



# Discovery 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.

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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 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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*\*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 “Visual Math, wait... what?” and “The Art Lab” from the Inside Out Series.**

## SUGGESTED ACTIVITY

Use kinetic learning with your students to make connections between their bodies and the elements of art and to enhance their observational skills while playfully and purposefully learning.

### Moving Shapes

Ask your students to stand up, stretch, and wiggle

Show them different color lines and ask them to air-draw them with one finger

Show them a circle, a square, and a triangle, and ask them to make those shapes with their arms

Show them a ball, a cube, and a pyramid, and ask them to create those shapes with their bodies

Ask them to add weight to the shapes and express that weight through their bodies



### REFLECTING QUESTIONS:

- What type of line are you right now?
- Can you identify shapes within your body?
- What shapes do you see in your classroom?
- Can you count them?
- What is the biggest shape you can identify?
- What colors do you see the most in your classroom?



## Geometric Shapes

Closed figures created using points, line segments, circles, and curves.

## 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

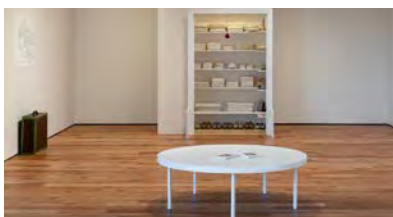
A technique involving the use of two or more artistic media, such as ink and pastel or painting and collage, that are combined in a single composition.

## Multimedia Artist

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

## 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

### MULTIMEDIA COLLAGE

#### Supplies

Plain paper  
Construction  
Yarn  
Scissors  
Glue  
Tape

#### Instructions

- Ask your students to draw different shapes and lines on the paper
- Ask your students to cut out those shapes to add to the drawing
- Ask them to create different types of lines with the yarn to add to the collage
- Once the collage is finished, tape the borders together to make a cylinder
- Use a piece of yarn to add a handle

### REFLECTING QUESTIONS.

- How do you compare drawing shapes and cutting out shapes?
- What was used to make a 2D shape into a 3D shape?
- Describe the texture of the different materials.
- How many mediums did you use on your project?
- What other projects have you made that used more than one medium?







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 shapes and colors stood out for you from the artists' works?
- What medium did the artists use to create their art?
- Did you find anything unusual or something you've never seen before?



Sarasota Art Museum guided school tours support Florida educational standards by exploring ideas relevant to Visual Art, Science, and Math (B.E.S.T.).



## SCIENCE

**SC.K.N.1.4** Observe and create a visual representation of an object which includes its major features.

**SC.K.N.1.5** Recognize that learning can come from careful observation.

**SC.1.P.8.1** Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.

**SC.2.N.1.3** Ask “How do you know?” in appropriate situations and attempt reasonable answers when asked the same question by others.

## MATHEMATICS

**MA.K2.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.K2.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.

## VISUAL ART

**VA.K.S.1.1** Explore art processes and media to produce artworks. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

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

**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.2.O.3** Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

\*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](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>