

Educator Guide

In September 2008, Gallery Crawl visited Ratio 3 Gallery in the Mission District of San Francisco to see new work by Lydia Fong, followed by a 15th Anniversary Exhibition at Gallery 16 in San Francisco's South of Market District. This guide provides resources for educators to support the utilization of this online virtual visit to the galleries to teach students about contemporary artwork. The Gallery Crawl video can be found at www.KOED.org/gallerycrawl.



Artwork by Lydia Fong



Artwork by Rex Ray

Exhibitions *A Moment for Reflection*, New Work by Lydia Fong

These are the People in your Neighborhood, featuring Rex Ray, Griff Williams, et al.

Location Ratio 3 Gallery, 1447 Stevenson Street, San Francisco [Google Map](#)

Gallery 16, 501 Third Street, San Francisco [Google Map](#)

Grades 9 - 12

Standards Addressed Artistic Perception, Creative Expression, Aesthetic Valuing

The Exhibitions

Lydia Fong is the pseudonym for a San Francisco artist whose style has been highly influential in the worlds of both art and design. The artist was seminal to the DIY movement and is known for pioneering installation techniques such as displaying artwork in floor-to-ceiling clusters. With roots in street art, he is known for painting on discarded, everyday found objects from the streets including empty bottles, wood scraps, and wrecked cars. By working under an assumed name, the artist was freed to explore new stylistic approaches in his current gallery show at Ratio 3 with paintings, kinetic sculptures, and multimedia works. *A Moment for Reflection: New Work by Lydia Fong* offers both fresh and former approaches, and the anti-commerce installation allows the viewer to become fully immersed in multiple iterations of one artist's varied but concise artistic voices.

Gallery 16 celebrates its fifteenth anniversary with a group show featuring forty artists who have worked with the gallery and its book publishing company. Artist and Gallery 16 owner Griff Williams organized the show, choosing artists that represented the gallery's "past, present, and future." Artists featured in the exhibition work with a variety of media and explore a wide range of themes and according to the gallery, if there is a prevailing theme in the exhibition, "it is art as a form of research and an act of investigation." Gallery 16 has always worked with emerging artists, many of whom have gone on to receive some of the most prestigious accolades in the art world.

Teaching with Gallery Crawl

Using video in the classroom can breathe life and meaning into almost any lesson. In the arts, video can be particularly effective for introducing large concepts, aspects of the creative process, and key arts-related vocabulary to introduce students to discipline-based and concept-based study. Using media in the classroom helps connect students with faraway places and promotes critical viewing skills and media awareness. For more information about using media in the classroom download KQED's [Media Tips](#) teaching tool (a direct link is provided in the resource section of this guide).

Using a Gallery Crawl video in the classroom allows student to virtually view a local art exhibit, while listening to firsthand information about exhibitions from curators, gallerists, and artists. In order to present Gallery Crawl to your entire class, you will need a projector and computer with the capacity to stream video. Alternatively, assign students to watch the video on their own or in groups. After soliciting student responses to the video, continue the lesson by implementing hands-on or discussion activities to deepen the impact of the media – ideas are provided in this guide.

Making the Most of your Virtual Visit

The following activity ideas may be used in the classroom after viewing the Gallery Crawl Video, and/or after a school tour of Ratio 3 Gallery or Gallery 16.

- ❖ Ask students to work together or individually to make a piece of art that expresses a response to an aspect of their neighborhood – an aspect that resonates with them in some way. Students can choose any composition, form, or style and employ materials, objects, photographs, text, drawings or electronic media to document their world. Allow students at least three weeks to work on their pieces and then convene a critique session. Invite students to present their work and to introduce and explain what they chose to represent in their image, how and why. Encourage the class to constructively critique the work focusing on what the student artist intended, what is represented, how it communicates, and its overall impact. How does it speak to the viewer? NOTE: Request that students avoid words such as “good” and “bad,” using instead words that describe what they think using supporting details.
- ❖ Invite students to consider the ways in which the concept of fame works in terms of the art establishment. How does an artist attain credibility and become collectible? How does the media create celebrity status? What part does it play? Explore these ideas in discussion and then divide students into small groups to role-play an artist's agent who is working to promote and raise the visibility of a chosen artist. Have each group devise its promotional strategy to present to the class. Strategies should include:
 - compile a portfolio
 - draw up a media contact list
 - identify local and national art world contacts
 - identify museums and galleries to exhibit work
 - research promotional avenues – magazines, television programs, news coverage, etc.
 - brand an image

Invite the class to give feedback, and encourage the groups to review their strategy in light of the comments and suggestions that emerge from the discussion. If students are interested in this line of inquiry, suggest that they invite an artist agent or gallery owner to speak to the group. This career path may be of interest to individual students.

