

Instructions for Educators

Print & Go, Grades K–2

Self-Guided Visit Instructions for Educators and Chaperones

Our recommendation for grades K–2:

- Choose 3 activities for a 60-minute visit.
- Draw shapes, play 'I Spy,' weave a story chain, or spark conversation! These activities, with simple instructions for chaperones, can be done in any gallery, with any object.

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 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 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 K–2: Do 3 activities for a 1-hour visit.

#	Activity	Description	Level
	Buried Treasure	<p>The Villa has many treasures – Have students find an object(s) they would like to put into a treasure chest and have the other students guess why they chose it. Ask students why they chose these objects – what makes them special? Ask: "Can you imagine who will find the treasure? How long will the treasure be buried before it is discovered? How will it be found? Will the objects still be valuable then? What do you think will happen to the objects in the treasure chest?"</p> <p>This activity connects students with objects of art, building an understanding of the value of art and museums in their community.</p>	Beginner
	Find It!	<p>There are flowers hidden throughout the Getty Villa. Ask: "Let's find the hidden flowers. Don't forget to look up, look down, look all around. Where are they hiding? Choose one work of art to explore. What details can you find hiding in that piece? Are there plants? Any animals? Why do you think the artist included those things? What else can you find hidden at the Villa?"</p> <p>Asking students to look closely develops observation skills and ability to discuss details.</p>	Beginner
	Connecting Stories	<p>Choose a story in a work of art for students to explore. Ask: "What do you think is happening in this story? Describe the action. Who is the main character? What other characters do you see? What will happen next in the story?"</p> <p>Next, find a new object to discuss and have students to create a story chain: Sit in a half circle in front of a work of art. The chaperone should start the story by making a statement (e.g. "It was a very sad day."). The next person continues the story, adding one sentence, and so on, until everyone has contributed. If time allows, have each student draw an ending scene for the story, then have students compare their drawings.</p> <p>Next choose an object to tell a story ABOUT. Have the students create a story about the object's creation, how it was used in ancient times, and what happened to it on its way to get to the museum!</p> <p>This activity focuses on narrative in art, helping to build language skills and strengthening student connection to art and culture through stories.</p>	Advanced

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	Looking for Lines	<p>Math concepts and terms can be an entry point into the foundations and process of art-creation. The next three activities explore this intersection.</p> <p>Ask students to look for the lines in the galleries – they are everywhere! On the artworks and in the architecture, too. What lines can they find? Students can describe the lines they see and then draw them, or create those lines using their arms.</p>	Intermediate
	Studying Shapes	<p>Have students name some shapes that they know. Ask students “Do you see any of those shapes in the works of art in this gallery? Try to make those shapes with your hands or arms.” Students can describe the shapes they see and then draw them.</p>	Intermediate
	Pointing out Patterns	<p>Patterns are repeated shapes. What patterns can the students see? Have them describe some of the patterns they can find and then draw them.</p>	Advanced
	First Reactions	<p>Choose a work of art for students to explore. Ask: “What is the first thing that popped into your mind when you saw this work of art?” Students can take turns explaining why they had these reactions.</p> <p>Through this activity students can think about how art effects them and why.</p>	Intermediate
	Using Your Senses	<p>Using the senses is a wonderful way to deepen engagement with art in the world around us.</p> <p>The Gardens are works of art that students can enter and explore. Visit different areas in the Gardens and ask students, “What can you see? Hear? Smell? Touch?”</p>	Beginner
	Strike a Pose	<p>Choose a sculpture for students to explore. Ask one student to stand in the pose of that sculpture. Have the student describe to their group how they feel in the pose: Do you feel strong or weak in this pose? Do you feel steady or like you may fall over? What other questions does the group have for the person posing?</p> <p>Ask students, “What do they think the person in the sculpture would do next?” Have the student change their pose into that action. Try this again with another work!</p> <p>This activity calls for students to work together and clearly articulate observations and inferences citing visual evidence.</p>	Intermediate

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	Comparison	<p>Ask students to find something in this room that we still use today. Ask them, "How is this object similar to or different from objects you are familiar with?"</p> <p>Using compare/contrast develops ability to notice and discuss details.</p>	Advanced
	Details in the Architecture	<p>Ask students to find and draw as many architectural details as they can find: Look for columns (three different kinds), waterspouts, and lamps. What else can they find?</p> <p>Asking students to look closely develops observation skills and ability to discuss details.</p>	Intermediate