

GALLERY OF CALIFORNIA ART

TEACHER GUIDE GRADES 9–12

The Oakland Museum of California welcomes you and your students to explore the Gallery of California Art. This guide provides some suggestions for how to support students' use of the student guide during your field trip.

TEACHING AND LEARNING GOALS

Through the Gallery of California Art student guide, students will:

- Analyze and discuss with peers how art is a powerful form of expression.
- Understand how culture, time, and place influence art.
- Discuss interpretations of art with peers.
- Start the creative process of artmaking using inspiration from the gallery.

GALLERY CONTENT

The Gallery of California Art is a living, breathing space, pulsating with energy and ideas. Organized thematically, the Gallery is installed along three themes: California Land, California People, and California Creativity. This approach allows visitors to see works in different media and from different periods side by side, inspiring new ways of looking at California's evolving role as a cutting-edge center of visual expression. Seminal works by artists such as Albert Bierstadt, Dorothea Lange, Richard Diebenkorn, Edward Weston, and Hung Liu remain highlights of the art collection, but museum-goers can also count on making new and thought-provoking discoveries every time they visit.

UNDERSTANDING THE STUDENT GUIDES

These guides:

- Promote student-driven work including student choice and interests. Students are prompted to consider particular topics/themes, but are given the opportunity to choose what to focus on within the gallery.
- Encourage student conversation and reflection about these topics to help students process their experience in the gallery.
- Engage students in the art-making brainstorming and creative process through prompts that delve deeper into what they are viewing and connecting to.
- Are intended to help teachers, chaperones, and students better manage their self-guided visit to the Gallery of California Art.

FACILITATION SUGGESTIONS

- Bring enough printed copies of the student guide, writing surfaces, and pencils for each student. The student guide is designed for 8.5x11 paper. A limited number of printed student guides will be available at OMCA's School Group Entrance. No pens are allowed in the galleries.
- The student guide was designed for student and teacher choice. Each section can be used independently—mix and match a few pages, or use them all. (**OPTION:** Include students in the planning. Share the student guide pages with students and have them help select which to use.)
- Encourage student conversation and exploration in the gallery, and lend support only when needed or requested.
- Allow students to work in pairs or small groups. If any student(s) seems to be struggling with the prompts, check in with them and encourage them to work with a peer to solve any challenges.
- Try to create a safe space for dialogue. The guide encourages students to work with a partner, however, participation in dialogue should be voluntary. Encourage students to participate however they're comfortable.
- If your group is in eighth grade or above, allow small groups to move through the exhibition freely, making sure a chaperone is in sight. If they encounter challenges or have completed the guide, have them check-in with you. If younger, work as a group and establish a system for moving through the exhibition together.
- Mix it up. Break students into groups and have them start their journey in different sections, rotating through the gallery in teams.
- When you see the “conversation bubble” icon, students are encouraged to discuss the question with a partner.

“Conversation bubble” icon:



The following online resources may help you better prepare to facilitate your students' gallery experience:

- Explore more OMCA teacher resources:
[OMCA LEARN webpage](#)
- [How to visit an art museum—a guide for students](#)
- [How to Talk About Art](#)

VOCABULARY LIST

Some of the following words or phrases may appear in the gallery or come up during student conversation. It may be valuable to discuss some of these with your students ahead of time, and/or do research on any that are less familiar to you:

activism
#BlackLivesMatter
civil rights
collage
community
culture
discrimination
ethnicity
grassroots approach
Indigenous people
identity
landscape
mixed media

Native people
oppression
photography
portrait
power
oppression
prejudice
privilege
race
racism
sculpture
subject
symbol

ARTS STANDARDS, HISTORY– SOCIAL SCIENCE STANDARDS, AND ESSENTIAL QUESTIONS

Within each section of the gallery, students can explore different standards of the California State Curriculum. To help you choose which sections of the gallery are best for your class to explore, here are some of the standards highlighted in each section.

CALIFORNIA LAND

- Arts Standard: Creating—Anchor Standard 1, Responding—Anchor Standard 7
- **Essential Question:** How does artwork build an understanding of and create a connection to new places?

ART OF THE GOLD RUSH

- Arts Standard: Connecting—Anchor Standard 11
- HSS Content Standard: 4.3
- **Essential Question:** How can art help us understand history and connect to people from the past?

ASSEMBLING IDENTITY AND THE PORTRAIT WALL

- Arts Standard: Creating—Anchor Standard 1, Connecting—Anchor Standard 10
- **Essential Question:** How do artists communicate personal and cultural identity in portraits?

DOROTHEA LANGE

- Arts Standard: Responding—Anchor Standard 7
- HSS Content Standard: 11.6
- **Essential Question:** How are photographs used as a tool for social change?

HUNG LIU

- Arts Standard: Presenting—Anchor Standard 6, Responding—Anchor Standard 7
- **Essential Question:** How do artists use artwork to tell a story?

SELF-TAUGHT ARTISTS

- Arts Standard: Responding—Anchor Standard 8
- **Essential Question:** What is the importance of looking closely at art?

RADICAL ACTS

- Arts Standard: Creating—Anchor Standard 1, Responding—Anchor Standard 7
- HSS Content Standard: 11.11
- **Essential Question:** How do artists use art to speak about issues that matter to them?

CREATIVE CALIFORNIA

- Arts Standard: Creating—Anchor Standard 1, Responding—Anchor Standard 8
- **Essential Question:** How do artists move away from tradition and innovate?