

Teacher Overview

I Wonder About

- DESIGNED TO BE USED BY STUDENTS WORKING IN SMALL GROUPS AND GUIDED BY A CHAPERONE OR FACILITATOR
- 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
- EACH WORKSHEET REQUIRES A MINIMUM OF 10 MINUTES; USE WORKSHEETS INDIVIDUALLY OR MIX AND MATCH
 - THIS PACKET CONTAINS 11 WORKSHEETS IN TOTAL
- DESIGNED TO EXAMINE OUTDOOR ART THROUGHOUT THE LACMA CAMPUS, PLUS THREE INDOOR ARTWORKS

CURRICULUM CONNECTIONS

The worksheets for I Wonder About... Large-Scale Art at LACMA are meant to be used collaboratively and in small groups. They all meet the CCSS.ELA-LITERACY.SPEAKING AND LISTENING standards:

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.

Each worksheet also meets Visual and Performing Arts (VAPA) Content Standards for California Public Schools. For information about VAPA standards as they relate to individual worksheets, please refer to the index.

INTRODUCTION

Welcome to the Los Angeles County Museum of Art (LACMA)! This guide introduces students of all ages to the indoor and outdoor large-scale art across the museum campus. This packet is appropriate for all grade levels as an introduction to contemporary and public art.

There are many ways to explore an art museum. This guide uses the prompts "I see," "I think," and "I wonder" to spark curiosity and help students describe their reactions to each artwork.

LACMA

BEFORE YOUR VISIT

We recommend that each student brings a graphite pencil and a notebook or sketchbook. Before you arrive, create groups of 10 students or less and assign each group a chaperone. The chaperone will help them find the artworks and move safely between spaces. They should also be prepared to help students who need extra support with the activity.

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 museum 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 marked stanchions, exhibition platforms, and floor boundaries
- 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.

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 tour includes artworks throughout campus, both inside and outside of the buildings.

- Be sure that the chaperone who accompanies each group carries a campus map or can access [Bloomberg Connects](#) to find the different object locations. Bloomberg Connects is a free museum app on iOS and Android where you can find maps and artwork information.
- Give yourself up to 10 minutes to move from one artwork to the next
- In case groups get separated, make sure that you set a meeting place and time to regroup

Below you will find two recommended routes for planning your self-guided tour.

From East Campus (BCAM and the Resnick Pavilion)

Start with any of the works in BCAM or the Resnick Pavilion ([Band](#), [Metropolis II](#), [Sentinel](#), [150 Portrait Tone](#), [Primal Palm Garden](#)) then make your way west with optional stops at the center of the campus ([Levitated Mass](#), [Circle of Animals/Zodiac Head](#), [Miss Forest](#)) before ending on the west side of campus, inside or around the David Geffen Galleries ([Smoke](#), [Feathered Changes](#), [Fading Scroll](#))

From West Campus (David Geffen Galleries)

Start with any of the Geffen Galleries works ([Smoke](#), [Feathered Changes](#), [Fading Scroll](#)) and then make your way east, towards the Smidt Welcome Plaza, with optional stops at the center of campus ([Levitated Mass](#), [Circle of Animals/Zodiac Heads](#), [Miss Forest](#)) before heading towards the Academy Museum and ending on the east side of campus ([Band](#), [Metropolis II](#), [Sentinel](#), [150 Portrait Tone](#), [Primal Palm Garden](#)).

You can mix and match the stops to best suit your group's needs and interests.

TIMING

You should give students about 10 minutes at each stop to respond to the guided prompts and allow yourself between five and 10 minutes to move between each stop. You may visit as many of the objects in the packet as you wish. Adjust the timing to best suit your schedule.

FACILITATION

Each worksheet is dedicated to a different artwork and lists the title and artist name at the top.

- Each worksheet begins with the prompt “I see...”
 - Under that prompt, you will find a directive that asks students to start from a particular distance and asks them to look for and describe a particular aspect of the artwork
- Each of the three general prompts (I see, I think, I wonder) includes additional questions related to identifying and describing (I see), analyzing an aspect of the artwork (I think), and making personal connections (I wonder).
- Activity sheets that refer to art vocabulary include grounding information to help the chaperone/facilitator define art specific terms
- Each worksheet also includes a “fun fact” or contextual information under the title “Did You Know?” at the bottom of the page

ACTIVITY TIPS

- *Band*, *Metropolis II*, *150 Portrait Tone*, and *Fading Scroll* are indoor artworks and require admission stickers to be viewed
 - All other artworks are outdoors and can be viewed for free!
- *Primal Palm Garden* is an installation of palms and cycads that surround the Resnick Pavilion, so ensure that chaperones are aware that the trees are arranged to be an artwork
- *Feathered Changes* is a large-scale concrete installation that sits beneath and around the David Geffen Galleries
 - It can be viewed up close when outdoors and when students are indoors they can view the artwork from the windows of the David Geffen Galleries

Optional Script for Preparing Your Students

Today, we will visit very large artworks! Each time we stop, you will be asked to complete the same three sentences:

- I see (What do you see? Can you describe it?)
- I think (What does this remind you of? What kinds of feelings do you have about this?)
- I wonder (What else might you want to know about this to better understand it?)

