Spring/Summer Visitor’s Guide (April – August 2020)
¡Bienvenidos!

Thank you for selecting the Museum of Latin American Art (MOLAA) as a field trip destination. This guide will help prepare you for your visit 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 Anya Miramontes, Education Program Assistant via e-mail at amiramontes@molaa.org or by calling (562) 216-4176.

We look forward to your visit!

Gabriela Martínez  
Director of Education  

Melissa Tran  
Education Program Manager
EXHIBITIONS ON VIEW

Matías Duville: Desert Means Ocean
August 24, 2019 through June 28, 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: Duville evokes 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.

Floating Timeline: Quique Rivera
October 26, 2019 through July 5, 2020 in GALLERY D
Countries: Puerto Rico
Time Period: Contemporary
Topics: stop-motion animation, surrealism, storytelling

What you will see: Stop motion shorts and small scale sculptures.

What makes it great? Rivera takes advantage of the surrealistic potential of stop motion animation, adding hand sculpted figures and objects to create whimsical environments charged with metaphor.

OaxaCalifornia
Feb 29, 2020 through October 4, 2020, in GALLERIES A & B
Countries Represented: Mexico and United States
Time Period: Contemporary
Topics: migration, symbolism, indigeneity, muralism

What you will see: Large-scale murals that interpret the transnational identity of Oaxacan migrants.

What makes it great: Zapotec artists Dario Canul and Cosijoesa Cerna, of the Oaxacan street artist collective Tlacolulokos, synthesize symbolism from their
indigenous heritage with the Mexican-American icons they saw traveling back and forth between Oaxaca and Los Angeles.

**LIKENESS: Andean Neo Baroque according to Ángel Valdez**
July 18 through Sept 20, 2020 in GALLERY C
Countries: Perú
Time Period: Contemporary
Topics: painting, colonialism, mysticism, symbols, history, religion, current events.

What you will see: Complex paintings laden with symbolism from indigenous and colonial traditions and objects.

What makes it great? Peruvian artist Ángel Váldez combines his interest in anthropology and art to create paintings and installations that explore the impact of colonialism on Peru’s iconography, religious beliefs, and current economic situation.

**HERLand**
April 11 through August 30, 2020 in GALLERY E
Countries: Mexico, United States, Colombia, Argentina
Time Period: Contemporary
Topics: Women’s Art, Dialogues

What you will see: An exhibition highlighting recent acquisitions to the MOLAA collection in dialogue with older pieces by women in the permanent collection.

What makes it great? MOLAA is excited to debut recent acquisitions made by women!

**Gabriela Ruiz**
July 18 through January 2021 in GALLERY D
Countries: United States
Time Period: Contemporary
Topics: Kink, LGBTQ+ identity, sex-positivity, installation art

What you will see: Installation works and videos of performances by Gabriela Ruiz, also known as “Leather Papi.”
What makes it great? Artist Gabriela Ruiz uses DIY aesthetics to create constructions and performances that explore kink, queer and Mexican iconography. She upcycles found objects—often purchased at second-hand stores and local mercados to create works she labels Chicano Rococo. Please note that this exhibition may not be suitable for all visitors. Visitor discretion is advised. K-12 school groups will only be shown this exhibition upon request.

Explore: Current Tour Themes

We invite you 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.

For special requests, 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 create the right experience for you.

Telling Stories through Art — Learn how artists tell their own stories and stories from their communities by exploring characters, settings, symbols, textures, and color.

Representation Matters!—Discuss who is depicted in art and how their stories are told by the artist. Think about the impact it may have on our opinions of different communities.

Remix: Exploring the Past and the Present— Examine how Latin American, Latinx and Chicanx artists combine symbols and concepts related to indigeneity and colonialism to talk about contemporary issues through art.

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.

Make: 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.

Collaborative Community Mural – OaxaCALifornia
Grades: 1st – 12th, Adults, Seniors
Visitors will work together, using symbols and slogans, to create a mural that represents their community.

