

Teacher Overview

A Sense-ational Search

- **DESIGNED TO BE USED BY STUDENTS WORKING IN SMALL GROUPS AND ACCOMPANIED BY A CHAPERONE OR FACILITATOR**
- **THE CONTENT IS SUITABLE FOR ALL AGES AND THE MATERIALS ARE DESIGNED TO BE ADJUSTABLE.**
 - **K-8 STUDENTS WILL NEED A CHAPERONE, INSTRUCTOR, OR FACILITATOR TO PRESENT THE PROMPTS AND KEEP THE CONVERSATION MOVING AND GROUNDED IN THE CONTENT**
 - **9-12 STUDENTS MAY WORK INDEPENDENTLY AND WITHOUT FACILITATION SUPPORT BUT SHOULD STILL HAVE A CHAPERONE OR INSTRUCTOR ACCOMPANY THEM TO RESPOND TO CLARIFYING QUESTIONS**
- **REQUIRES NO PRIOR ART EXPERIENCE; FAMILIARITY WITH THE ELEMENTS OF ART IS A PLUS!**
- **EACH ACTIVITY REQUIRES A MINIMUM OF 15-20 MINUTES; USE ACTIVITIES INDIVIDUALLY OR MIX AND MATCH**
- **THIS ACTIVITY PACKET CONTAINS SIX ACTIVITIES IN TOTAL**
 - **EACH ACTIVITY IS 2 PAGES**
- **CAN BE USED ANYWHERE ON THE LACMA CAMPUS**

CURRICULUM CONNECTIONS

The worksheets for A Sense-ational Search 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

We are thrilled that you will be 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 guide invites students to create their own path by identifying artworks that they associate with the senses. Each activity invites students to think about a particular sense such as sight, sound, taste, touch, and smell and then identify an artwork that matches their feelings or ideas about that sense. In addition to the senses, it also invites students to think about art through movement. Once they find the artwork that best matches the sense, they will use their observations of the artwork to answer guided questions. Since the student is selecting the objects, it can be used to learn about any type of artwork!

BEFORE YOUR VISIT

The activities rely on student experience and personal taste. They do not require any previous art knowledge although a basic understanding of the elements of art is a plus! You will need to print copies of the worksheets ahead of time. You can give a worksheet 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 10 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.

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 may be applied to any or all of the buildings throughout campus. You may select works 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 installation tells a story. Some are specific and focused while others are broad and sweeping. 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, we recommend 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

You should give your group between 15 and 20 minutes to complete each worksheet. You may complete all of the worksheets or choose to focus on one of the senses during your visit. You can mix and match the worksheets to best suit your group's needs and interests.

FACILITATION

Each worksheet is dedicated to a different sense. There is also a worksheet dedicated to movement in art.

- Each worksheet begins with a short paragraph dedicated to a particular sense and an explanation of how we might use that sense in looking at and thinking about art
 - Under that introductory paragraph, you will find instructions that direct students on what to look for in identifying an artwork to help them complete this worksheet
- Three prompts are included in each worksheet; the three prompts build on each other, so please complete them in the order in which they are listed
- Worksheets that refer to art vocabulary include grounding information to help the chaperone/facilitator define art specific terms
 - You can also find additional definitions in the glossary section of the pre-visit guide
- Below the three main prompts you will find an optional "pair-share" activity, meant to be completed with a partner or in a triad

FACILITATION (CONT.)

- Teachers might consider creating pairs or triads ahead of the visit
- The worksheet ends with two “Dig Deeper” prompts, meant to establish a more meaningful connection between the student and the artwork they have selected

You may direct students to complete as much of each worksheet as you think is relevant to what they are learning in the classroom.

There are no right or wrong ways to answer the prompts. Prompts are designed to remind students to:

- Observe
- Contemplate
- Question
- Relate

ACTIVITY TIPS

- Since sight is the sense we usually associate with art, we recommend starting with the Eyes Wide Open activity.
 - Once you ground your students in the activities using sight, you may select any of the other worksheets in the order you prefer.
- Some worksheets, such as Sounding it Out and A Taste of Creativity, include prompts that reference the elements of art. Before your visit, be sure to review the definitions in the Glossary of Art Terms found in the Pre-Visit Guide.
- The worksheet Feeling Through Form asks students to reflect on personal experiences and feelings. The questions remind them that they are allowed to only share out loud what they feel comfortable sharing and offers them the option of writing down their feelings and keeping them private if they wish to do so.
 - Please remind your students of this option and honor your students’ decision in responding to these questions.
- You might consider assigning a chaperone to facilitate groups that might benefit from extra support
 - The facilitator should be able to clarify the prompts, encourage students, and remind them that there are no wrong answers!
 - The additional guided questions can be reviewed by the students or the chaperone can pose the questions to the entire group

Optional Script for Preparing Your Students

Today, we will approach art by focusing on one or more of the five senses. We might also explore movement! Your task is to select artworks based on how they relate to sight, sound, taste, smell, and touch without actually hearing, tasting, smelling or touching the art. You might also learn how art uses or implies action.

