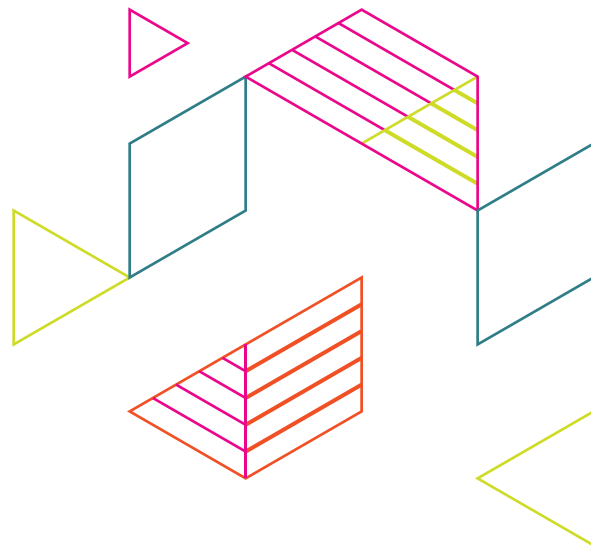


SARASOTA
ART
MUSEUM

Ringling College
of Art + Design



Architecture Lab

EDUCATOR GUIDE 9-12



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.

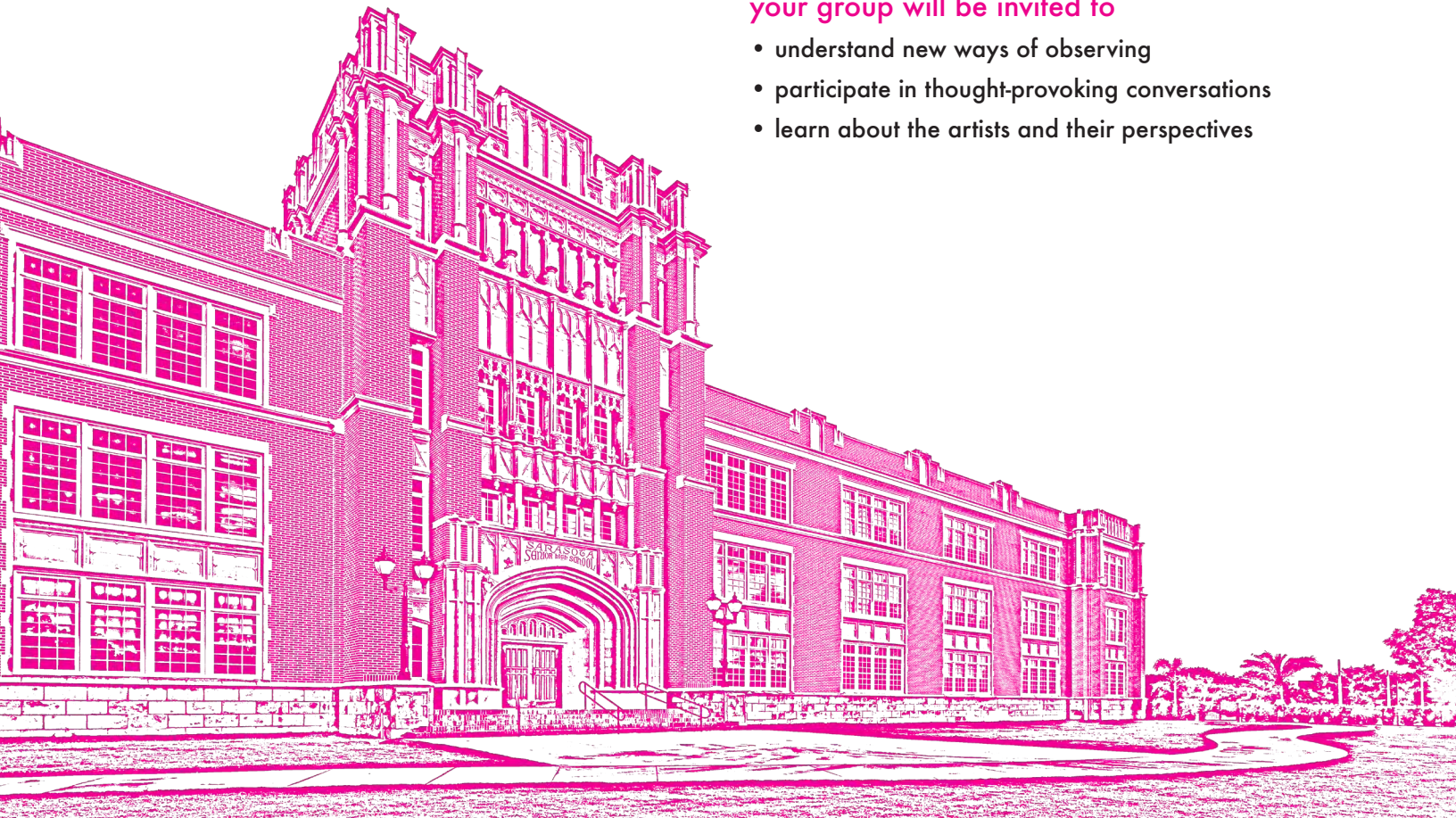


Sarasota Art Museum is a catalyst for appreciation and understanding of the art of our time. As a platform for education, exposure and experimentation, the Museum inspires new ideas and new ways of being through an endless rotation of transformative, relevant, and pioneering exhibitions and programs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

