



# Discovery 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.

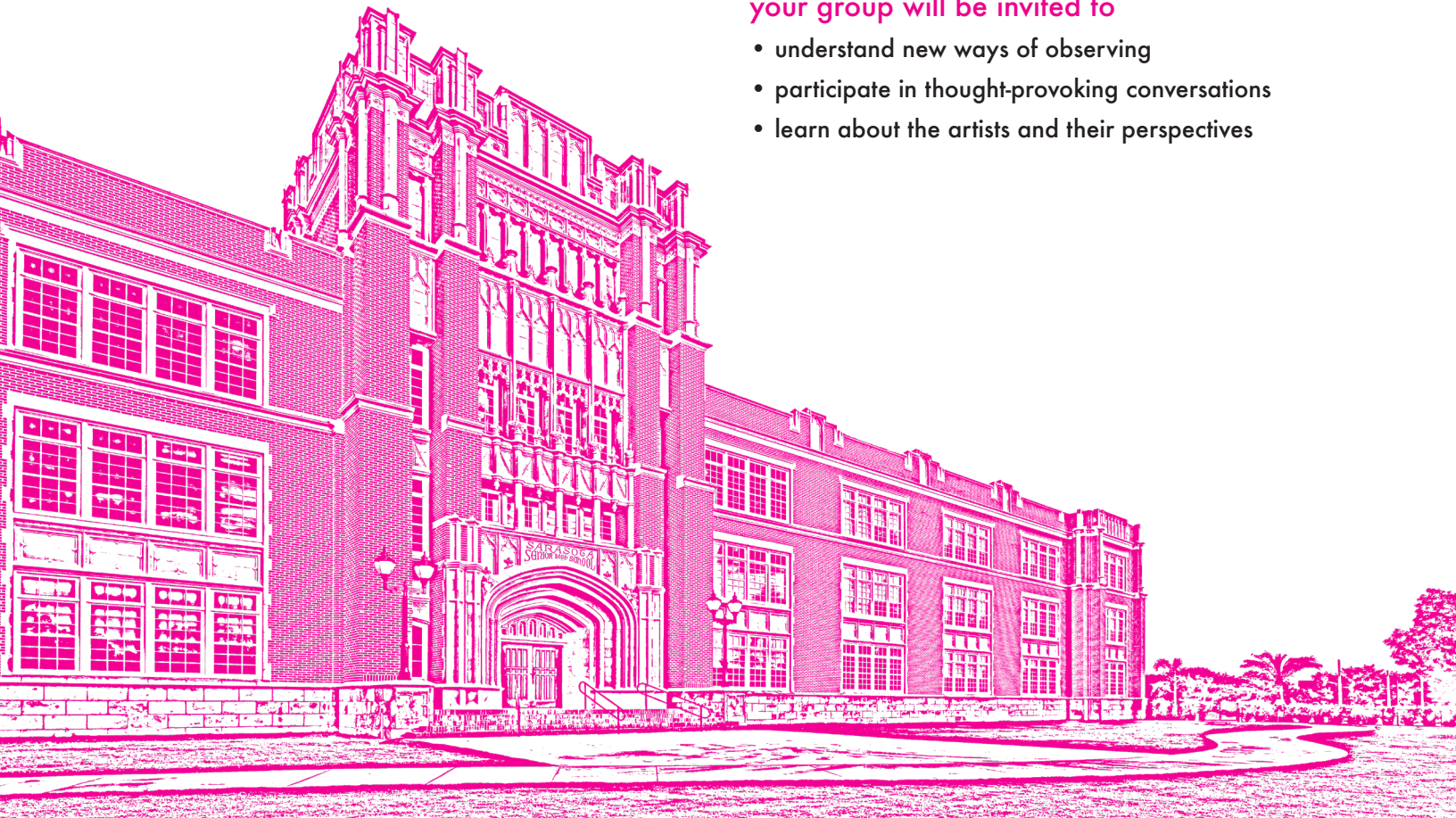


Sarasota Art Museum is a catalyst for appreciation and understanding of the art of our time. As a platform for education, exposure and experimentation, the Museum inspires new ideas and new ways of being through an endless rotation of transformative, relevant, and pioneering exhibitions and programs 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 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

*\*Discovery Lab is a series of visits that makes interdisciplinary connections between Visual Art, Science, and Math. The activities are compatible with Florida curriculum standards.*

## LEARNING INTENTIONS

### Explore elements of art

and observable properties such as line, color, shape, weight, and texture while practicing numeric operations and geometrical reasoning.

