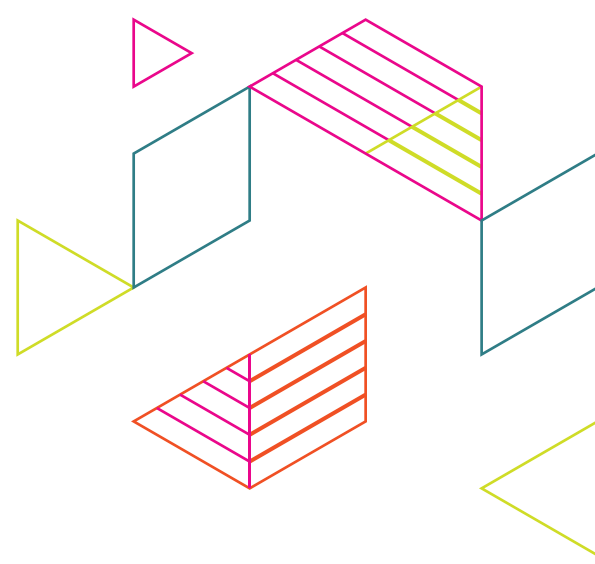


SARASOTA
ART
MUSEUM

Ringling College
of Art + Design



Architecture 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 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 video “Unfolding Architecture”
from the Inside Out Series**

REFLECTING QUESTIONS:

- What new words did you learn about a building?
- What did you learn about the Sarasota Art Museum building?
- What elements of the building are familiar to you?
- What elements did you find unique to the Museum’s building?
- Do you think any building could become a museum?

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

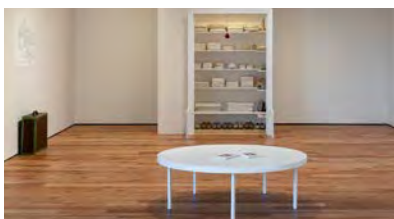
Room where art is displayed within the museum building.

Composition

The arrangement of forms in a work of art.

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.



