The dissertation thesis deals with the relation of a person towards the physical public space from the point of view of an artist/teacher in the academic milieu. The frequently discussed subject of public space is not limited to purely artistic sphere or artistic gesture. It also implies a simple transgression to everyday life related to education and cultivation. An essential part of the research is the case study at the Department of Art Education of the Faculty of Education of the Charles University, which inquires into the perception of the future pedagogues of the physical public space and how they translate it into the art language. The cornerstone stimulus for the research lies in the premise that future teachers will, through the prism of their view of the world and by their vocation influence the education of the young generation. This fact of transgression is given by the existence of the subject of Art Education where the 3D design itself plays a certain role. The research is focused on what lies behind the phenomena in the process of the creation and inception of "something new" in the physical public space. The concept of a gesture represents a metaphor of material introduction into a space that, at some point, becomes a part of it. The integration is called actualization and the issue of the research the very relation between the integration and actualization processes in the time dynamism. The gray zone is then a metaphor for some sort of implicitness, nevertheless does not have to necessarily have to signify a mere concrete space. In this respect, a certain proportionality of the conceptual domain belonging to the specific material expression of the subject in the public space is also examined. The thesis is based on methodologies of phenomenologically focused qualitative research. Some methods relate to the practice of artistic creation and also claim to the concept of A/r/thography. The exploratory nature along with the study, presentation and interpretation of one’s own author craft and student’s “gestures” create together a basis for further research and application in pedagogical practice.