

Self-Guided Visit Instructions for Educators and Chaperones

Our recommendation for grades 9–12:

- Choose 4 activities for an 80-minute visit.

Think about how art was made and used, compare reactions, or have a debate! 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 9–12

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 9–12: Instructions for Chaperones

Activities

Our recommendation for grades 9–12: Do 4 activities for an 80-minute visit

#	Activity & Location	Description
	Game: The Auction Block South Pavilion Gallery S101 Life of Art Exhibition	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 ipads. Have the two groups present arguments, and allow the jury to decide which argument triumphs.
	Looking: What Stands Out? West Pavilion Level L2, Photography In Focus Gallery	Ask each student to choose a work of art and think to him- or herself "What is the most important part (the dominant element) of this work of art?" Have students share and compare ideas. Did any students think of the same thing? If so, ask students what the artist did to make this one element stand out. If not, ask them why they think they had such diverse observations.
	Drawing Blind West Pavilion Gallery W101 European Sculpture	Have students pick partners and explain: One partner should stand with his or her back to the work of art so he or she cannot see it. The other partner will carefully describe the work of art to the partner, who draws a picture of what is described. Have student 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.
	Sketching Class East Pavilion Sketching Gallery	The Sketching Gallery is a place where you may take students to draw from real works of art. Supplies, guidance, and a quiet, comfortable environment to draw are provided.
	Looking: How Was It Made? North Pavilion Galleries N102, N103 European Decorative Arts	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 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.
	Looking: What Was It For? North Pavilion Gallery N101 European Decorative Arts	Choose a work of art in this gallery. Ask students to imagine what this work of art may have been used for, or its function. Ask them, "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?"
	Research Questions: Are You Curious? North Pavilion Gallery N205 European Paintings	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.