Winter Visitor’s Guide
(January - March 2020)
¡Bienvenidos!

Thank you for selecting the Museum of Latin American Art (MOLAA) as a field trip destination! This guide will help prepare you and your group to see the art in our galleries. Review our exhibitions and tours and select the experience that’s right for you. Please share this guide with the other supervising adults in your group. For questions regarding your visit, feel free to contact us via e-mail at nley@molaa.org or by calling (562) 216-4166.

We look forward to your visit!

Gabriela Martínez
Director of Education

Melissa Tran
Education Program Manager

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EXHIBITIONS ON VIEW

Matías Duville: Desert Means Ocean
August 24, 2019 through March 22, 2020 in Gallery C
Countries Represented: Argentina
Time Period: Contemporary
Topics: nature, environment, space, experimentation, landscape

What you will see: Duville’s residence and exhibition articulates the similarities between the ocean and the desert. Inspired by his two month exploration of the Southern California landscape, he explores the poetics of nature through expressive drawings and paintings.

What makes it great: The works of Matias Duville evoke scenes of desolation with rarified, timeless atmospheres like those that precede a natural disaster: hurricanes, tsunamis or situations of abandonment in the forest that act as a dreamlike vision of a wandering explorer, like a mental landscape.

Memento: An Anthologic Exhibition by Tomás Ochoa
September 14, 2019 through January 26th, 2020 in GALLERY B
Countries: Colombia
Time Period: Contemporary
Topics: painting, photography, video, installations, media, memory, historical documents, activism, colonialism

What you will see: Antología Memento (Memento Anthology) presents sixteen large panels that depict Colombia’s landscape, architecture, and peoples. Ochoa rewrites Latin American history by highlighting the events that have literally shaped the jungles and buildings of the country. The works become an illustrated and updated timeline that joins Colombia’s present reality with its hidden past.

What makes it great? Since 2016, Ochoa has lived and worked in Colombia and studied the legacy of colonialism through economic development and political events. By enlarging the captured photographs and replacing the pixels with gunpowder, a paradox is created between pastoral landscape and threatening fire, between underlying violence and longed peace.

Stein / Estaño: In and Out of Mexico
October 6, 2019 through February 1, 2020 in GALLERY A
Countries: United States  
Time Period: Contemporary  
Topics: Landscape, catastrophe, mass action, urban life, climate crisis

What you will see: This exhibition traces the legacy of Philip Stein, assistant to Mexican muralist David Alfaro Siqueiros for ten years, through portraits, political paintings, and landscapes.

What makes it great? Stein created some of the most dramatic works by a North American artist in mid-20th century Mexico and combined his political interests with an action-packed and urgent style to create confrontational scenes that address themes which range from workers’ rights to global warming.

*Quique Rivera*  
October 26, 2019 through February 16, 2020 in GALLERY D

Countries: Puerto Rico  
Time Period: Contemporary  
Topics: stop-motion animation, surrealism, storytelling

What you will see: Stop motion shorts.

What makes it great? Using objects and sculptures as props, Rivera strives to take advantage of the surrealistic potential of stop motion animation to recreate environments charged with metaphors for contemporary experiences.

*Las Arpilleras*  
November 23, 2019 through February 23, 2020 in GALLERY E

Countries: Chile  
Time Period: Contemporary  
Topics: Artivism, cooperation, social justice

What you will see: Handmade textile pieces that reveal the experiences and stories of ordinary Chilean women who were housewives, mothers, sisters, and daughters of missing detainees; sharing their search for truth and justice.

What makes it great? The power of the word has fueled many protests globally, but these women used sewing needles, thread, and scraps of cloth to raise international awareness of the plight of their loved ones under the Pinochet dictatorship.
Visualizing Language: Oaxaca in L.A.
March 7, 2020 through January 17, 2021, in Gallery A & B

Countries Represented: Mexico
Time Period: Contemporary
Topics: migration, symbolism, survival

What you will see: A visual interpretation of the migration legacy of Zapotec people from Oaxaca.

What makes it great: Artists Dario Canul and Cosijoesa Cerna, of the Oaxacan street artist collective - Tlacolulokos created the pieces after walking the streets of L.A. inspired by the Mexican-American symbols that travel south while the Indigenous Zapotec traditions travel north.

