



# Creation Lab

## EDUCATOR GUIDE K-2



# 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.





At the museum, students will see a variety of forms of art and different use and application of color. Specific works of art or an artist's body of work can be identified by a certain use of colors known as the artist's color palette. Whether the color represents an observable quality of an object or a subject, or suggests a meaning or an idea in itself, the use of color is a deliberate choice by the artist.

Explore the suggested vocabulary and activities with your students. By carefully observing and describing basic elements of shapes and colors, and identifying their relationship to each other, students learn to form the foundation for their appreciation and understanding of abstract art.

## VOCABULARY

**Color palette** A variety of colors habitually used by and characteristic of an artist.

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

**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 response of the eyes to different wavelengths of light. Color has three properties: hue, value, and intensity.

**Contrast** Use of opposites near or beside one another (light and dark, rough and smooth).

**Hue** The name of a color – red, blue, yellow, etc.

**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.

**Pattern** Two-dimensional decorative visual repetition. A pattern has no movement and may or may not have rhythm.

**Shade** The dark values of a color (adding black).

**Shape** **Geometric shapes** look as though they were made with a straight edge or drawing tool; 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.

## Color and shape

Use Fig. 1 as an example to explore with your students relationships between color and shape.

- Ask your students to compare the squares using adjectives.
- If each square could make a sound what would it be?
- What if each image is an actual object, what do you think they could be?

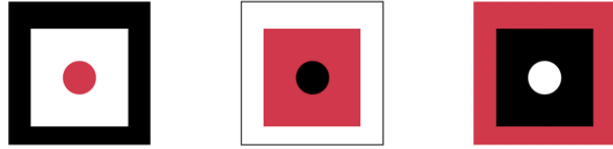


Fig. 1

## Size, space and imagination

Using Fig. 2 as an example, ask your students to choose a set of different shapes, sizes, and colors and create a collage.

- Ask them to name their creation and encourage them to show it to the group.
- If their collage could be any size, what size would it be? Would it be heavy or light?
- Ask them why they chose the colors and if the colors had a smell, what would the collage smell like?

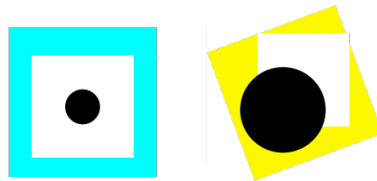


Fig. 2

## 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.





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 Alvarez, *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.

## 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 pop-up books with your students to play with colors and shapes and sizes.

### Materials

Paper, scissors, glue, pencil.

### Instructions

Using a long piece of paper, make 2 - 3 folds. Based on the artworks visited, ask your students to think about the shapes they want to see pop up!

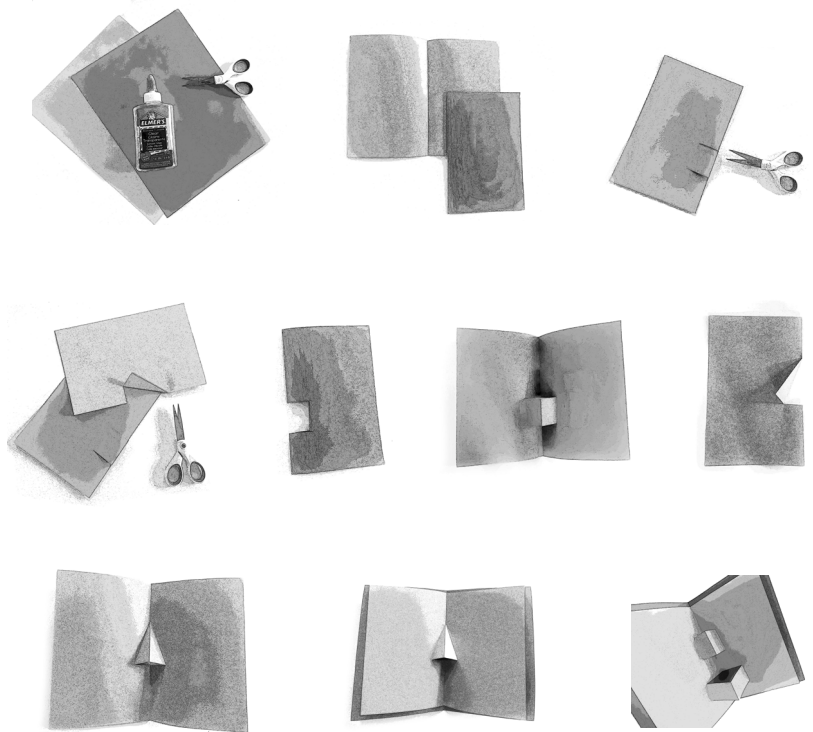
### For geometric shapes

Ask students to:

- 1) Fold the paper in half
- 2) Make 2 parallel cuts of the same length from the crease for each parallelogram and one for triangular shapes.
- 3) When folding back the paper, push forward the parts in between the cuts to make the shapes pop.
- 4) Glue the card to a different color paper to accentuate the depth.

### For any shape

- 1) Draw a shape over a straight horizontal line.
- 2) Fold the paper in half. Allow an inch to create a flap and fold it.
- 3) Cut a V shape in the crease of the flap.
- 4) Place the shape aligning the creases from your base paper and the shape, then glue them together.



## REFLECTING QUESTIONS.

- What color *palette* did you choose?
- Did you choose geometric/organic shapes?
- Does your book tell a story or is it abstract?
- If you were to name your piece, what would you call it?
- What if your card was a sculpture the size of a tree, would you change its name?

## VOCABULARY



### Medium

Can refer to both the type of art (e.g. painting, sculpture, printmaking), and the materials an artwork is made from.



### Site-Specific

A work of art 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.K.C.2.1** Present information orally using complete sentences.

**ELA.1.C.2.1** Present information orally using complete sentences and appropriate volume.

**ELA.2.C.2.1** Present information orally using complete sentences, appropriate volume, and clear pronunciation.

**ELA.K12.EE.3.1** Make inferences to support comprehension.

## VISUAL ART

**VA.K.S.1.1** Explore art processes and media to produce artworks. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**VA.1.S.1.4** Use accurate art vocabulary to communicate ideas about art.

**VA.2.S.1.2** Use diverse resources to inspire expression of personal ideas and experiences in works of art.

**VA.K.S.3.2** Practice skills to develop craftsmanship.

\*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>