

### Self-Guided Visit Instructions for Educators and Chaperones

#### Our recommendation for grades 3–5:

- Choose 4 activities for an 80-minute visit.

Play a game, tell stories, make a blind drawing, or have a debate! These activities, with simple instructions for chaperones, can be done in any gallery, with any work of art.

#### Before Your Visit—Preparation for the Teacher

1. Review the activities and note the ones you would like your students to do.
2. Decide which activities each chaperone's group will do, and indicate the order on the chaperone's sheet.
3. Please provide your own paper for any writing and drawing activities.
4. Go over the sheet on the next page with your chaperones and let them know about any expectations you have for the visit.

**Make copies of the next page, and fill one out for each of your chaperones.**

# Instructions for Chaperones

## Print & Go, Grades 3–5

Teachers, make copies of this page, and fill one out for each of your chaperones.

Chaperone Name: \_\_\_\_\_

### During Your Visit—Tips for Chaperones

- These activities are intended to help you facilitate conversations, drawing activities, and writing activities about art with students.
- Before beginning, read the activities. Your teacher may have indicated preferred activities.
- Refer to the map (available from your teacher or at the Information Desk) to plan where you will need to take the students. We have provided suggested locations, but these activities can be done in almost any gallery.
- You can borrow clipboards and pencils from the School Group Meeting Area at the Getty Center. Please return these materials when finished.

### Please follow these rules in the galleries:

- Divide students into groups of 15 or fewer. Each group should always be accompanied by a non-student chaperone over the age of 18.
- To avoid crowding the galleries, only one group is permitted in a gallery at a time.
- Be flexible! If one gallery is occupied, move on to another gallery that is free.
- Do not point at artwork with fingers or pencils; encourage students to use descriptive language instead (e.g., "I see a square on the left side.").

### Need Assistance?

Ask any Getty staff member for help—security guards, visitor services associates, and volunteers all circulate in the Museum. Or, you can go to the Information Desk in the Museum Entrance Hall. We are more than happy to assist you.

# Print & Go, Grades 3–5: Instructions for Chaperones

## Activities

Our recommendation for grades 3–5: Do 4 activities for an 80-minute visit.

#	Activity & Location	Description
	<b>Game:</b> <b>Backwards Adjectives</b> South Pavilion Gallery S111 French Decorative Arts	Read students these directions: "With a partner, select a work of art. Together, come up with five adjectives to describe that work of art. Ask the rest of the group to guess your object based on your five adjectives."
	<b>Discussion:</b> <b>Connecting Stories</b> East Pavilion Gallery E204 Dutch and Flemish Paintings	Choose a work of art for students to explore. Ask students to each think about an event, person, or place that this work of art reminds them of. Each student should share the memory with a friend. Ask each student to explain to his or her friend why the object reminds them of this person, place, or event. Then, each student tells their friend's story to the group.
	<b>Game:</b> <b>Art Council Debate</b> South Pavilion Gallery S101 Decorative Arts	Choose a work of art for students to explore and establish three groups. One group can argue for the purchase of the work of art for display in the classroom. One group can argue against purchasing the work of art. The third group can serve as the jury. All groups should support their arguments by naming 3 details from the work of art, and something they learned on the ipad. Who will win? The jury decides!
	<b>Drawing Blind</b> Museum Lecture Hall Lobby Contemporary Art	Have students look at the large work of art in this gallery. Instruct them to sketch it without looking down at the page. This is easiest if students draw a continuous line by not removing their pencils from the paper. When they are all done, ask "How is your drawing similar to or different from the work of art on display?"
	<b>Looking:</b> <b>First Reactions</b> South Pavilion Gallery S104 French and German Decorative Arts	Choose a work of art for students to explore. Ask students: "What is the first thing that popped into your mind when you saw this work of art?" Ask students to take turns explaining why they had these reactions.
	<b>Comparison:</b> <b>Moods &amp; Swings</b> East Pavilion Gallery E205 Rembrandt and His Circle (paintings)	Have students compare and contrast two works of art in the same gallery. Ask students to look for similar and different shapes, colors, and lines. Ask students, "How are the moods of the two works of art similar or different?" "How do the different colors, shapes, and lines contribute to the different moods of the works of art?"
	<b>Language Arts:</b> <b>What's Next?</b> East Pavilion Gallery E202 French and Flemish Paintings	Choose a work of art for students to explore. Tell them to imagine they are the protagonist (main character) in the story depicted in the work of art. Ask them "What happens to you next?" Students can describe what happens to the main character next in any of these ways: they can write about the next scene, act it out, or draw an image.