Tour Themes to Explore!

You are welcome to select one of the themes below for your tour. If you do not select a theme, an age appropriate theme will be selected for you. If you would like for your tour to address a topic not found below, call the front desk at 562-437-1689 and they will put you in touch with a departmental representative who will work with you to accommodate your request.

Building “Place” — Examine how artists interpret then shape landscapes to craft stories that reflect on historical events, socio-political concerns, and cultural traditions.

Telling Stories through Art — Examine how artists tell individual and collective stories through settings, symbols, textures, and color.

Beyond Space and Time— Examine how art challenges reality and artists manipulate space, color, time, and form to create narratives that transcend time and place.

What Should I Expect on a Guided Tour?
Time: A guided tour lasts approximately 60 minutes. This includes a 5-10 minute introduction followed by a 45-50 minute visit to the galleries.

Can my group visit the galleries on our own during our visit?
A guided tour does not include a self-guided component. If you would like this option, contact the Tour Coordinator. Minors must be accompanied by chaperones at all times.

How many works of art will I see? Our docents practice an interactive way of talking about art, so you will probably see an average of 6-7 works of art (5-10 minutes per object) while on your tour.

What do I do as a chaperone? Your role is to ensure that your group stays together and listens or participates in the activities. Please model the behavior you would like to see in your group at all times, and always ensure that one chaperone accompanies separate groups of minors—in the galleries and in the art studio.

Things to do: Workshop Projects*

The activities below are available for the workshop portion of your visit. If you see a project you like, contact the Education Assistant 3 weeks prior to your visit to ensure that we are aware of your selection. Our instructors will tailor the level of the workshop to the average age of your group.

* Please note: Projects can be adapted to age group and may vary according to exhibition.

Non-Traditional Material Images
Grades: 5th – 12th, Adults, Seniors
Students will use non-traditional materials will elevate, emphasize, or dramatize an image in ways that make others think more deeply about the image presented.

Political Paintings
Grades: 3rd – 12th, Adults, Seniors
Students will paint a work of activist art that speaks to a topic they feel strongly about and learn about artist Philip Stein (aka. Estaño), and the Mexican muralist movement.
Constructed Characters
Grades: 4th-12th, Adults, Seniors
Student will create a figurative character model made from mixed media along with creating a supporting narrative for their character.

Magical Landscapes
Grades: 2nd – 8th, Adults, Seniors
By exploring Matías Duville’s artwork students will become familiar with how the artist used Magic Realism and Surrealist elements and techniques to portray places.

Family, Hope, & Artivism
Grades: 1st – 12th, Adults, Seniors
Focusing on Artivism, students will create a mixed media collage that includes phrases and symbols that reflect the topics that matter to them the most.

What Should I Expect During a Workshop?

How long does a workshop last? A workshop lasts approximately 60 minutes. This includes a 5-10 minute introduction and a 5-10 reflection period. Your group will have approximately 40 minutes of working time, so please encourage students to jump right into the project.

Are workshops only for children? A variety of workshops geared towards different age groups are available. Instructors tailor the workshop content and instruction to your group’s age and skill level.

What is my role in the workshop? Your role is to ensure that your group members are not engaging in dangerous behavior while using the supplies and tools, or disrupting the work session.

Can chaperones participate in the workshop? We encourage chaperones to participate in workshop activities, as long as they are still able to supervise their group properly.

New Words!
You may encounter some new terms during your visit. The following list can help you prepare for these concepts.

