

Instructions for Educators

Print & Go, Grades 3–5

Self-Guided Visit Instructions for Educators and Chaperones

Our recommendation for grades 3–5:

- Choose 4 activities for a 60-minute visit.
Play a game, tell stories, draw an object, or dance it out! 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.

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

Chaperone Name: _____

Instructions for Chaperones

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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 Villa. 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.
- Encourage students to use descriptive language (e.g., "I see a square on the left side."). Artworks may get damaged if you point with fingers or pencils.

Need Assistance?

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

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Activities

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

#	Activity	Description	Level
	Write a Poem	<p>Together, select a work of art and create a poem about it. Start with a one word title. Write an action line. Include a simile (phrase using "like" or "as") and end with a descriptive line. Do this in pairs or as a group!</p> <p>Writing a poem demonstrates new ways of responding to a work of art, and strengthens imagination and vocabulary. A group activity will activate collaboration skills.</p>	Advanced
	Stories from the Past	<p>Stories help us connect to the past and think about the past through multiple perspectives.</p> <p>Find an object used in daily life in the Ancient world. Ask students to create a story of that object using clues and details from that object: For example: How was it made? Who used it? What was its purpose? How did it get to the museum? Students can do this as a written activity or together as a group.</p>	Beginner
	Drawing Blind	<p>Choose an artwork to explore. Have students spend 30 seconds looking at it and then have them turn away from it. How much can they remember? Ask students to describe everything about the piece they can recall. Next ask students to look for 60 seconds and then turn away. This time ask students to draw what they remember. Try this again with another artwork to see if their observation skills improve!</p> <p>This activity helps build visual memory skills.</p>	Advanced
	Dance It Out	<p>Choose an artwork to explore. As a group, discuss how this object makes you feel. Ask students to channel that feeling into a simple dance move and freeze. Look around to notice how each person has a different response to the object.</p> <p>Art encourages expression through a variety of modalities!</p>	Beginner
	Comparison	<p>Have students compare and contrast two works of art in the same gallery. Ask students to look for similar and different shapes, colors, lines, patterns, and more! Find two objects that display narratives and ask students, "What is the story in each artwork?" "Who are the main characters and how can you tell?"</p> <p>Have students consider the function of the object: "How do you think each object was used in ancient times and how can you tell?"</p> <p>Using compare/contrast develops the ability to notice details.</p>	Intermediate

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	Sculptural Inspirations	<p>Select a sculpture to use as inspiration for this activity. Look closely at the figure’s facial expression and pose. Walk all the way around it! Ask students, What material(s) did the artist use to make this piece? Imagine how long it took to make this sculpture. What tools do you think the artist used? Where can you see evidence of those tools?</p> <p>Next, choose a student who will try to pose and become the sculpture. The group can give directions to the “sculpture” to match the pose.. Students can ask questions of the “sculpture” to consider more about the figure, for example, is s/he young, old, sad, happy, shy, or proud? What did the person do for a living?..)</p> <p>Lastly, the “sculpture” has two moves to create a pose with a whole new attitude! The group can guess what the new sculpture is feeling, thinking, and what they would say.</p> <p>Now have someone else give it a try!This activity calls for students to work together and clearly articulate observations and inferences citing visual evidence.</p>	Intermediate
	Your Getty Collection	<p>Ask: What sort of things do you collect? Find something in the museum that you would like to take home—a souvenir that would help you remember your visit. Imagine picking it up. What would it feel like? How would it smell? Is it heavy or light? How would you transport it to your home and how would you display it there? Is there anything from YOUR home you would like to put in the museum?</p> <p>Considering the idea and behaviors of collecting creates a broad understanding of the value of museums and the objects within.</p>	Beginner
	Hybrid Monsters	<p>At the Getty, imaginary monsters are hidden everywhere! Take turns with two other students adding parts of the animals or humans you see to create your own unique monster. When you are finished, give your monster a name!</p> <p>This activity reveals the depth of imagination in stories of the past and asks students to exercise their own imagination!</p>	Beginner
	Who Am I?	<p>Recognizing the symbols, or “attributes,” of mythological characters can help you identify the gods, goddesses, and heroes represented throughout the Villa (example: Athena is often shown with her helmet and/or an owl by her side). As a group, see if you can find and identify the gods and goddesses, heroes, and other characters by their attributes. If you had an attribute of your own, what would it</p>	Advanced

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	Who Am I?	<p>be? Draw a picture of this symbol. Tell the group why you chose it to represent you!</p> <p>How can symbols express who we are? This activity explores concepts of identity and communication.</p>	Advanced