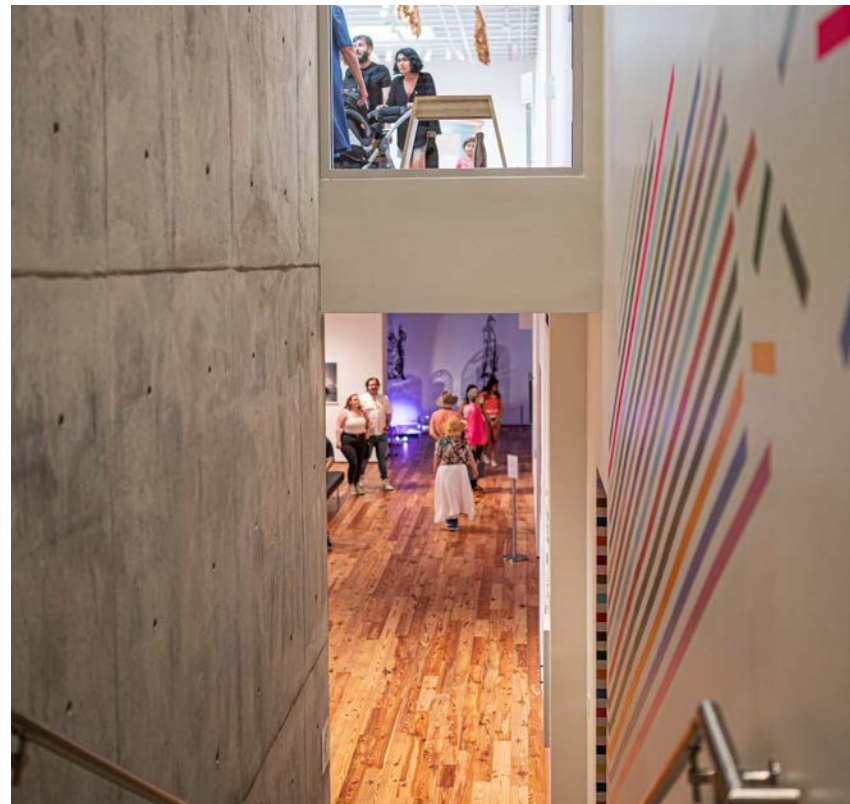
between museum space and elements of art

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.
- What makes a museum building different from 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.

Polyhedron

A three-dimensional shape with flat polygonal faces, straight edges, and sharp corners or vertices. Common examples are cubes, prisms, and pyramids.

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.



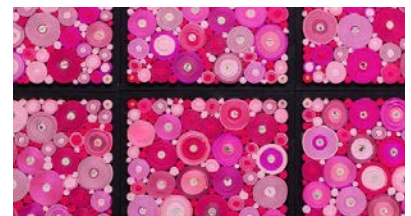
Observe

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

EXHIBITION MAQUETTE

Students will work in small groups for this project. Students will create a maquette of a gallery space to exhibit a miniature version of an exhibition.

*Duration of the project: 2 45 minute sessions

Supplies

Foam board or cardboard 32" x 40"
 Printed images
 Scissors
 Masking tape
 Utility Knife

Instructions

- Students will decide the types of exhibition they want to display: photography exhibition, sculpture, paintings, furniture, etc.
- Students will select 5-10 images to include in their exhibition.
- Students will cut a 16" long piece of the board as a base and leave the rest to create the gallery walls.
- According to your supplies, measure and determine a wall height.
- Students will also take into consideration entrances, windows, stairs, etc.
- According to the height of the walls, print or create the art images they will use.
- Using the same base, students will build a maquette for an exhibition, attaching the "walls" with tape to make it easy to remove and change as needed.
- Name the exhibition and create a pathway you want viewers to follow.
- Share with the class.

REFLECTING QUESTIONS.

- What elements of space did you consider while building your galleries?
- Did the art determine the space the exhibition needed?
- Did the space determine the art chosen?
- What elements were considered while designing how viewers would look at the exhibit?
- What type of building do you imagine your gallery would be part of?





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.

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.912.NSO.3.1

Apply appropriate notation and symbols to represent vectors in the plane as directed line segments. Determine the magnitude and direction of a vector in component form.

MA.912.NSO.3.5

Solve mathematical and real-world problems involving vectors in three dimensions using the dot product and cross product.

SCIENCE

SC.912.N.1.2

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.912.C.3.1

Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

VA.912.C.3.2

Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."

*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>