- **Allegorical**: Symbolizing something else, or having a hidden meaning.
- **Anthology**: A collection of images, compositions, or poems.
- ** Appropriation**: Taking something that does not belong to you, usually without permission of the creator or owner, and using it for your own purposes.
- **Artivism**: Art + Activism. Artivists are artists who create art objects or artistic experiences that highlight important political issues or events.
- **Calavera**: Spanish for skeleton. The calavera is a symbol central to Día de los muertos.
- **Chicano/a**: Refers to people of Mexican heritage who live in the U.S. This label of self-identification emerged in the 1960’s in relation to the civil rights movement and as a form of self-determination.
- **Chicano Art Movement**: Art movement that emerged from the larger Chicano/a political movement. It is often political in nature and engages Chicano/a values or images.
- **Collage**: A work of art made by gluing different materials like newspapers or photographs, to a surface.
- **Collective**: A group of individuals
- **Colombia**: A northwestern country in South America with a diverse landscape and inhabitants. The Colombian economy relies heavily on agriculture, tourism and industry.
- **Colombian peace process**: The negotiations between the government of Colombia and armed guerrilla groups in order to bring an end to the decades-long civil war.
- **Colonialism**: The occupation or domination of a territory by outsiders, usually for economic exploitation.
- **Conté Crayon**: A hard colored chalk made of pigment blended with graphite and clay. Conté crayons are similar in appearance to dry pastels and charcoal, but they are denser and waxier.
- **Culture**: The customs, beliefs, traditions, values, practices, and rituals of a specific group.
- **Desert**: A dry area of land. Southern California deserts, like Joshua Tree, are home to shrubs, spiny trees, succulents and a few palms.
- **Día de los muertos**: Observed on November 1st and 2nd, Día de los muertos is a time to honor loved ones who have passed away. It has Mesoamerican roots and was developed into the holiday we know now by a blending a indigenous and Roman Catholic beliefs and traditions.
- **Dialogue**: A conversation between two or more entities.
• Form: The visible three-dimensional shape of an object. One of the elements of art.
• Landscape: An image of a place or land, rural or urban, real or imagined. Landscapes are also a traditional category of visual art, particularly depicted in drawings and paintings.
• Memento Mori: An object or image, like a skull, that stands in as a reminder of death. Literally translated the phrase means “Remember you will die.”
• Ocean: A large expanse of water. Southern California is bordered, on the west, by the Pacific Ocean.
• Photograph: A picture made using a camera. Traditional photography utilizes light sensitive materials to burn an image onto a glass plate or chemically treated paper.
• Representation: Speaking on behalf of someone or portraying someone in a particular way. Representation can also refer to the visibility of a particular group in the public sphere.
• Ruin: A building or place that is in a state of decay, collapse, or disintegration. This disintegration can be caused by environmental factors or by human negligence or purposeful destruction.
• Syncretism: The blending or merging of multiple cultures, religions, or beliefs.
• Texture: The way a surface feels or the way that it looks as if it may feel. One of the elements of art.
• The Other: A term used to refer to someone who is perceived to be fundamentally different from oneself. This perception can result in treating that group differently and unequally. On a structural level, it may result in socio-political, educational, and economic alienation and harm.
• Topography: the way that natural physical features are distributed or arranged in an area of land.

Prepare for your Visit!

2. Complete one of the following suggested activities with your group before you visit:
   a. Brainstorm: If I had a museum... What do you collect? What is your museum called? What type of building is your museum in?
   b. Become the Curator: Before your scheduled visit, ask students to select a theme using criteria such as themes gone over when studying literature, history, and current events. At the museum, have them select works that match that theme, making sure that they write down the titles and artists. When they return to school, the students will find images of their selected artworks online and organize their own virtual show using Power Point.
c. Create a varied vocabulary to talk about art: Ask your students to come up with a list of words they can use to describe their environment, friends, popular figures and other relevant subjects in order to branch out of their usual attitudes of art being just good/not good or like/dislike. Match their vocabulary to the various pieces of art that is displayed in order to demonstrate that art does not need a special kind of language in order to talk about it.

3. I Spy: Work on your observation skills! Play a game of *I Spy* with your group.
   a. One person picks an object.
   b. They must describe the object to others in the group. The description should include specifics: color, size, texture, and shape.
   c. The group must try to guess what the object is that is being described. This game reinforces the idea of taking the time to look very closely at objects and improves comprehension and language skills.

4. Select your tour topics and/or workshop lesson. In the additional information confirmation email, please indicate your desired tour topic or focus for the docents to address on your tour. Please note: MOLAA will select the lesson for your group if you do not have a preference.

5. Review the Visitor Tips and Policies. By following the policies they help protect the art work!

**Once You Arrive...**

1. Check in with the Front Desk. One person should represent the group.
2. Storage: Backpacks and large bags are not allowed in the galleries and should be left in your vehicle.
3. Know where drinking fountains and restrooms are located. Give young visitors a restroom break.
4. Meet your Docent and Teaching Artist. If you bring a group of over 30 visitors, split them into two groups prior to entering the museum.

