

# Self-Guided Visit Activities

## California State Content Standards, Grades K–5

The tables below indicate how the Getty's visit activities are aligned with California State Content Standards for Visual Arts and English-Language Arts. *Meet the Children of the Getty* is also aligned with History-Social Sciences standards (see last table). Teachers are encouraged to select and use worksheets that most closely reflect their curricular goals.

### Print & Go activities (Grades K–5)

Print & Go activities support the Visual Arts Content Standards generally in the areas of *Artistic Perception*, *Historical and Cultural Context*, *Aesthetic Valuing*, and *Connections, Relationships, Applications*.

Visual Arts Content Standards	Meet the Children of the Getty (K–2)	My Getty Adventure (Grades K–5)	Art Expeditions (Grades 3–5)
<b>Kindergarten</b>			
<b>Artistic Perception</b> 1.1 Recognize and describe simple patterns found in the environment and works of art.	✓	✓	
<b>Artistic Perception</b> 1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.	✓	✓	
<b>Historical and Cultural Context</b> 3.2 Identify and describe works of art that show people doing things together.	✓		
<b>Historical and Cultural Context</b> 3.3 Look at and discuss works of art from a variety of times and places.	✓	✓	
<b>Aesthetic Valuing</b> 4.2 Describe what is seen (including both literal and expressive content) in selected works of art.	✓	✓	
<b>Connections, Relationships, Applications</b> 5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.	✓		
<b>Grade 1</b>			
<b>Artistic Perception</b> 1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art.	✓	✓	
<b>Artistic Perception</b> 1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).	✓		
<b>Artistic Perception</b> 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.		✓	
<b>Historical and Cultural Context</b> 3.2 Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).	✓		

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Visual Arts Content Standards	Meet the Children of the Getty (K–2)	My Getty Adventure (Grades K–5)	Art Expeditions (Grades 3–5)
<b>Grade 2</b>			
<b>Artistic Perception</b> 1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.	✓	✓	
<b>Historical and Cultural Context</b> 3.1 Explain how artists use their work to share experiences or communicate ideas.	✓		
<b>Historical and Cultural Context</b> 3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.	✓		
<b>Aesthetic Valuing</b> 4.2 Compare different responses to the same work of art.	✓	✓	
<b>Grade 3</b>			
<b>Artistic Perception</b> 1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.		✓	✓
<b>Historical and Cultural Context</b> 3.4 Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery (e.g., puppets, masks, containers).		✓	✓
<b>Aesthetic Valuing</b> 4.1 Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.		✓	
<b>Connections, Relationships, Applications</b> 5.3 Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.		✓	✓
<b>Grade 4</b>			
<b>Artistic Perception</b> 1.5 Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.		✓	✓
<b>Historical and Cultural Context</b> 3.1 Describe how art plays a role in reflecting life.			✓
<b>Aesthetic Valuing</b> 4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art.		✓	
<b>Grade 5</b>			
<b>Artistic Perception</b> 1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.		✓	✓
<b>Historical and Cultural Context</b> 3.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide.			✓

# California State Content Standards, Grades K–5

English—Language Arts Content Standards	Meet the Children of the Getty (K–2)	My Getty Adventure (Grades K–5)	Art Expeditions (Grades 3–5)
<b>Kindergarten</b>			
<b>Listening and Speaking Strategies</b> 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.	✓	✓	
<b>Speaking Applications</b> 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.	✓	✓	
<b>Speaking Applications</b> 2.2 Recite short poems, rhymes, and songs.		✓	
<b>Speaking Applications</b> 2.3 Relate an experience or creative story in a logical sequence.	✓	✓	
<b>Grade 1</b>			
<b>Writing Applications</b> 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.		✓	
<b>Listening and Speaking Strategies</b> 1.5 Use descriptive words when speaking about people, places, things, and	✓		
<b>Speaking Applications</b> 2.1 Recite poems, rhymes, songs, and stories.		✓	
<b>Speaking Applications</b> 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.		✓	
<b>Speaking Applications</b> 2.3 Relate an important life event or personal experience in a simple sequence.	✓	✓	
<b>Speaking Applications</b> 2.4 Provide descriptions with careful attention to sensory detail.		✓	
<b>Grade 2</b>			
<b>Listening and Speaking Strategies</b> 1.7 Recount experiences in a logical sequence.	✓	✓	
<b>Listening and Speaking Strategies</b> 1.8 Retell stories, including characters, setting, and plot.	✓		
<b>Grade 3</b>			
<b>Writing Applications</b> 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.		✓	✓
<b>Listening and Speaking Strategies</b> 1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.			✓
<b>Listening and Speaking Strategies</b> 1.3 Respond to questions with appropriate elaboration.		✓	✓
<b>Listening and Speaking Strategies</b> 1.5 Organize ideas chronologically or around major points of information.			✓
<b>Speaking Applications</b> 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.		✓	✓

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English—Language Arts Content Standards	Meet the Children of the Getty (K–2)	My Getty Adventure (Grades K–5)	Art Expeditions (Grades 3–5)
<b>Grade 4</b>			
<b>Listening and Speaking Strategies</b> 1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).		✓	✓
<b>Listening and Speaking Strategies</b> 1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.			✓
<b>Listening and Speaking Strategies</b> 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.		✓	✓
<b>Grade 5</b>			
<b>Listening and Speaking</b> 1.5 Clarify and support spoken ideas with evidence and examples.		✓	✓

History—Social Science Content Standards	Meet the Children of the Getty (K–2)	My Getty Adventure (Grades K–5)	Art Expeditions (Grades 3–5)
<b>Kindergarten</b>			
K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.	✓		
K.6 Students understand that history relates to events, people, and places of other times.	✓		
<b>Grade 1</b>			
1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.	✓		
<b>Grade 2</b>			
2.1 Students differentiate between things that happened long ago and things that happened yesterday.	✓		