

Instructions for Educators

Print & Go, Grades 6–8

Self-Guided Visit Instructions for Educators and Chaperones

Our recommendation for grades 6–8:

- Choose 4 activities for an 80-minute visit.

Write a poem, tell stories, make a blind drawing, or act 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."). Artwork 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 6-8: Do 4 activities for an 80-minute visit.

#	Activity	Description	Level
	Write a Poem	<p>In partners, select a work of art and create a poem. Start with a one word title. Write an action line. Include a simile (phrase using “like” or “as”) and end with a descriptive line. Read your poem to the group to see if they can guess which object you wrote about!</p> <p>Writing a poem will help students identify new ways of responding to a work of art, strengthen imagination and vocabulary. A group activity will activate collaboration skills.</p>	Intermediate
	#gettytalks	<p>In the Ancient world, stories were passed on by traveling poets. Now we use social media! Choose a character in the gallery and create their social media profile. Write a tweet or a snap they might have sent. Have the group guess which character would have sent the message.</p> <p>You can even use Instagram to tell a story through pictures! Use your camera or cellphone (no flash!) to capture a series of images to tell the story of your visit to the Villa. Use #gettyinspired to share world-wide!</p> <p>This activity supports students in exploring character development and expression of identity.</p>	Advanced
	Write Your Own Myth	<p>Stories help us connect to the past and think about the past through multiple perspectives.</p> <p>In groups, choose a work of art with a story to explore. Ask:, What visual evidence reveals who the characters are and what is happening? Look for the symbols, or “attributes,” that identify the gods, goddesses, and heroes of ancient times.</p> <p>Find an object depicting a myth. Without reading the text, write a short story that might describe what is happening in this scene.</p> <p>Now, read the text to learn more about the object. Put yourself in the place of each person and write an inner dialogue of what each might be thinking in the moment captured in this work of art.</p> <p>Next, create a new myth of your own. What characters would you include? What is the story? What is the moral of the story? How would you depict the story on a vase?</p> <p>How can symbols express who we are? This activity explores concepts of identity and communication.</p>	Advanced

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	Drawing Blind	<p>Have students pick partners and explain: One student selects a work of art with at least two figures in a setting. Their partner should stand with his or her back to the object so he or she cannot see it. The student who chose the work will carefully describe it to the partner, who draws a picture of what is described.</p> <p>Have students discuss how the pictures they just drew are similar to or different from the work of art. Swap roles and try it again with a different work of art.</p> <p>This activity helps build visual memory.</p>	Advanced
	Poetry in Motion	<p>Select an object to explore. Ask everyone in your group to think of a single word that this artwork brings to mind. Take turns sharing words and write them down. Using these words, try to arrange a poem, sentence, or story.</p> <p>This activity demonstrates new ways of responding to a work of art, and can strengthen imagination and vocabulary. A group activity activates collaboration skills</p>	Beginner
	Act It Out	<p>Art encourages expression through a variety of modalities! The following two activities support experiential learning through movement.</p> <p>Find an artwork with a story. Play charades and see if your silent acting skills are up to snuff!</p>	Advanced
	Dance It Out	<p>Find a figure in motion. Create a choreography of the next five moves in a short dance and teach it to a friend!</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, patterns, and media (what it's made of). Ask: "What is the story in each artwork? Who are the main characters and how can you tell? What was the purpose of each object in ancient times and how can you tell? Examine the wall label to learn more!</p> <p>Using compare/contrast develops the ability to notice details.</p>	Intermediate
	Sculptural Inspirations	<p>Read students these directions: "With a partner, 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! Imagine how long it took to make this sculpture.</p>	Intermediate

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#	Activity	Description	Level
	Sculptural Inspirations	<p>Next, imagine one of you is the artist. Give your partner directions to match the pose of the sculpture. What do you think the artist did first when creating this piece? Second? Now the artist can ask the sculpture: "How do you feel being in that pose? How difficult is it to hold?" Think about the person represented. What can you learn about their personality, status, what they did for a living? What questions would you ask this person if they were alive?</p> <p>Lastly, the statue has two moves to create a pose with a whole new attitude! The artist or group can guess what the new sculpture is feeling, thinking, and what they would say.</p>	Intermediate
	Your Getty Collection	<p>Ask students if any of them have a collection at home. What do they 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, 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. What are its powers? Give your monster a name!</p> <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>	Intermediate
	Five Girls in the Fountain	<p>Visit the Inner Peristyle. Have students write a short narrative to explain what the five girls might be doing and why, and what might have happened to the one girl who is missing.</p> <p>This activity builds critical thinking skills as students consider and imagine the story beyond the frame.</p>	Beginner

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	Secrets of the Villa	<p>Visit the Whispering Benches in the Outer Peristyle Garden. Read these directions: One student sits on one end of the bench, another student on the opposite end.</p> <p>Now, imagine you are a Roman citizen of the ancient world and you have a secret. Have the first student whisper their secret into the curve of the bench. The sound will travel and the other student will hear the secret. Have the second student tell the secret to the rest of the group. Take turns until everyone has told a secret and has heard a secret.</p>	Beginner
	Are You Curious?	<p>Have students each choose a work of art in this gallery to explore. Tell students to look at the object and think about what they are curious about. Ask, "If you could ask the artist a question about any part of this work of art, what would it be?" Students can get ideas for questions by reading the wall labels. They can then try looking for the answer by researching their question online or at the library back at home or at school.</p> <p>Build cultural literacy and confidence by encouraging critical thinking, questions, and curiosity!</p>	Intermediate