

Dear Chaperones,

Thank you for volunteering to chaperone. I hope the day will be fun and enjoyable for you. I am excited about the trip. Hopefully, students will see a variety of art and make connections with history. Attached is a copy of the student assignment. Please take some time to familiarize yourself with the assignment so you will know what students will be looking for. Also, read the "Things to Remember" section of the agenda. As a chaperone you will need to make sure your students follow these guidelines. I am also including information about the Getty Center and suggestions in directing students' exploration.

If you have been to the Getty you are probably comfortable guiding students. If this is your first trip to the Getty you will enjoy discovering great art with the students. I prepared an information packet that highlights some of the art. It is meant to be a reference so you will recognize some of the art and be familiar with some main ideas. You do not need to share the information with students or lose sleep trying to memorize any of it. Feel free to use the information, but do not feel bound to it. The packet contains several pages. Rather than making black and white copies, I posted it on my website (<http://www.socialscientist.us/nphs/Getty/gettyinfo.pdf>). You can view and download it at [socialscientist.us](http://www.socialscientist.us). Click on "European History" on the top menu bar. This will take you to the European History home page. Click on "Getty Chaperone Information" on the menu at the left side of the page. Then click on "**Getty Info** - Packet of support material for chaperones." Most of the collection is also available online at <http://www.getty.edu/art/>.

Now that you are stressed out with an over abundance of material to look at, relax and remember why you volunteered in the first place – to have fun and enjoy a day with awesome kids at the Getty. I wrote the assignment as a way to focus students' attention. They will need to submit written responses but the writing while at the Getty will be minimal. I would rather have students focus on the art and the museum than on the written assignment. As your group advances through the galleries help identify the themes and time periods (see student packet). All art can be viewed online. So if students miss something, they can always view digital images of the art. We want students to note the changes of themes and mediums as time advances. We will reinforce learning in class. **YOU DO NOT NEED TO BE THE EXPERT.**

Relax and enjoy the art. You will be responsible for a group of 7 to 10 students. Your primary responsibility is to make sure your group stays together and your students are at the right places at the right times (see agenda). Feel free to direct them to points-of-interest. **STUDENTS MUST STAY WITH CHAPERONE AT ALL TIMES.** Do not let groups wander off unchaperoned. If any student is not staying with the group or is hampering the groups ability to enjoy the art, let a teacher know ASAP. We will take them. When we meet at school we will break into groups. This year we are trying to have groups preassigned. A student will be assigned as captain and be in charge of bringing students to you.

The Getty has requested that all students wear nametags. You will receive color-coded nametags for the students in your group. Pass these out to students on your list and have them write their real name on the badge. Please make two lists of students in your group. Keep one list for yourself and give me the other list. Note any additions or deletions from your original list. We will rely on chaperones to let us know that all students in their groups are present and/or accounted for. Students in your group should all be on the same bus. If you are riding the bus, please accompany your group. If you are driving, please make sure all students in your group are on the bus. We will check with chaperones before leaving the Getty to make sure all students are present.

Usually a docent boards the bus and gives us information, then we put our lunches in coolers and gather along the back fence until we are allowed to board the tram. Each chaperone should board the tram with their group. If you are driving, we will meet you at the base of the tram or where we are gathering. As a chaperone, you should receive a badge identifying you as a chaperone. This entitles

you to some leeway in the museum. You may approach art pieces (up to 12 inches) and point out features etc.

The time period we want to concentrate on most is from about 1450 forward with emphasis on Renaissance through French Absolutism and the Enlightenment. Your group does not have to follow any specific order. Go to areas that are less crowded, then double back to rooms you missed. Encourage students to spread out and study different pieces. They can point out things they notice to others in their group. Visit the manuscripts and the more modern art (1800s) ONLY if you have time after spending time in the focus areas. There are always special exhibits. I will try to let you know ahead of time what these are.

Section one of the assignment is about Louis XIV and his portraits of power. You will be the facilitator for students' exploration of the three portraits of Louis XVI. The enclosed information on symbols and the three "portraits" should prepare you to discuss these with students. Please discuss the symbols of power as students study these three pieces. Information about these can be found on the Symbol Sheet, Tapestries Info, and Three Portraits. The assignment is intended to help direct students' attention and give them an idea of what to look for and how to tie the art pieces to historical periods we have studied. They do not need to write anything. We will discuss it later in class. Notes should be brief. I would rather have students involved in studying the works than in worrying about writing. The real thing is much more beautiful than pictures of the art. Images are available online, however, if students need more time to study them. I will be circulating and trying to help direct the groups. Look for Mrs. Rayl, Mrs. Hodson-Burt, a docent, or me if you have questions.

The grounds are beautiful. Although it is tempting, please resist making a trip down the garden path a high priority and discourage students from going to the gardens until they have explored the galleries. If your group has time at the end of the day they may want to visit the gardens. It is impossible to be able to see everything in one trip. Leaving some places unvisited can encourage repeat visits.

I recommend that you bring a camera (no flash). You will want to take pictures. Photos taken with digital cameras turn out the best. Several students were disappointed with pictures taken without a flash in low light areas. Disposable flashless cameras can be purchased at several shops at the Center.

**ATTACHMENT 1:** Agenda, Rules, Things to Remember

**ATTACHMENT 2:** Getty Center – Student Information Packet

**ATTACHMENT 3:** Student Assignment

**ATTACHMENT 4:** Symbol Sheet and Information on Tapestries (for Chaperones)

**ATTACHMENT 5:** Portraits of Power Information and Images

**Online Info:** Extended Information – images and information about collections

([www.socialscientist.us/nphs/getty.htm](http://www.socialscientist.us/nphs/getty.htm))

I'm looking forward to seeing you on April 15th.

Thanks again,

Peggy Walker