

Architecture 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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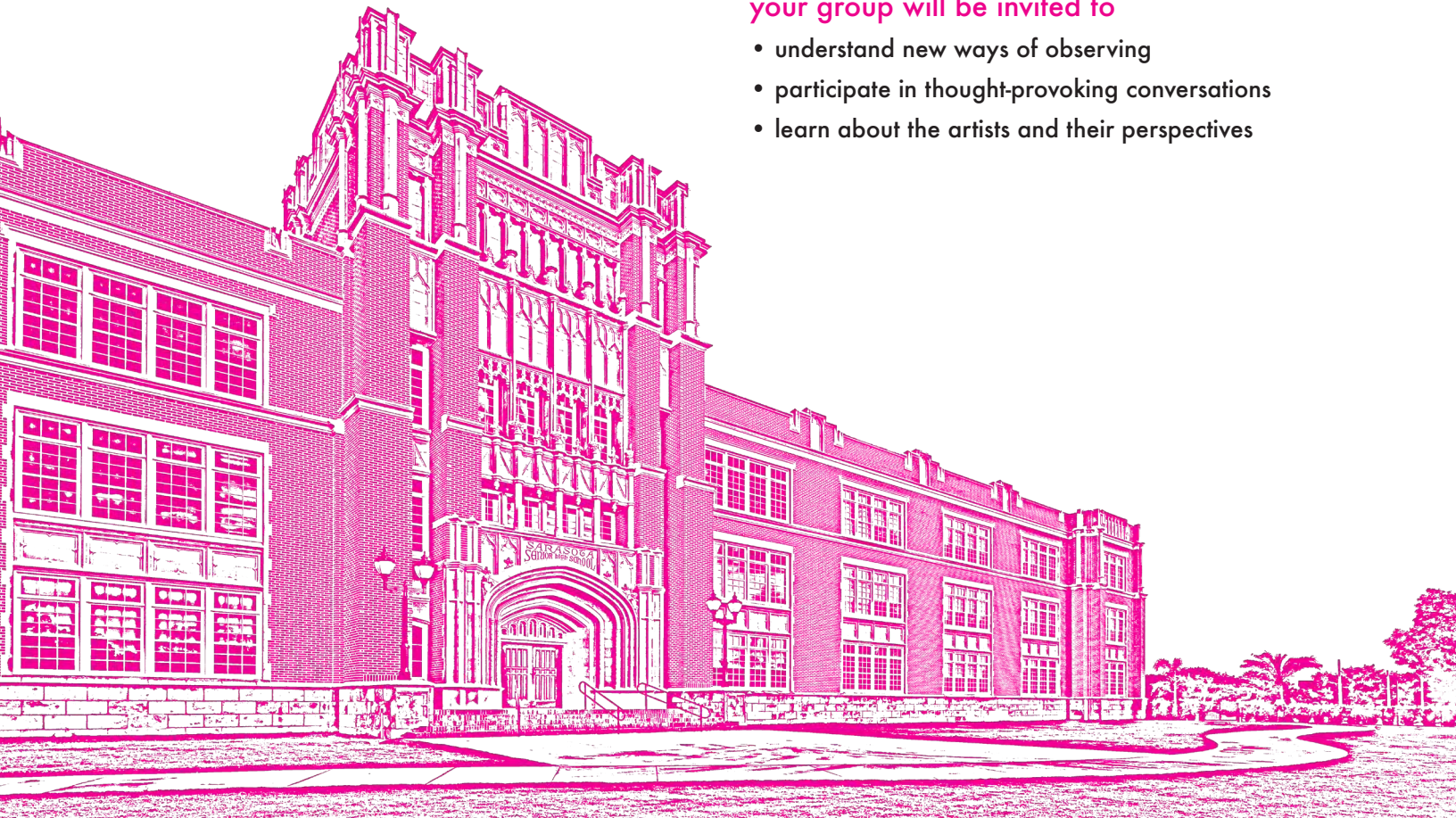


Sarasota Art Museum is a catalyst for appreciation and understanding of the art of our time. As a platform for education, exposure and experimentation, the Museum inspires new ideas and new ways of being through an endless rotation of transformative, relevant, and pioneering exhibitions and programs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

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**Architecture Lab is a series of resources that encourage interdisciplinary connections between Visual Art, Science, and Math using elements of architecture as a learning frame. The activities are compatible with Florida curriculum standards.*

LEARNING INTENTIONS

Explore basic elements of architecture

in the context of a museum building.

Make connections

between museum space and elements of art

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.





Play the related videos and use the vocabulary to explore visual, social, and architectural concepts with your students to expand and develop their visual literacy and understanding of the museum space and its specific use.



Play the videos “Transforming Space - Design Thinking” and “Behind the Walls” from the Inside Out Series

REFLECTING QUESTIONS:

- What concepts did you learn about a building?
- What did you learn about the Sarasota Art Museum’s building?
- What elements did you find unique to the Museum’s building?
- Were there elements and concepts that surprised you?
- How do you think time affects the Museum’s building?
- How does a building adapt to its use? How do other buildings adapt to their use?
- Compare change inside a Museum and other types of buildings.

Architecture

The science, art, or profession of designing and constructing buildings, bridges, and other large structures.

Architectural style

Defined as a set of characteristics and features that make a building or other structure notable or historically identifiable.

Façade

Any public-facing side of a building, often featuring decorative finishes.

Lobby

A space from which one or more other rooms or corridors can be accessed, typically found near the main entrance to a building.

Gallery

Room where art is displayed within the museum building.

Adaptive Use

The process of converting a building to a new use that is different from that which its design reflects.

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.



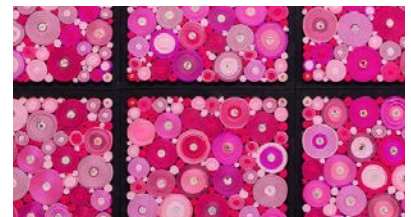
Observe

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

MUSEUM 2X1

Based on two different museum buildings, students will make visual connections to integrate them into one building.

Supplies

Paper
Pen/pencils
Cardstock
Scissors
Glue
Collage materials
Found materials

Instructions

- Students will look up different museum buildings around the world (Contemporary art museums, art galleries, science museums, architecture museums, etc.)
- Each student will choose two museum buildings that look completely different and use different materials.
- Ask them to find as many images of the museums as possible.
- Based on the images and the exploration of the materials, students will choose art supplies or find materials that represent the ones in the selected buildings.
- Students will sketch ways to integrate the buildings and use appropriate scale comparisons.
- Students will create a model of their new integrated building, for this project they can use three dimensional supplies, photography, printing and/or make digital art creations.

REFLECTING QUESTIONS.

- What type of museums are the buildings you chose?
- Do you think the architecture represents the purpose of the building?
- Do any of the buildings resemble a non-architectural form?
- Are there unusual materials and shapes on your selected museum buildings?
- What elements of the two buildings are you choosing to integrate them? Is it related to their use? Would that connection have a specific use?
- If you were to place your new building in your area, where would you build it and why?
-





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 Alavarez, *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.

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?
- What architectural elements could you identify?
- Compare and contrast the two buildings that are part of the museum.

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.).

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.



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

ADDITIONAL RESOURCES

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>

Architecture Vocabulary

My Modern Met <https://mymodernmet.com/architecture-terms/>

<http://www.visual-arts-cork.com/architecture-glossary.htm#d>

<https://www.classicist.org/workspace/pdf/Identification-and-Glossary-of-Terms.pdf>

Metropolitan Museum of Art <https://www.metmuseum.org/learn/educators/curriculum-resources/art-of-the-islamic-world/resources/glossary>