- ❖ Ask students to take notes while viewing the Gallery Crawl video and record the social themes the artists explore, the ideas expressed by the artists when discussing their work, stylistic or aesthetic approaches, questions raised by their work, and a personal response to a select piece. Discuss students' responses to these questions and introduce the term Social Realism, the Western European art tradition that describes both a specific stylistic approach and an overall attitude toward its subject. Students may be familiar with the term, but explore with the group the ways in which Lydia Fong's artwork can be identified with Social Realism.

Screen the beginning of the Gallery Crawl video and pause on a specific piece of artwork. Invite students to look carefully at select pieces and describe what they see and feel as they observe each artwork. Ensure the discussion engages with key themes in Lydia Fong's artwork such as the social and economic realities of life in urban communities. To develop this activity, invite students to work in small groups to research a Social Realist artist, and prepare a short illustrated presentation on the artist of their choice.

- ❖ As a discussion activity, invite students to express their thoughts about why an artist might choose to work under an assumed name. How does this relate to graffiti art? What other types of artists might choose to publicize their work under a pseudonym? Next, ask students to do a "free writing" exercise, creating their own alternate persona. "Free writing" is an activity where students write continuously for fifteen minutes without thinking about grammar or punctuation. Students should describe their alternate persona, citing details about their life, including what type of art that person might create. Then ask students to create an artwork based on the description of their alias and present it to the class, describing how their fabricated identity relates to their own true identity.
- ❖ Artists often create work that serves as a tool for research and investigation. What does it mean to use art for research or investigation? Ask students to research the work of a couple of the artists featured in this episode of Gallery Crawl, choosing one image that appears to serve as an investigation of a specific subject. Ask students to present their findings and rationale to the class.

Visiting the Galleries

Ratio 3 Gallery is located in the Mission District in San Francisco. Gallery 16 is located in the South of Market District, also in San Francisco. Lydia Fong's show will be on view through October 18th, 2008 and Gallery 16's Anniversary group show will be on view through November 7th, 2008. More information about visiting the galleries can be found on their Web sites, which are listed on the next page of this guide in the "resources" section.

Resources to extend learning about the exhibits, the art form, and featured artists

Ratio 3 Gallery <http://www.ratio3.org>

The gallery is open Wednesday – Saturday, 11am – 6pm.

Call 415.821.3371 to schedule a class visit.

Gallery 16 Web site <http://www.gallery16.com>

The gallery is open Monday – Friday, 10am – 5pm and Saturday 11am – 5pm.

Call 415.626.7495 to schedule a class visit.

Wikipedia entry on Social Realism http://en.wikipedia.org/wiki/Social_realism

The following [KQED Spark](#) and [Art:21](#) documentaries may be used for compare/contrast purposes and to extend learning about the artists featured in the October 2008 episode of Gallery Crawl.

KQED Spark documentary about artist [Chris Johanson](#)

An in-depth Spark Educator Guide accompanies this video.

PBS Art:21 Documentary about [Barry McGee](#) and [Margaret Kilgallen](#)

Educator resources about the artists including slide shows are available, visit the Art:21 Web site for more information. The video is available on DVD or VHS from the [PBS Shop](#).

Many of the artists in the Gallery 16 Anniversary Show have been featured on KQED Spark. Visit the Spark profile pages for [Ala Ebtakar](#) and [Amy Franceschini](#) to view videos about the artists and their work. Gallery 16 artist [Charles Linder](#) and his Market Street gallery, [Lincart](#) have been featured on both Spark and Gallery Crawl.

Visit the KQED Spark Web site for additional Educator Guides and videos about local contemporary artists at www.KQED.org/spark. Also available are educator resources on media literacy and production, using video in the classroom, standards-based arts instruction, program development, and more. For more information about KQED's Arts Education resources, send an email to ArtsEd@KQED.org or call 800.723.3566.

Direct Links

- Gallery Crawl: <http://www.kqed.org/arts/gallerycrawl/>
- KQED "Media Tips" Tool: <http://www.kqed.org/assets/pdf/arts/programs/spark/video.pdf>
- KQED Spark story on Chris Johanson: <http://www.kqed.org/arts/programs/spark/profile.jsp?essid=4297>
- Art:21 Profile, Barry McGee: <http://www.pbs.org/art21/artists/mcgee/index.html>
- Art:21 Profile, Margaret Kilgallen: <http://www.pbs.org/art21/artists/kilgallen/index.html#>
- PBS Shop:
<http://www.shoppbs.org/product/index.jsp?productId=1418196&cp=2729306.2883326&pg=3&parentPage=family>
- KQED Spark story Ala Ebtakar: <http://www.kqed.org/arts/programs/spark/profile.jsp?essid=7023>
- KQED Spark story on Amy Franceschini: <http://www.kqed.org/arts/programs/spark/profile.jsp?essid=4145>
- KQED Spark story on Charles Linder: <http://www.kqed.org/arts/programs/spark/profile.jsp?essid=8241>
- Gallery Crawl video on Lincart: <http://www.kqed.org/arts/programs/gallerycrawl/profile.jsp?essid=8234>