**Visiting on Your Own...**

If you opt for a self-guided tour, the tips below can help you as you move through the galleries:

- Try not to see too much in one visit – depending on the ages of your visitors, aim for thirty to ninety minutes – and remember to take breaks.
- Read the labels to learn more about individual artworks.
- Suggested Tour Questions:
  - What is going on in this art work? How can you tell?
  - What does it remind you of?
  - How does it make you feel?
If you could give this art work a new title, what would it be?

Keep the Conversation Going...

See the Educator Packet for post-visit suggestions and activity sheets. General discussions can be found below:

1. Before and After: Have your group create a list of the things they saw at MOLAA and compare it to their initial checklist. Did they guess correctly?

2. Reflection: What did your students learn about how artists select the setting to their stories? How has their school, home, cultural or national environment influenced them? Do your students embrace particular labels specific to their cultural or ethnic identity? Does your school provide a structure for identity based on school pride? What are the symbols connected to either of these identities? How would students illustrate those identities?

Common Core Standards

K-12: The activities and lessons included in this packet address the following standards through classroom discussions, the analyzation of visual images, and the creation of art projects:

<table>
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<tr>
<th>College &amp; Career Readiness Anchor Standards for Reading and Speaking &amp; Listening</th>
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<tr>
<td><strong>Speaking and Listening: Comprehension and Collaboration</strong></td>
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<tr>
<td>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</td>
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| **Reading: Integration of Knowledge and Ideas** |
| Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |

| **Key Ideas and Details** |
| Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
Speaking and Listening: Presentation of Knowledge and Ideas

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Language: Vocabulary Acquisition and Use

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing: Research to Build and Present Knowledge

Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Visitor Tips

Help us keep the artwork safe by following the following guidelines!

- Do not lean against the art, walls or art pedestals.
- Check all bags at the front desk or leave them in your vehicle.
- Food, drinks (including bottled water) and chewing gum are not permitted.
- Keep your voice low out of respect for other visitors.
- Running, jumping and other physical activity is not allowed.
- Children under the age of 12 must be accompanied and supervised by an adult at all times.

Adults and Chaperones

One adult chaperone is required for every 10 visitors under the age of 18. Please review the information in the Visitor’s Guide and the museum’s Visitor Tips and Policies on Page 8. You play an important role in your group’s learning experience by engaging them in conversations about the exhibitions and related activities. Encourage the students to use good observation and listening skills.
Tips for Chaperones

- Please help keep the artwork safe—*Look with your eyes not your hands.*
- Be courteous to those around you—We ask that all cell phones and audio devices be turned off and put away while in the galleries and art studio.
- Keep a close watch—Help keep the group together at all times while in the museum. Do not wander away from your group.
- You can have fun, too—Participate with the tour. Ask our docent questions about the artwork, artist, exhibition or museum.

Policies and Guidelines

Photography: Non-flash photography for personal use is allowed unless otherwise noted. It’s always a good idea to ask a staff member if photography is allowed in any specific gallery.
Pets, except for service animals, are not permitted in our galleries.
Strollers are permitted in our galleries unless otherwise noted.
Sketching is permitted with pencils only. Pens, markers, and water colors are not allowed.
First Aid assistance is available. Inform the nearest Security Guard if you require first aid.
No Smoking anywhere in the museum.

RATES
$6/visitor 1 hour Guided Tour ONLY
$8/visitor 2 hour Guided Tour & Workshop with an artist!

CONTACT INFORMATION

Education Department Assistant:
Nicolette Lecy
nlecy@molaa.org
(562) 216 - 4166

Tour and Workshop Reservations:
To make a reservation online for a tour and/or workshop, please go to:
Calendly.com/molaatours

*Reservations are not final until you receive an invoice.*

EATING LUNCH ON-SITE
Please note that Café Viva is currently closed for renovations.

Bringing Your Own Sack Lunch
Outdoor picnic tables are available for groups of 30 or less. If you require seating for more than 30 visitors, you must make special arrangements at least two weeks prior. To reserve the outdoor eating area, please call the front desk at 562-437-1689.