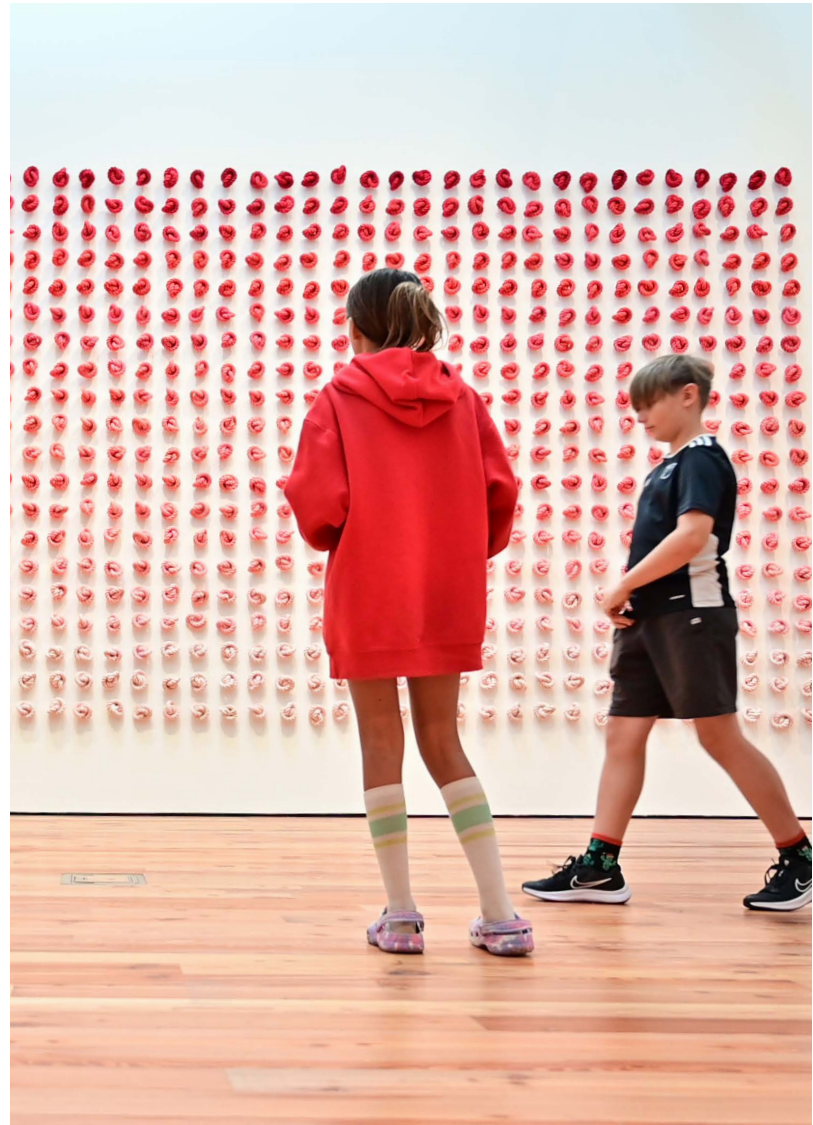




# Discovery Lab

## 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.

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.

