

Self-Guided Visit Instructions for Educators and Chaperones

Our recommendation for grades 6–8:

- Choose 4 activities for an 80-minute visit.

Write haiku, pretend to be a curator, or play a game! 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 6–8

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 6–8: Instructions for Chaperones

Activities

Our recommendation for grades 6–8: Do 4 activities for an 80-minute visit

#	Activity & Location	Description
	Game: Verbal Pictionary South Pavilion Galleries S105, S106, S107 Decorative Arts	Ask students to find a partner. The first partner covers his or her eyes. The second partner selects a work of art from these galleries and looks carefully at it. When the second partner is ready, the first person uncovers his or her eyes. The second partner should give a clue describing a detail in the work of art and see if his or her partner can find the work of art described.
	Writing Activity: Write a Haiku South Pavilion Gallery S205 European Paintings (mostly Italian)	A haiku is a Japanese form of poetry composed of unrhymed lines of 5, 7, and 5 syllables, in that order. Example: <i>Chinese porcelain</i> <i>Scattered and in disarray</i> <i>Tea time is over</i> Have students work with partners to write 5-7-5 haikus inspired by a work of art in the gallery. See if a friend or others in the group can find the works of art described in the poems.
	Creative Thinking: Advertising as Art West Pavilion Level L2, Photography In Focus Gallery	Have students find a partner and then choose a work of art. Ask, "If this work of art were used in an advertisement, what would it sell?" Have partners think of a slogan to go along with the ad. Share with the group.
	Discussion: Connecting Stories East Pavilion Gallery E204 French and Flemish Paintings	Ask students to choose a work of art that reminds them of something that has happened in their own lives. Ask, "What does this work of art remind you of?" Students can discuss with a friend, or sketch their memories on paper.
	Looking: Compare and Contrast North Pavilion Gallery N103 Stained Glass Gallery	Ask students to spend some time looking at the objects in the gallery. Ask students to find similarities and differences between all of the objects in the room. Ask, "Why do you think these objects were displayed together?" See if students can determine a theme that ties all the objects together. Ask students if they would display the objects differently.
	Speaking: Take it Home! East Pavilion Gallery E103 German and Italian Art (paintings, decorative arts, and sculpture)	Allow students to choose a work of art in the gallery. Ask, "If you could take this work of art home with you, what would you do with it?" Have each student explain why they chose a certain work of art and how they would use or display it.
	Looking: Original Intent South Pavilion Gallery S203 European Paintings (mostly Italian)	Choose a work of art in the gallery and ask students to consider the reason why it was made. Ask, "What do you think the artist was trying to communicate to his or her audience with this work of art?" Students should use visual evidence in the work of art to support their argument. Ask "Was the artist successful? Why, or why not?"