

Teacher Overview

Art Walk Checklist

- **DESIGNED TO BE USED BY STUDENTS WORKING ON THEIR OWN OR IN PAIRS**
- **SUITABLE FOR ALL AGES**
- **CAN BE USED AS A FACILITATED, SMALL GROUP EXPERIENCE FOR YOUNGER STUDENTS OR THOSE WHO REQUIRE ADDITIONAL SUPPORT**
- **REQUIRES NO PRIOR ART EXPERIENCE OR KNOWLEDGE**
- **TIMING IS FLEXIBLE; USE IT FOR AS LITTLE OR AS LONG AS YOU WISH**
- **CAN BE USED ANYWHERE ON THE LACMA CAMPUS**

CURRICULUM CONNECTIONS

LACMA uses the California Arts Standards for Public Schools and the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects provided by the California Department of Education. All self-guided materials are meant to be used to generate small group discussion. All materials can be adjusted by teachers to be used for instruction of any grade level.

CCSS.ELA-LITERACY.SPEAKING AND LISTENING

K-5.1 Participate in collaborative conversations with diverse partners in small and larger groups.

6-12.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

Visual and Performing Arts (VAPA) Content Standards for California Public Schools

VA:Re7.2 - Visual imagery influences understanding of and responses to the world.

VA:Re8 - People gain insights into meanings of artworks by engaging in the process of art criticism.

VA:Re9 - People evaluate art based on various criteria.

INTRODUCTION

Thank you for visiting the Los Angeles County Museum of Art (LACMA)! At LACMA you will encounter art from all over the world in many different forms. Some types of art you may recognize and others may surprise you.

There are many ways to explore an art museum. This quick guide invites students to create their own path by matching artworks to a checklist. As students find the relevant works that they might connect to each prompt, they check it off of the list.

These prompts rely on student experience and personal taste. The activity does not require any previous art knowledge. Each prompt on the list includes a follow-up question that encourages the student to make deeper connections. You might use this checklist as a facilitated activity guide for any grade level. Just ensure that there is a chaperone that is able to support students who might benefit from extra help, either by reading that prompts out loud or clarifying the tasks.

You will need to print copies of the checklist ahead of time. You can give a checklist to each chaperone or to each student. We recommend that each student also brings a graphite pencil and a notebook or sketchbook. Before you arrive, create groups of ten students or less and assign each group a chaperone. The chaperone does not need to lead them around, but should remain in the same general area and be available to encourage students to move safely between spaces. They should also be prepared to help students who need extra support with the activity.

BEFORE YOUR VISIT

Take a moment to go over some visitor guidelines with your students and chaperones. You can find additional guidelines under 'Tips for Visiting the Galleries' on the campus map. To help us protect the art:

- Be mindful of how you move around the artworks and ensure that you keep an arm's length distance away from any artwork, wall, table or pedestal; do not lean or set things on cases or tables where artwork is displayed
- Mind all stanchions, exhibition platforms, and floor boundaries marked off with tape
- The curtains along the perimeter of the David Geffen Galleries are artworks; please refrain from touching them
- No food or drinks indoors; drinking fountains are located throughout campus
- Students should leave backpacks and large bags on the bus; adults should carry backpacks facing forward (first aid kits may be carried into the galleries by chaperones)
- Only graphite pencils are allowed in the galleries; no pens, markers, crayons, or color pencils are allowed
- Photography is welcome but please turn off flash

For additional activities to prepare your students for their visit, please read our pre-visit guide.

LACMA

GETTING AROUND

The LACMA campus exhibits artwork outdoors and in three main buildings: The David Geffen Galleries, the Broad Contemporary Art Museum (BCAM) and the Resnick Pavilion. This checklist may be applied to any or all of the buildings throughout campus. Students may select artworks from both inside and outside of the buildings.

The David Geffen Galleries present LACMA's collection through various thematic installations presented in areas that are loosely organized around four bodies of water. Each room is different and some installations have no clear starting or ending point. The curved shape of the building makes it easy to lose your sense of direction.

- Be sure that the chaperone who accompanies each group carries a campus map or can access [Bloomberg Connects](#) to help the groups get around. Bloomberg Connects is a free museum app on iOS and Android where you can find maps and artwork information.
- When visiting the David Geffen Galleries, it is recommended that you select a body of water or area and provide your chaperone with some boundaries for exploration.
- In case groups get separated, make sure that you set a meeting place and time to regroup.

TIMING

We recommend giving your students between 60 and 90 minutes to complete the checklist. You can also adjust the timing to best suit your schedule.

FACILITATION

The checklist is made up of seven prompts or 'tasks.' Students will select an artwork for each task that is based on their preferences and their reactions to the artworks on view.

- Each task starts with a description and instructions on what to look for
- Some tasks include additional clarification or more details on the types of images or objects to look for
- Each task includes a bonus question that encourages students to connect the artwork to their daily life, feelings, or experience
- Scaffolding questions are included with each task under the phrase "If you need a starting point..." to help get ideas going

The checklist can be used as a scavenger hunt that encourages exploration or as an opportunity to push students to look for artworks outside of their comfort zone.

The checklist is designed to be used independently by each student. For younger students or those who might benefit from extra support, you might consider assigning a chaperone facilitator. The facilitator should be able to clarify the prompts or read them aloud, encourage students, and remind them that there are no wrong answers!

ACTIVITY TIPS

The “Create a Cozy Space” prompt might be most useful in galleries with heavier decorative arts and textiles presence or depictions of interiors, such as:

- Pacific - Spanish America at the Center of the World, The Silver that Moved the World
- Indian - Persianate Arts: The Ardabil Carpet and Manuscript Painting
- Mediterranean - Shaping Dutch Identity: The Mr. and Mrs. Edward Carter Collection, The Iberian World: From Spain to Spanish America, Mediterranean Crossings, Islamic Art from Late Antiquity
- Atlantic - Heraldry in European Decorative Arts, Responses to Industrialization, Transatlantic Exchange and its Legacies, Labor and Leisure in the American Metropolis, Modernism in the Marketplace, Turmoil and Optimism in Latin America, Textile Conversations: Africa and Black America, South American Symbolic Universes

Optional Script for Preparing Your Students:

Today, you will go on a search for different types of artworks. To help you on this search, we have provided this checklist. You will read the instructions and, working within a designated area, you will find an artwork to complete each task.

Once you are in front of an artwork, take 30 seconds to one minute of quiet looking and write down what you notice. How does this artwork match up to the task? Once you have decided, respond to the prompt below each task. You may work individually or in pairs. Remember to stay close to your group.

Optional Script for Concluding Reflection:

Take a moment to think about what you’ve seen and experienced today.

Focus on what stood out to you.

- If you found something new, how did that make you feel?
- Which task was the easiest to complete and why?
- Which task was the most challenging?
- What is something that you’re excited to share when you leave the museum?

POST-VISIT REFLECTION QUESTIONS

Ask students to revisit their notes to respond to the questions below.

- What artworks surprised you?
- What might you have noticed that you have never seen before?
- If there was a task that most resonated with you, what was it about the task that excited you?
- Which task led you to a new discovery or to look at art in a new way?

FREE NEXGENLA MEMBERSHIP

Make LACMA a regular part of your life! NexGenLA is a free membership for students under 17 years who live in L.A. County. As NexGenLA members, kids and teens can visit the museum for free anytime and bring one guest for free admission. If you are interested in obtaining free memberships for your students, please distribute [THIS LINK](#) to your students and guardians. Students ages 13 - 17 can sign themselves up for NexGenLA. [Learn more about NexGenLA.](#)