







## People and Stories in Greek and Roman Art

### VILLA SELF-GUIDE PACKET

Welcome to the Getty Villa! Today's visit will take you into the world of ancient Greek and Roman myths—stories of heroes, monsters, gods, goddesses, athletes, and aristocrats. These tales are so memorable that they have been told again and again for thousands of years. Over time, they have been recorded in both words and images.

This packet contains six activities. Each will take about fifteen minutes to complete. Check with your teacher first, then number the activities in the order in which your group will do them.

Group \_\_\_\_\_

Order	Activity	Location
_____	 <b>ATTRIBUTES—CLUES ABOUT WHO'S WHO</b>	Galleries 104 & 114
_____	 <b>CHARACTERS, ACTIONS, AND SETTINGS</b>	Gallery 108A
_____	 <b>MYTHOLOGICAL CREATURES</b>	Galleries 109 & 110
_____	 <b>LASTING IMPRESSIONS</b>	Gallery 207
_____	 <b>BODY LANGUAGE</b>	Galleries 210 & 211
	 <b>POSTCARD MEMORIES</b> (Do this at the end of your visit.)	



## ATTRIBUTES—CLUES ABOUT WHO'S WHO

Myths are stories, and artists can be great storytellers. To help you recognize the characters in a story, ancient artists depicted them with unique clothing, weapons, or other identifying objects—even animals. These objects are called attributes; they tell us who's who.

**HUNT** through the Villa galleries.

**FIND** the Greek deities described below.

**LOOK** closely and identify their attributes.

### Dionysos, god of wine and theater

In Gallery 114, find a bearded man with long hair and a crown of ivy or grape leaves.

List his attributes:

1. Crown of ivy or grape leaves
2. \_\_\_\_\_
3. \_\_\_\_\_

### Athena, goddess of wisdom and warfare

In Gallery 104, find a woman dressed for battle.

List her attributes:

1. Helmet
2. \_\_\_\_\_
3. \_\_\_\_\_



## Your Choice

Find another god or goddess to describe.

Name: \_\_\_\_\_

God/goddess of \_\_\_\_\_ in Gallery \_\_\_\_\_

List his/her attributes:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## NAME THAT ATTRIBUTE

Recognizing the symbols of mythological characters can help you identify the gods, goddesses, and heroes represented throughout the Villa. As a group, share the attributes of each deity that you found. If you had an attribute of your own, what would it be?

### TAKE IT A STEP FURTHER

When you return to your classroom, do some investigative reporting on the adventures of the god or goddess you selected.

**DRAW** a scene from one of their stories—such as Athena being born from Zeus’s head.

**OR**

**WRITE** a story about one of their feats—such as Demeter negotiating the release of her daughter, Persephone, from the Underworld.



## CHARACTERS, ACTIONS, AND SETTINGS

Artists' pictures tell stories by using characters, actions, and settings (or places). Costumes, hairstyles, and objects help us identify characters. Poses and expressions let us know what the characters are doing and how they feel. Trees, plants, furniture, and architecture are clues that can tell us where a story takes place—for example, inside or outside, on land or at sea.

In a group, **READ** aloud this episode from a famous myth:

As a fourth labor, King Eurystheus ordered Herakles to capture a terrifying boar that was ravaging the surrounding land. Chasing the boar from a thicket, Herakles drove the exhausted animal into deep snow, trapped it, and brought it to the king.

—Adapted from Apollodorus's *The Library*

**FIND** an object in this gallery that represents the ending of the story above, then

**ANSWER** the following questions by looking closely at the work of art.

1. Who are the **characters**? How can you tell who's who?

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2. Describe the **action**. What is happening in the scene?

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3. Describe the **setting**. Where does the story take place? How can you tell?

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4. How are the written scene and the artwork similar and different?

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**SHARE** your answers as a group.

## TAKE IT A STEP FURTHER

**FIND** another object in this gallery that depicts a scene from a mythological story. Make a note of the characters or the type of object so that you can do further research on the artwork back at school (find it on [www.getty.edu](http://www.getty.edu)).

Ancient artists sometimes depicted figures and scenes that related to the function of certain objects. For example, they often painted sea creatures on vessels used for carrying water. How might the characters, action, and setting on the artwork you selected relate to its use?



## MYTHOLOGICAL CREATURES

Greek and Roman myths are filled with fantastic creatures and monsters. Many of these creatures are made up of body parts from various real animals. For example, a griffin is a ferocious monster with the wings and head of an eagle and the body of a lion. A centaur has the four-legged body of a horse and the torso and head of a man.

For thousands of years, artists have used their imagination to represent mythological creatures. Now it's your turn.

**READ** this description of creatures called Sirens:

The Sirens had beautiful female faces and voices. Some had female bodies, too, but most had the bodies, legs, and feet of birds. Their voices were irresistible to humans. The Sirens perched on rocky cliffs above the sea and used their magical songs to lure sailors, often causing their ships to smash against the rocks.

**LOOK** for some examples of Sirens in these galleries.

**COMPARE** two representations of a Siren. Note three ways in which they are similar and three ways they are different.

SIMILARITIES	DIFFERENCES
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____



**FIND** at least three other mythological creatures depicted in these galleries.

We've provided a few clues below.

H \_\_\_\_\_ (I live in the sea)

S \_\_\_\_\_ (barking dogs)

C \_\_\_\_\_ (I have my eye on you!)

