## about the museum

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

## about contemporary art

- What media did the artist use?
- How did the media/materials contribute to the intention of the artist?
- How do you describe the relation between the title and the meaning or the intention of the artwork?
- How does the artist's background influence his/her work?
- What connections do you see between the art and the world around you?

## about works of art

- What was appealing to you? Did you find anything unusual or something you've never seen before? What techniques did you see? What emotions did the art make you feel?
- What are the skills the artist used to create the artwork? What do you think was the artist's intention? What elements of the art contributed to that intention? How does the background of the artists reflect on their work?
- What techniques did you see? Where was the art exhibited in the museum? Why do you think the artist chose that specific place in the museum? Would you have chosen a different one?
- What personal connection can you make with the art?



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.K.12.EE.3.1** Make inferences to support comprehension.

**ELA.6.C.2.1** Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

**ELA.7.C.2.1** Present information orally, in a logical sequence, emphasizing key points that support the central idea.

**ELA.8.C.2.1** Present information orally, in a logical sequence, supporting the central idea with credible evidence.

## VISUAL ART

**VA.68.C.1:** Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**VA.68.S.1:** The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**VA.68.H.1.4** Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.

\*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](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](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/](https://www.moma.org/learn/moma_learning/glossary/)  
Tate Gallery. Art Terms <https://www.tate.org.uk/art/art-terms>