### Integrate mathematical

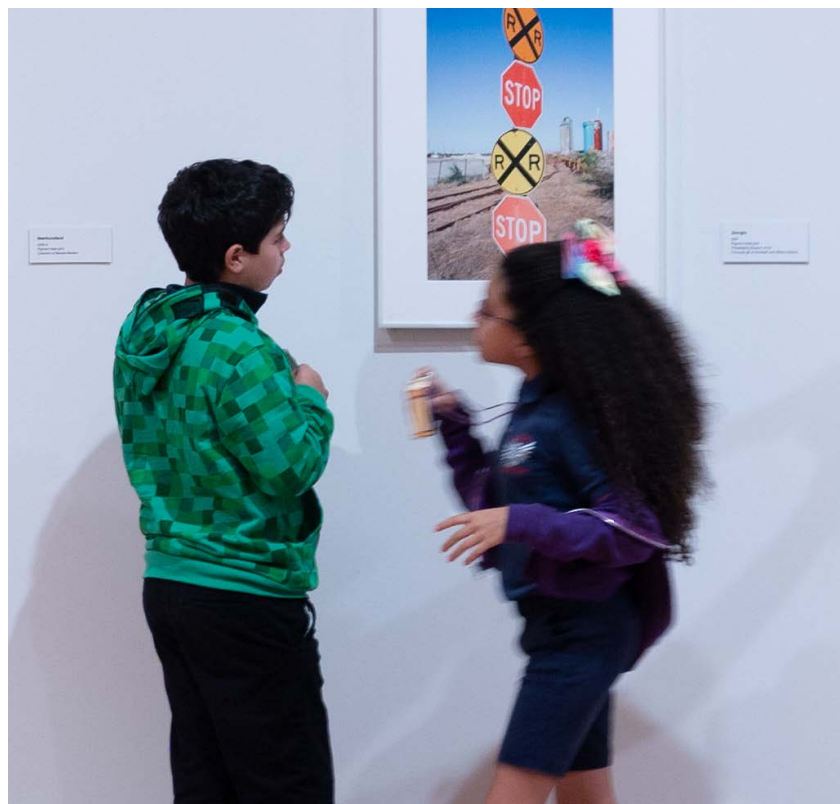
concepts and artistic elements into 3D creations.

### 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.





Use the suggested activity 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.

 Play the videos “The Art Lab” and “Visual Math. Wait...what?” from the Inside Out Series.

## SUGGESTED ACTIVITY

### Hidden Shapes

#### Supplies

Plain paper  
Pencil  
Colored pencils or markers

#### Instructions

- Students will draw dots all over a piece of paper without a specific pattern
- Ask the students to connect the dots marking 3 different geometric shapes of their choice
- Students will assign a color to each shape and a different one for the spaces overlapping
- Choose a different color for the background

#### REFLECTING QUESTIONS:

- When drawing the dots, did you see a pattern?
- How many shapes did you find?
- Do you think there were more to find?
- Did you find a pattern in the shapes you found?
- How does color affect the composition?





## Geometric Shapes

Closed figures created using points, line segments, circles, and curves.

## Symmetry

A balanced and proportionate similarity that is found in two halves of an object.

## Pattern

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

## 2D Shapes

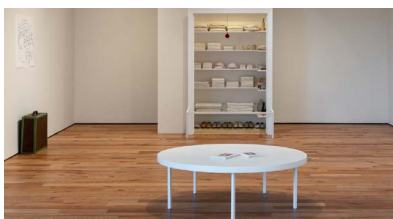
A two-dimensional (2D) shape can be defined as a flat figure or a shape that has two dimensions—length and width.

## 3D Shapes

In geometry, a three-dimensional shape can be defined as a solid figure or an object or shape that has three dimensions—length, width, and height.

## 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.



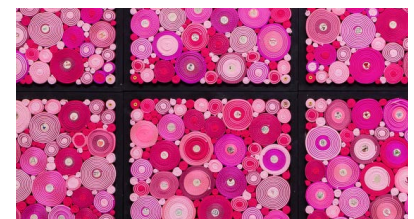
### Observe

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

After exploring the vocabulary together, students will transform 2D symmetrical shapes and play to create asymmetrical 3D sculptures.

## SYMMETRIC-ASYMMETRIC SCULPTURES

### Supplies

Construction paper  
Pencil  
Ruler  
Scissors  
Glue

### Instructions

- Ask your students to choose one geometric shape to work with, each can choose their own.
- Students will draw 10 of the same shape and same size and cut them out. They can use plain paper or different colored papers.
- Ask them to cut the shapes and fold them by their lines of symmetry.
- Students will transform the 10 shapes into sculptures by gluing the flaps together in various orders.

## REFLECTING QUESTIONS.

- What was the reason you chose that particular shape?
- What method did you use to make 10 of them?
- How do you find the line of symmetry?
- What challenges did you find?
- How do symmetry and asymmetry affect an object?
- Ask students to share and compare with peers.





Explore with your students what they learned at the museum through guided discussions, unfolding the layers of the works of art.

## about the museum

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

## 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, Science, and Math (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

### 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.gavlak-gallery.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>