



## ***Instructionally Related Activities Report Form***

SPONSOR  
DEPARTMENT: ART  
ACTIVITY TITLE: LACMA VISITATION  
DATE(S) OF ACTIVITY: 2/22/13

### **SUPPORTING DOCUMENTATION**

Attach:

- 1) Student evaluations or assessments- *removing all student names and other identifying information*
- 2a) Please list the number of students participating for each segment of the activity. 17 student passengers on minibus and LACMA. 20 students listen to presentations during finals week. 3 students from the IRA field trip share their research from SPIRaL class in regional conference at Davis.
- 3) Images demonstrating student participation (up to 6 images). Please include captions for all photos.
- 4) A summary of expenses: Minibus \$657, honorarium \$100.

E-mail to the IRA Coordinator at [lisa.ayre-smith@csuci.edu](mailto:lisa.ayre-smith@csuci.edu) within 30 days after the activity.  
*It is recommended that sponsors also retain copies of reports for your records.*

*Thank you for your commitment to engaging our students!!*

1. provide a description of the activity;  
Students visit LACMA. Students the experience of viewing historical ceramic forms to be develop independent project topice. Curator Hollis Gooding spoke with students about art historical ceramic forms from the storage vault of the Japanese Pavillion.
2. how did the activity relate to a course(s) and/or learning objectives?  
The SPIRAL course explores the understanding of ceramics through chemistry, providing opportunities for students to create interdisciplinary connections between art and science, work collaboratively, and learn effectively from one another. The LACMA visitations served as a motivation for students to gain hands-on experience working with the various traditional ceramic practices and processes, simultaneously conducting experiments in elemental analysis of glaze composition and change. The curator Hollis Gooding's tour allowed for students to learn how ceramic traditions and particular practices develop historically, culturally, aesthetically, as well as technologically.
3. what do you see as the strengths of the activity?  
The strengths of this activity is to be able to see various artworks in person. This served as a strong motivation for classroom and research activities that followed.
4. What would you say are/were the activity's weaknesses?  
The weakness was that the field trip was optional for students because it occurred outside of class time. Students that did not go on the field trip did not benefit from the opportunity.
5. how would you improve this activity for next time?  
I would try to make the field trip a required for the course. I would also try to plan for more time so that students could spend time looking at other collections at the LACMA.
6. what did you learn from the process? I learned that there is a lot of preparation



**INSTRUCTIONALLY  
RELATED  
ACTIVITIES**

C H A N N E L  
I S L A N D S

involved in field trips.

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Curator Hollis Goodall lecturing: LACMA Japanese Pavillion artworks