Remember to take a minute or so to look at each artwork before you write down or share your response.

You can look at artworks from up close, from far away and in some cases, from underneath or within them! Write down what you see and how you feel looking at the artworks. There are no wrong answers!

Is everyone ready to begin?

Optional Script for Concluding Reflection

Take a moment to think about what you've seen and experienced today. You can use your notebooks to help you remember.

Focus on what stood out to you.

- What was something that excited you?
- What surprised you?
- 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 challenged you? What artworks surprised you?
- How did it feel to walk around, under, or over some of the artworks? How did it change your perspective?
- If you could create a large-scale artwork to reflect your experience today, what might it look like? What kind of materials would you use to build it? Where would you display it and who might you hope would see it?

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.](#)

INDEX: 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.

The worksheets for Walking Tour: I wonder about...LACMA's Large Scale Art meet the CCSS.ELA-LITERACY.SPEAKING AND LISTENING standard

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 for specific worksheets are listed below.

LACMA

Band

VA:Re7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

2.VA:Re7.1 - Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

Acc.VA:Re7.1 - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

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

2.VA:Re8 - Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

4.VA:Re8 - Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Prof.VA:Re8 - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Metropolis II

VA:Re7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

1.VA:Re7.1 - Select and describe works of art that illustrate daily life experiences of one's self and others.

Prof.VA:Re7.1 - Hypothesize ways in which art influences perception and understanding of human experiences.

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

K.VA:Re7.2 - Describe what an image represents.

5.VA:Re7.2 - Identify and analyze cultural associations suggested by visual imagery.

Prof.VA:Re7.2 - Analyze how one's understanding of the world is affected by experiencing visual ' imagery.

Sentinel

VA:Re7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

2.VA:Re7.1 - Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

Acc.VA:Re7.1 - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

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

1VA:Re8 - Interpret art by categorizing subject matter and identifying the mood and characteristics of form.

4.VA:Re8 - Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Prof.VA:Re8 - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

150 Portrait Tone

VA:Re7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

3.VA:Re7.1 - Speculate about processes an artist uses to create a work of art.

Acc.VA:Re7.1 - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

VA:Re7.2 - Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

3.VA:Re7.2 Determine messages communicated by an image.

4.VA:Re7.2 - Analyze components in visual imagery that convey messages.

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

4.VA:Re8 - Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Acc.VA:Re8 - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

VA:Cn11 People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

K.VA:Cn11 - Identify a purpose of an artwork.

Levitated Mass

VA:Re7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

7.VA:Re7.1 - Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

Acc.VA:Re7.1 - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

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

4.VA:Re8 - Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Prof.VA:Re8 - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Circle of Animals/Zodiac Heads

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

K.VA:Re8 - Interpret art by identifying subject matter and describing relevant details.

2.VA:Re8 - Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

Prof.VA:Re8 - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA:Re7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments

2.VA:Re7.1 - Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

7.VA:Re7.1 - Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

Acc.VA:Re7.1 - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

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

5.VA:Re7.2 - Identify and analyze cultural associations suggested by visual imagery.

Primal Palm Garden

VA:Re7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

2.VA:Re7.1 - Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

7.VA:Re7.1 - Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

Acc.VA:Re7.1 - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

Miss Forest

VA:Re7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Acc.VA:Re7.1 - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

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

K.VA:Re8 - Interpret art by identifying subject matter and describing relevant details.

2.VA:Re8 - Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

Prof.VA:Re8 - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Feathered Changes

VA:Re7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

2.VA:Re7.1 - Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

3.VA:Re7.1 - Speculate about processes an artist uses to create a work of art.

VA:Re7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

7.VA:Re7.1 - Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

Acc.VA:Re7.1 - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

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

K.VA:Re8 - Interpret art by identifying subject matter and describing relevant details.

2.VA:Re8 - Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

Prof.VA:Re8 - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Smoke

VA:Re7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

2.VA:Re7.1 - Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

7.VA:Re7.1 - Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued

Acc.VA:Re7.1 - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

Fading Scroll

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

VA:Re7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

2.VA:Re7.1 - Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

3.VA:Re7.1 - Speculate about processes an artist uses to create a work of art.

Acc.VA:Re7.1 - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

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

4.VA:Re8 - Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Prof.VA:Re8 - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.