

# Instructions for Educators & Chaperones

# The Getty Villa

## Garden Sculpture

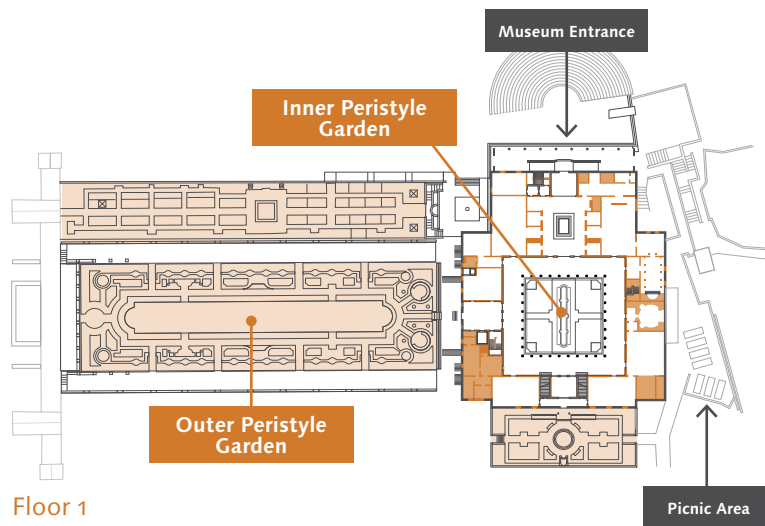
This instruction sheet will help you guide your students at the Getty Villa as they work on the worksheet attached on the following pages.

### GOALS .....> TIPS .....>

- To understand the role of sculpture in Roman gardens as inspiration for educated conversations.
- To reflect on life as an elite person in the ancient world.
- Briefly look over the activity before beginning and think about where you will need to take the students.
- Ask the students questions and be an active leader!
- Be flexible! If one gallery is occupied, work on another part of the activity first and then return when the gallery is free.
- These activities DO NOT have to be completed in any particular order.

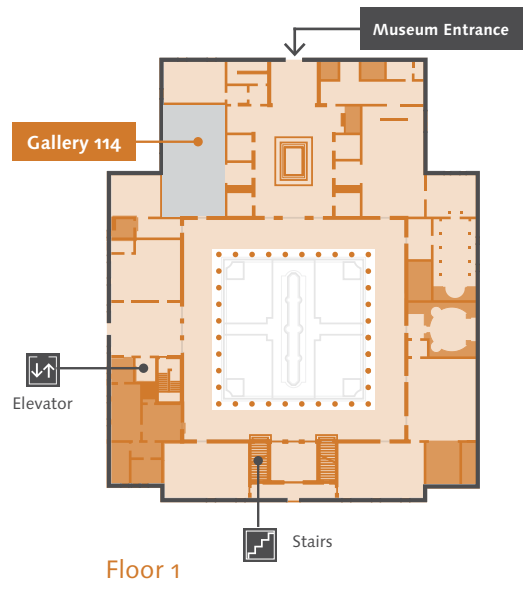
### OUTDOORS

Find garden sculptures in the **Inner Peristyle Garden** and the **Outer Peristyle Garden**. Read about the villa gardens, then complete the worksheet.



### INDOORS

Go to the **Dionysos and the Theater gallery (Gallery 114)**, and find the *Head of Young Bacchus*.



### REFLECT

Take students outdoors into the gardens where they can sit and work in small groups. If time is an issue, this can be completed in the classroom or as homework.

### Garden Sculpture

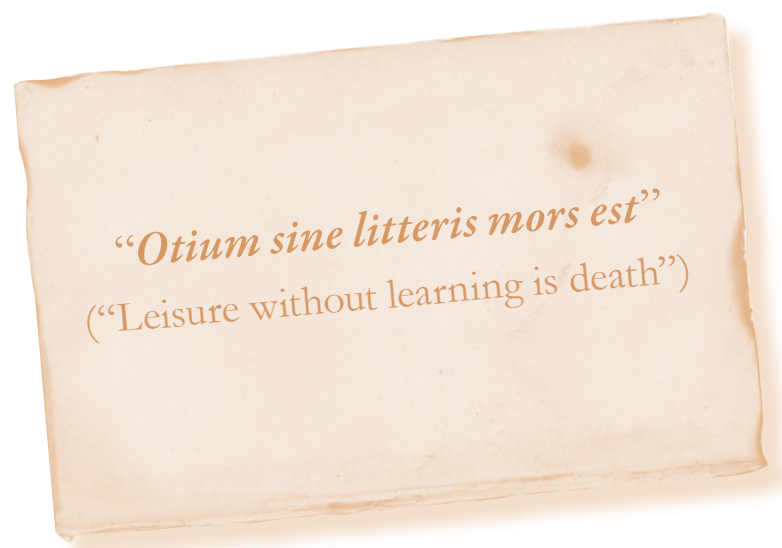
Your Name \_\_\_\_\_

Use this worksheet to **EXPLORE** garden sculpture in the gardens within the Getty Villa's **Inner Peristyle** and **Outer Peristyle**, and in the **Dionysos and the Theater** gallery (Gallery 114).

Villa gardens in ancient times were filled not only with plants but also with sculptures that were meant to convey a villa owner's values and beliefs, as well as to stimulate reflection and conversation. These sculptures depicted gods and goddesses, mythological creatures, philosophers, politicians, athletes, and animals. Sometimes, sculptures were organized in a garden by themes, such as faith, religion, strength, or justice.