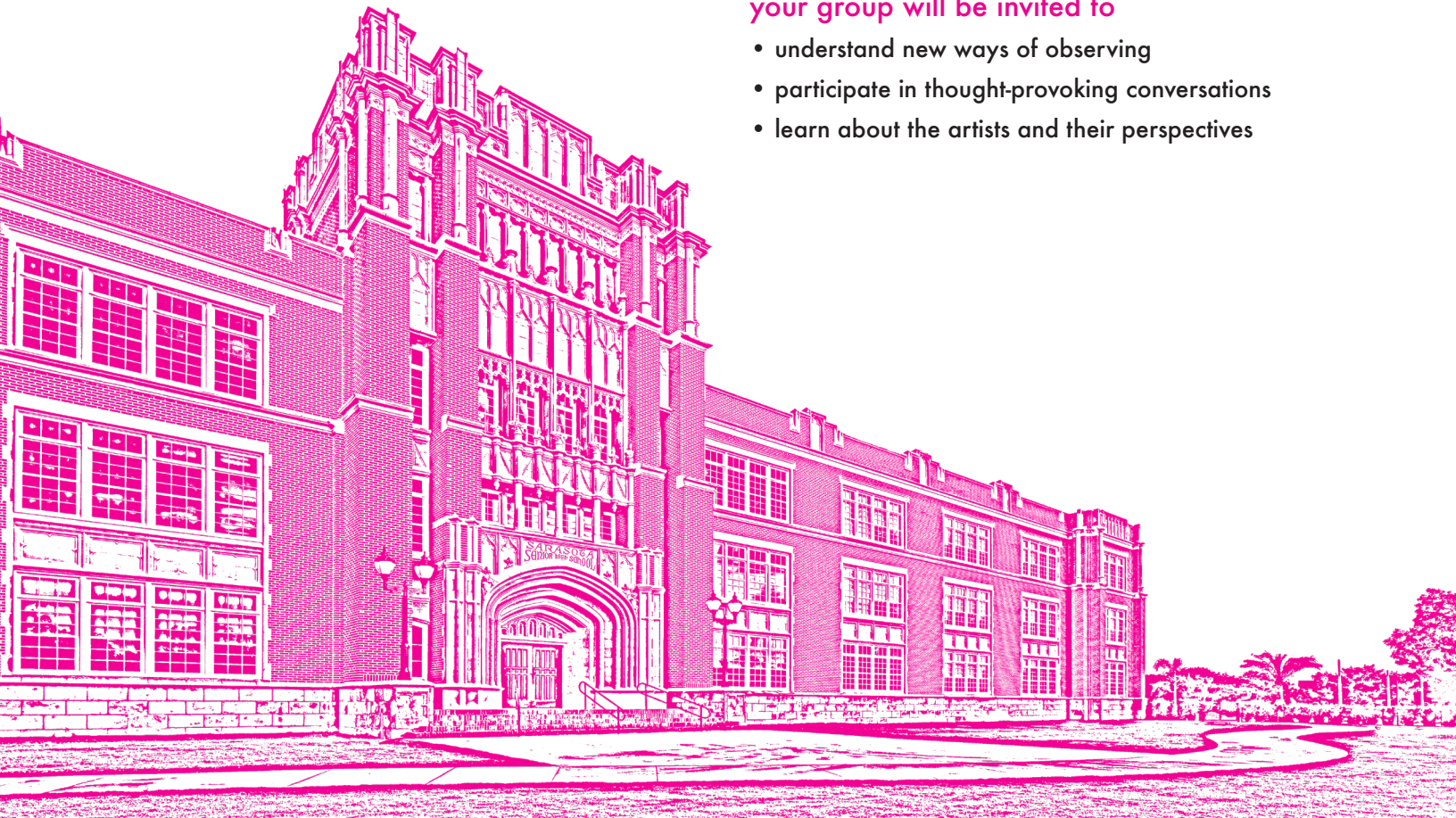


Sarasota Art Museum is a catalyst for appreciation and understanding of the art of our time. As a platform for education, exposure and experimentation, the Museum inspires new ideas and new ways of being through an endless rotation of transformative, relevant, and pioneering exhibitions and programs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

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*\*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.

### Explore the elements of different mediums

to use in their own 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 “What if…” and “Art at the Speed of Light” from the Inside Out Series.**

## SUGGESTED ACTIVITY

### Instructions

- Use <https://artsandculture.google.com/> to find three artworks in three different mediums: painting, sculpture, photography, etc.
- Ask your students to share what they know about how to work with those mediums, what processes do artists use? What materials? How do they manipulate and transform those materials?
- Students will observe and compare their compositions to find similarities and differences, color, symmetry, patterns, weight, etc.
- Ask your students to create an image. It can be 2D or 3D which combines elements of the three selected artworks and share what they created and what elements they based their project on.

### REFLECTING QUESTIONS:

- What elements of the artworks selected represent the idea of each piece?
- Could that idea be represented in a different medium?
- Which ones would you choose?
- What elements of the artworks are common between them?
- What process did you use to create your piece?
- How important is the order of the steps you took in your creation?
- Why did you choose 2D or 3D? Explain.





## 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.

## Material

An element or substance out of which something can be made or composed.

## Medium

The materials used to create a work of art, and the categorization of art based on the materials used (for example, painting [or more specifically, watercolor], drawing, sculpture).

## Mixed Media

A technique involving the use of two or more artistic media, such as ink and pastel or painting and collage, that are combined in a single composition.

## Multimedia Artist

A designation for an artist who works with a number of different artistic media.

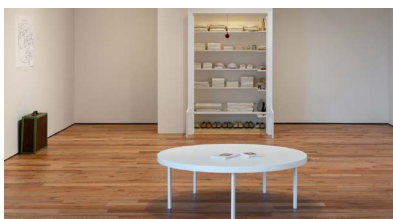
## Scale

The ratio between the size of an object and its model or representation, as in the scale of a map to the actual geography it represents.



## 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.



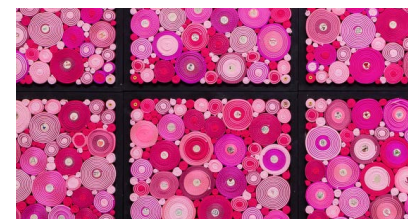
### Observe

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

Description?

### 3D MANDALAS

#### Supplies

Cardboard  
Scissors  
Glue  
Ruler  
Pencil  
Small pieces of recycled materials  
Paint

#### Steps

1. Cut a cardboard circle of a 12" diameter
2. Using the ruler, divide the circumference into 8 equal parts and trace them with the pencil
3. Find different groups of elements of the same kind and similar size, beads, paper, leaves, seeds, etc.
4. Start placing, painting, and/or drawing elements from the center out making sure you are creating a pattern as you go.
5. Identify the symmetry on your design to follow the same pattern
6. As some materials can be found materials, use paint, scissors, or other elements to transform them as needed

### REFLECTING QUESTIONS.

- What method did you use to create the circumference?
- What method did you use to create the pattern?
- How did you maintain the symmetry?
- What mediums did you use to create your mandala?
- How long did it take you to create it?
- If your mandala needed to be a 6-foot diameter, what elements would you use and what steps would you follow?
- How do you think artists like Odili Donald Odita (Force Field) or Jose Alvarez (D.O.P.A) (Coming Together), created their patterns?





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?
- What mediums did you identify during your visit?



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.6.GR.2** Model and solve problems involving two-dimensional figures and three-dimensional figures.

**MA.7.GR.1.3** Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.

**MA.8.GR.2.3** Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.

## SCIENCE

**SC.6.N.1.4** The Characteristics of Scientific Knowledge. Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.

**SC.7.N.2.1** The Characteristics of Scientific Knowledge. Scientific knowledge is based on empirical evidence and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.

**SC.8.N.1.3** Nature 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.

## 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 history.

## 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>