Magical Landscapes and Constructed Characters – Floating Timeline, Desert Means Ocean & HERland
Grades: 4th-12th, Adults, Seniors
Use collage and drawing to create a surrealistc setting for a character constructed from various sources!
Speak for My Community Symbol Stencil Poster - Likeness & OaxaCAllifornia
Grades: 3rd – 12th, Adults, Seniors
Students will create a stencil poster that utilizes symbols and language to express an issue important to their community or culture.

Two-Sides to Me Identity & Empowerment Portrait – OaxaCAllifornia & HERland
Grades: 5th – 12th, Adults, Seniors
Students will create a self-portrait, using either collage techniques or watercolor resist, to explore various aspects of their identities through color and symbols.

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.
KEY TERMS

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

- **Artivism**: Art + Activism. Activists are artists who create art objects or artistic experiences that highlight important political issues or events.
- **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
- **Colonialism**: The occupation or domination of a territory by outsiders, usually for economic exploitation.
- **Culture**: The customs, beliefs, traditions, values, practices, and rituals of a specific group.
- **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.
- **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.
- **Symbol**: Something that stands in for something else. For example, a means ‘love.’
- **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.

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 students 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 PowerPoint.

3. Review the Visitor Tips and Policies. By following the policies they help protect the artwork!

Once You Arrive...

1. Check in with the Front Desk. One person should represent the group to make payment arrangements, meet the docents, and locate restrooms.  
2. Storage: Please leave backpacks and large bags in your vehicle.  
3. Know where drinking fountains and restrooms are located. Encourage your group to wash their hands before and after their visit.  
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:
  o What is going on in this artwork? How can you tell?  
  o What does it remind you of?  
  o How does it make you feel?  
  o If you could give this artwork 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 analysis of visual images, and the creation of art projects:

<table>
<thead>
<tr>
<th>College &amp; Career Readiness Anchor Standards for Reading and Speaking &amp; Listening</th>
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<tbody>
<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</td>
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<tr>
<td>collaborations with diverse partners, building on others’ ideas and expressing</td>
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<td>their own clearly and persuasively.</td>
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<tr>
<td><strong>Reading: Integration of Knowledge and Ideas</strong></td>
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<tr>
<td>Integrate and evaluate content presented in diverse formats and media,</td>
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<td>including visually and quantitatively, as well as in words.</td>
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<tr>
<td><strong>Key Ideas and Details</strong></td>
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<tr>
<td>Analyze how and why individuals, events, and ideas develop and interact over</td>
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<tr>
<td>the course of a text.</td>
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<tr>
<td><strong>Speaking and Listening: Presentation of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>Make strategic use of digital media and visual displays of data to express</td>
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<tr>
<td>information and enhance understanding of presentations.</td>
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<tr>
<td><strong>Language: Vocabulary Acquisition and Use</strong></td>
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<tr>
<td>Acquire and use accurately a range of general academic and domain-specific</td>
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<tr>
<td>words and phrases sufficient for reading, writing, speaking, and listening</td>
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<tr>
<td>at the college- and career-readiness level; demonstrate independence in</td>
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<tr>
<td>gathering vocabulary knowledge when encountering an unknown term important</td>
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<tr>
<td>to comprehension or expression.</td>
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<tr>
<td><strong>Writing: Research to Build and Present Knowledge</strong></td>
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<tr>
<td>Draw evidence from literary and/or informational texts to support analysis,</td>
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<tr>
<td>reflection, and research.</td>
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Visitor Tips

Help us keep the artwork safe by following these 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.

1 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 page. 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 Self-Guided Visit
$6/visitor 1 hour Guided Tour ONLY
$8/visitor 2 hour Guided Tour & Workshop with an artist!

CONTACT INFORMATION

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(562) 216 - 4167

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

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 60 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 email amiramontes@molaa.org or call 562) 216 – 4167.