

Instructions for Educators

Print & Go, Grades 9–12

Self-Guided Visit Instructions for Educators and Chaperones

Our recommendation for grades 9–12:

- 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 9-12: Do 4 activities for an 80-minute visit.

#	Activity	Description	Level
	Script The Story	<p>What does it mean to read an artwork? Select a work of art with a figure. Ask, "What visual evidence reveals who the characters are and what is happening?"</p> <p>Now, read the text to learn more about the object. Put yourself in the place of each character depicted and write an inner monologue of what they might be thinking in the moment captured in this work of art.</p> <p>Next, write a dialogue between two characters in the gallery: Who they are to each other? How they feel about each other? How they got into their present situation? What will they do next?</p>	Intermediate
	#gettychat	<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>This activity supports students in exploring character development and expression of identity.</p>	Beginner
	Picture This	<p>Stories of myths and heroes decorated the homes and buildings of the Ancient world through pictures on vases, in sculptures, frescoes, and mosaics. How do we tell stories through pictures now?</p> <p>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>Find a character in the galleries to do a Face Swap with to see yourself as a figure from the classical past.</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.</p>	Advanced

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	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 or a song.</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
	Sculptural Inspirations	<p>In small groups, select a sculpture to use as inspiration for this activity. Look closely at the figure's facial expression and pose. Have students walk all the way around it! Ask each other, "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>Now think about the volume and shape of the sculpture. Follow the outline of the figure with your eyes, to find the positive shape.</p> <p>You may start to notice the geometric and organic shapes and forms that make up the sculpture. Next, create a quick "gesture" sketch of the sculpture, capturing the main action of the figure first then adding mass to show the volume. Now have someone else give it a try!</p> <p>This activity calls for students to work together and clearly articulate observations and inferences citing visual evidence. Students also investigate the process of sculpture and making.</p>	Advanced
	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>	Intermediate

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	Five Girl 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
	This World and Beyond	<p>Sarcophagi (coffins) in the Ancient world often included images or stories to which the individual felt a connection to or characters with whom s/he wanted to be associated.</p> <p>List objects or images meaningful to your life with which to decorate your own sarcophagus, then write a poem or short scene to describe it.</p> <p>Through this activity students develop an understanding of artistic intention and expression of personal identity.</p>	Advanced
	Optical Illusions	<p>Trompe-l'œil - (French for "deceive the eye") is an art technique that uses realistic imagery to create the optical illusion that the depicted objects exist in three dimensions. A typical trompe-l'œil mural might depict a window, door, or hallway, intended to suggest a larger room.</p> <p>Identify examples of trompe-l'œil in the Outer Peristyle's wall murals. What do they depict? Are they successful in creating an illusion? How does the illusion make you feel? If you were to create a trompe-l'œil, where would you paint it, and what would it depict?</p> <p>Explore the process by trying it yourself!</p>	Beginner
	The Auction Block	<p>What makes an art object valuable? Who decides?</p> <p>Let students choose a work of art to explore. Divide students into three groups. One group takes the stance as "advocate" and prepares an argument for the high value of the artwork. Another group acts as the "dissenter" and prepares an argument that the work of art has no value. The third group is the jury. Students can research works on mobile devices or use their own observations and ideas to make the case. Have the two groups present arguments, and allow the jury to decide which argument triumphs.</p>	Advanced

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	How Was It Made?	<p>Ask students to work alone or in pairs. They choose a work of art and think about what the artist had to do to make it. Ask them, "Do you think it was difficult to create this work of art? What tools do you think the artist used? Where can you see evidence of those tools?" What challenges do you think the artist encountered while creating it?" After everyone has had some time to think about these questions, gather the group and discuss responses.</p> <p>This activity calls for students to clearly articulate observations and inferences citing visual evidence.</p> <p>Students also investigate the process of artistic creation.</p>	Beginner
	Purposeful Art	<p>Choose a work of art in this gallery. Ask students to consider the purpose of this object. Ask: "Is there a current use for this type of object? Do you think its function is similar to or different from its function in today's world? Why or why not?"</p> <p>Using compare/contrast develops the ability to notice details.</p>	Intermediate
	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