Each worksheet will ask you to consider what you see and what the object is made of. As you move through the museum today, think about how you engage your senses to experience what you encounter. How might all of these senses come together to help you discover more about the artwork, what it is trying to say, or what the artwork is made of?

You will read the instructions and, working within a designated area, you will find an artwork to complete each worksheet.

Once you are in front of your selected artwork and before you start the activity, take 30 seconds to one minute of quiet looking and write down what you notice. Write down your observations, opinions, and feelings about the artwork or the conversation you have in front of an artwork. 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.

- What was something that excited you?
- What surprised you?
- Which sense was the most challenging for you to engage?
- What did you learn about yourself as you looked at the art?
- 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? Where did you find exciting connections?
- What kind of feeling or mood did engaging with art create for you when all of your senses were activated? Where did you feel it in your body?
- If you could take one sensory impression from an art piece with you today (whether it was something you saw, felt, or imagined), what would it be? Why did this make the biggest impact on you?

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.](#)

LACMA

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 A Sense-ational Search! 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.

Eyes Wide Open

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

K.VA:Re9 - Explain reasons for selecting a preferred artwork.

2.VA:Re9 - Use learned art vocabulary to express preferences about artwork.

3.VA:Re9 - Evaluate an artwork based on given criteria.

8.VA:Re9 - Create a convincing and logical argument to support an evaluation of art.

Prof.VA:Re9 - Establish relevant criteria in order to evaluate a work of art or collection of works.

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

3.VA:Re9 - Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

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

5.VA:Re8 - Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

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.

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.

Pair-Share:

5.VA:Re7.1 - Compare one's own interpretation of a work of art with the interpretation of others.

Sounding it Out

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.

5.VA:Re8 - Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

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

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

2.VA:Re9 - Use learned art vocabulary to express preferences about artwork.

Prof.VA:Re9 - Establish relevant criteria in order to evaluate a work of art or collection of works.

Pair-Share:

Acc.VA:Re9 - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Dig Deeper:

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

Prof.VA:Re9 - Establish relevant criteria in order to evaluate a work of art or collection of works.

A Taste of Creativity

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.

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:Re9 - People evaluate art based on various criteria.

K.VA:Re9 - Explain reasons for selecting a preferred artwork.

3.VA:Re9 - Evaluate an artwork based on given criteria.

4.VA:Re9 - Apply one set of criteria to evaluate more than one work of art.

8.VA:Re9 - Create a convincing and logical argument to support an evaluation of art.

Prof.VA:Re9 - Establish relevant criteria in order to evaluate a work of art or collection of works.

Pair-Share:

Acc.VA:Re9 - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Dig Deeper:

6.VA:Re9 - Develop and apply relevant criteria to evaluate a work of art.

Prof.VA:Re9 - Establish relevant criteria in order to evaluate a work of art or collection of works.

Art Aromas

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.

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

Art Aromas (Cont.)

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

3.VA:Re9 - Evaluate an artwork based on given criteria.

Acc.VA:Re9 - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

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.

5.VA:Re7.1 - Compare one's own interpretation of a work of art with the interpretation of Others.

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

Dig Deeper:

Prof.VA:Cn11: Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Feeling Through Form

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

3.VA:Re8 - Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

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:Re9 - People evaluate art based on various criteria.

3.VA:Re9 - Evaluate an artwork based on given criteria.

Prof.VA:Re9 - Establish relevant criteria in order to evaluate a work of art or collection of works.

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

Prof.VA:Cn11 - Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Pair-Share

5.VA:Re7.1 - Compare one's own interpretation of a work of art with the interpretation of others.

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

Dig Deeper

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

Art Moves Us

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

1.VA: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.

Art Moves Us (Cont.)

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

3.VA:Re9 - Evaluate an artwork based on given criteria.

Prof.VA:Re9 - Establish relevant criteria in order to evaluate a work of art or collection of works.

Pair-Share

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.

5.VA:Re7.1 - Compare one's own interpretation of a work of art with the interpretation of Others.

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