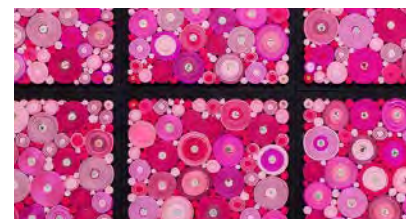
Observe

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

OUR MUSEUM

Supplies

1 Cardstock
 Construction paper
 Scissors
 Tape
 Glue

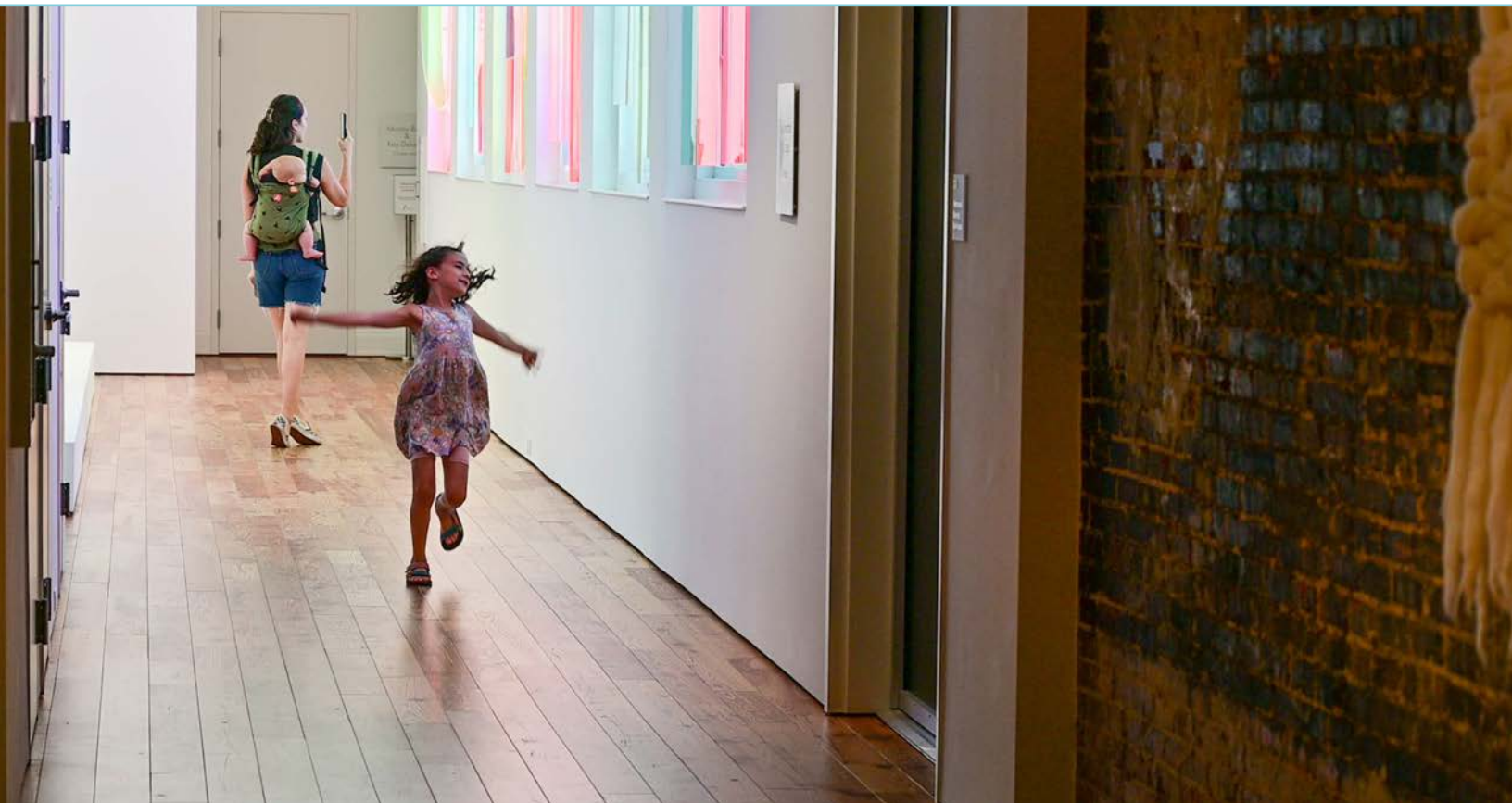
Instructions

- Fold the cardstock in half vertically and horizontally making sure the creases are defined, and then flatten back the paper.
- Use the scissors to cut one of the creases up to the middle of the paper (this step may require the teacher's assistance).
- Bring the two loose sides together to form a three-dimensional corner.
- Use the tape to attach the bottom parts to make the floor of the three-dimensional corner.
- Using the construction paper, cut shapes that resemble artworks seen at the museum.
- Glue the shapes to the walls of your corner.
- As a group put the art corners together and pair the ones that used the same artworks as reference.
- Display the works together as a maquette of their reimagined museum.

REFLECTING QUESTIONS.

- What shape and colors did you choose from the artworks you recreated?
- How many shapes did you use to recreate it?
- How many colors?
- Did your recreated artwork occupy all the space?
- Did you have enough space?
- How similar or different does your recreation seem compared to the others that used the same artwork?
- Compare and contrast the differences.





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 got your attention inside the building?
- How did the space make you feel? How did the people make you feel?
- What shapes did you see that are part of the building?
- What colors does the building have?
- What textures did you see?

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, and English Language Arts (B.E.S.T.).



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

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.K.12.EE.3.1 Make inferences to support comprehension.

VISUAL ART

VA.K.S.1.1 Explore art processes and media to produce artwork. 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 the expression of personal ideas and experiences in works of art.

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

MATHEMATICS

MA.K.2.GR.1.1 Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones, and cylinders.

MA.K.2.GR.1.4 Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones, and cylinders.

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>