G \_\_\_\_\_ (stony gaze)

M \_\_\_\_\_ (a-MAZE-ing bull)

C \_\_\_\_\_ (tail of a viper)

**SELECT** one of the creatures you've noted above and list its animal parts. What role do you think the creature played in the ancient world? What do you see in the way the creature is depicted that makes you think that?

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## TAKE IT A STEP FURTHER

Back in class, **DRAW** your own mythological creature and **WRITE** a story about it.

**OR**

**WRITE** your own Siren song. What would you say if you were a Siren?



## LASTING IMPRESSIONS

Roman portraits often have features that reveal who they represent and when they were made. In this activity, you will investigate the portrait of Julia Titi and compare it to another portrait in this gallery.

### Part I

**LOOK** closely at the portrait of Julia Titi in this gallery (it is pictured below).

List three words that you feel best describe it:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**DESCRIBE** Julia Titi's facial features and hairstyle.

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**IMAGINE** that this portrait of Julia Titi could speak. What would you ask her?

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### Part II

**SELECT** another portrait in this gallery and note its title here.

Title of portrait: \_\_\_\_\_

**LOOK** carefully at your selected portrait. List three words that you feel best describe it:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Head of Julia Titi  
Roman, about A.D. 90  
58.AA.1



**DESCRIBE** its facial features.

Was the subject young, old, sad, happy, shy, or proud?

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What is unique about the eyes?

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What is distinctive about the hairstyle? (Ancient portraits can often be dated by their hairstyle.)

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**IMAGINE** that the portrait could speak. What question would you ask?

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### Part III

**COMPARE** the portrait of Julia Titi to the portrait you selected. Name three things that are similar and three things that are different.

SIMILARITIES	DIFFERENCES
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____

### TAKE IT A STEP FURTHER

**NOTE** the basic information about the portrait you chose so that you can learn more about it at home or in class (find it on [www.getty.edu](http://www.getty.edu)). Who was the subject? When did she/he live? What was her/his story?

Next, **FIND** a present-day portrait of someone famous. **COMPARE** the two portraits and list the ways in which the ancient and modern portraits are similar or different.

## BODY LANGUAGE

In these galleries, you'll see various depictions of athletes. Some appear in three dimensions (as full human figures), and some appear in two dimensions (as images on vases and other objects).

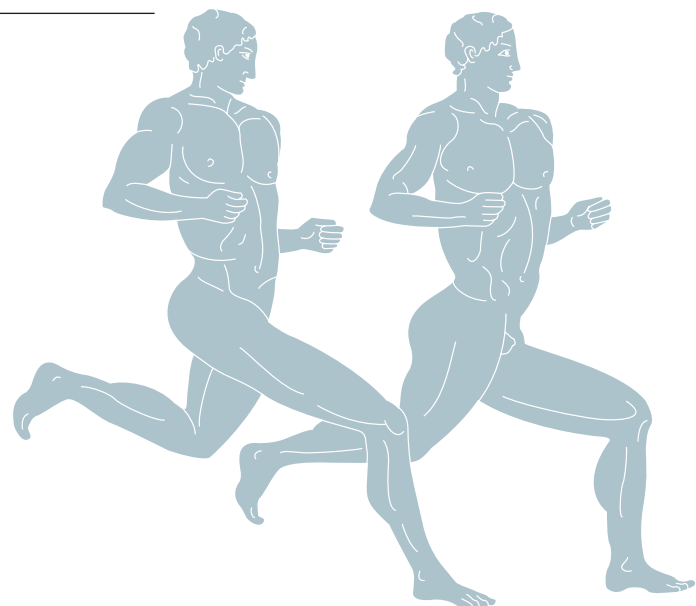
With a partner, **FIND** two depictions of athletes. Look carefully—they can be large or small, sculpted or painted.

List three words to **DESCRIBE** each athlete's body, action, and facial expression:

ATHLETE 1	ATHLETE 2
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

**COMPARE** the two depictions. How are they similar, and how are they different?

SIMILARITIES	DIFFERENCES
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____



Now, try to **IDENTIFY** some of the sporting events shown in these galleries.

This event is depicted in a **mosaic**: \_\_\_\_\_

This event is painted on a **vase**: \_\_\_\_\_

This event is represented through **sculpture**: \_\_\_\_\_

**LIST** the sporting events shown in these galleries that are still popular today:

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**SHARE** your discoveries as a group.

## TAKE IT A STEP FURTHER

Back at school, **DRAW** or **FIND** a picture of your favorite athletic event.

**WRITE** about how it relates to the ancient sporting events shown in the Villa galleries.



# People and Stories in Greek and Roman Art



## POSTCARD MEMORIES

**WRITE** a postcard to a family member or a friend describing your trip to the Getty Villa. Tell them about an ancient story or character you saw in a work of art today.

**SHARE** your postcards as a group.



PLACE  
STAMP  
HERE

TO:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We hope you enjoyed exploring the ancient Greek, Etruscan, and Roman collections at the Getty Villa. To find out more about the objects you saw today, go to “Explore Art” on [www.getty.edu](http://www.getty.edu)!

To find a real postcard of your favorite Villa object or scene, visit the Museum Store.



The J. Paul Getty Museum  
at the Getty Villa

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