



Discovery 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.

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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 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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**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 “What if...” and “Art at the Speed of Light” from the Inside Out Series.**

SUGGESTED ACTIVITY

What if.. in 3D

Have your students observe carefully the details of *Vita in Motu* by Christian Sampson and *Folce Filed* by Odili Donald Odita. (See Inside Out attachment).

Working in pairs, ask your students to describe the artworks based on their geometrical elements, sorting out by shapes, numbers, colors, etc.

Students will use those descriptions to reimagine the piece and respond to

- What parts of your selected details can become polyhedrons?
- What if it was a large-scale sculpture?
- How big would you imagine it to be?
- What materials would it be made of?
- What if this sculpture was in the school? Where would it be?

Students can take a picture of the school space where the sculpture would go and print it, or they can sketch it on a large piece of paper.

Ask your students to create a 3D representation of their sculpture using paper models, recycled, and found materials.

Students will share and reflect on their projects.



REFLECTING QUESTIONS:

- What methods can you use to scale an image?
- What helped you define the size and material of your sculpture?
- What changes occurred between the first idea and the final product?
- How did you use your original description of the detail on your final sculpture?
- What would be the projected weight of the piece given the size and materials?
- How are you calculating it?



Polyhedron

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

Pattern

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

2D 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.

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.

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

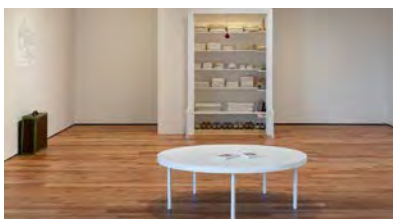
A designation for an artist who works with a number of different artistic media.

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.



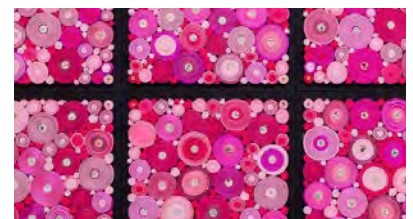
Observe

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.



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

CLASSROOM ACTIVITY

POLYHEDRON HAT'S CHALLENGE

Challenge

Working in pairs, students will create wearable hats that combine 2 polyhedrons and will also be judged by their artistic attributes.

Supplies

Rulers
Paper
Pencil
Color straws
Clear tape
Hot glue
Scissors
Cardstock
Yarn
Decorative materials

Instructions

- Students will calculate each other's head diameters to create the base of the hat
- Each student within the team will use a different polyhedron base for their hat
- The hat's base will be a polyhedron base
- The hat should combine 2 polyhedrons
- Students will decorate their hats using materials found in the classroom
- Students will wear their hats and choose a winner



Hats will be judged based on:

Accuracy of measurements
Number of polyhedrons used
Height
Aesthetic achievement

REFLECTING QUESTIONS.

- What methods can you use to measure a head's diameter?
- What polyhedrons do you think would be the easiest to use as the hat's base? Which one do you think would be the most challenging?
- What are the challenges you find integrating the polyhedrons on the wearable hat?
- What artistic attributes did you consider in your creation?
- What other wearable pieces do you think you can make using polyhedrons as a base?



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 the Visual Art, and English Language Arts (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

About Jose Alvarez

Norton Museum of Art | In Conversation with Jose Alvarez, 2021. https://youtu.be/GrqEk1_bz7c
Avlak Gallery, LA. <https://www.gavlakgallery.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

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/
Tate Gallery. Art Terms <https://www.tate.org.uk/art/art-terms>