The pursuit of leisure—*otium* in Latin—was the foundation of the villa lifestyle. Although luxurious, this lifestyle paired relaxation with intellectual pursuit. The placement of sculptures within villa gardens represented dedication to discussion and reflection within this life of leisure.

Seneca, a Roman philosopher, discussed the principles behind the elite men who built and occupied country villas like the model for the Getty Villa. In *Epistulae morales* (82.3), he wrote:



# Garden Sculpture



I. **EXPLORE** either the **Inner Peristyle** or **Outer Peristyle** and choose a sculpture that you like.

Describe where the sculpture is located. Be as specific as possible:

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Based on the sculpture you have chosen, what do you think the theme of the garden is?

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What type of intellectual conversation could be sparked by this sculpture? (For example, a sculpture of Hercules could prompt discussion about strength or about man's struggle with nature. There is no right answer to this question.)

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# Garden Sculpture



II. **GO TO** the **Dionysos and the Theater gallery (Gallery 114)** and find the bronze *Head of Young Bacchus*. **IMAGINE** this head once belonged to a sculpture in a villa garden.

What do you know about the god Dionysos (also called Bacchus)?

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Based on what you know, think of two possible themes for a garden that could once have been home to the sculpture:

1 \_\_\_\_\_

2 \_\_\_\_\_

Explain why you chose these themes.

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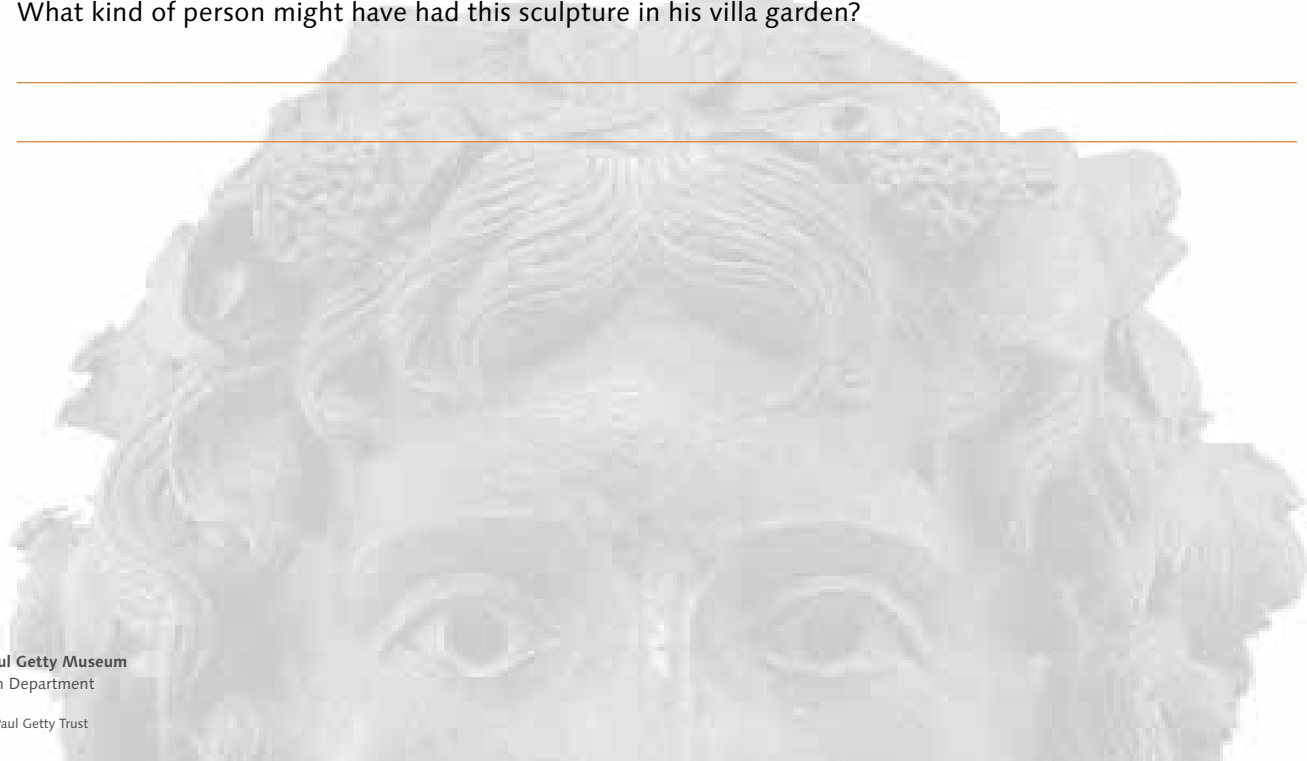
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What kind of person might have had this sculpture in his villa garden?

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# Garden Sculpture



## REFLECT

III. **FIND** a quiet space in one of the gardens.

Break students into groups of 2 to 4 and have them complete the exercise below.

Sculptures were meant to inspire conversations between the villa owner and his guests as they strolled in the gardens. Sometimes the conversations would turn to philosophy, life, or religion.

**CHOOSE** a garden sculpture as a group.

**THINK** about what topic of conversation the sculpture you have chosen would encourage.

**WRITE** a dialogue that ancient people might have had on this topic.

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