

Rose Cushwa
Greek Vases
3rd Grade
8-45 minute classes

Big Idea: Ancient cultures are still part of our lives today

Summary: Students will look at ways that Ancient Greek art, mythology, and culture, are a part of their lives today through pop culture examples and discuss the ways culture impacts art throughout the process of making coil pots. Students will then smooth the outside of their coil pots, and use red and black glaze to emulate Greek Black Figure Pottery. Vases will be painted with two different traditional Greek patterns, and an image of an original monster or personal story.

Rationale:

Students may often feel that learning about history and ancient culture is disconnected from their everyday lives. By starting out with looking at the ways Ancient Greek art and culture are part of their own lives, students will be more invested in understanding art history, and understand how they can reference and draw inspiration from art history in their own work. They will put that inspiration into practice by drawing from major themes in Ancient Greek art for the images on their own vases.

Key Concepts:

- Ancient Culture is part of our lives today
- Artists draw inspiration from Art History
- Coil pots are a way to make vessels out of clay

Essential Questions:

- How is Ancient Culture a part of our lives today?
- How can we draw inspiration from Art History?
- How do we make a coil pot?

National Standards:

VA:Cr2.2.3a

Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA:Pr6.1.3a

Identify and explain how and where different cultures record and illustrate stories and history of life through art.

VA:Cn11.1.3a

Recognize that responses to art change depending on knowledge of the time and place in which it was made.

Pennsylvania Standards:

Standard - 9.1.3.B

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Standard - 9.2.3.D

Analyze a work of art from its historical and cultural perspective.

Objectives:

The Student Will...

Knowledge

- Understand how Greek art and culture is part of their lives by viewing and discussing pop culture examples that reference Ancient Greece.

Skills

- Create clay vases using coils and smoothing the outside, and carefully glazing their final design and patterns.

Disposition

- Demonstrate artist behavior, and engage with the art world, by creating final designs that incorporate their own ideas and experience, with themes and techniques from art history.

Assessments:

Formative Assessment:

- One on one feedback on clay building during class.
- Closure questions and reflections should be noted to assess if students are understanding connections.

Summative Assessment:

- Attached rubric
- Postcard self-reflection

Classes 1-5

Assessment:

Formative:

- Teacher check of Visual Organizers in class or between classes.

Preparation:

- Wet clay if necessary.
- Cut paper for day 5
- Research current Greek art in pop culture and update slides to be as current and relevant as possible.
- Print take home newsletters.

Day 1:

Motivation/Engagement:

Intro to Greek Pottery and discussion of how Greek art and culture are in our everyday lives

Development:

Rolling coils

Closure:

Question to take- Look for other examples of “Secret Ancient Greece” in your week, video games, books, movies, etc.

Give take home newsletters!

Day 2:

Motivation/Engagement:

Culture and Context discussion on the Griffin

Development:

Rolling coils

Closure:

Question- what are other examples of how artwork might change depending on culture?

Day 3:

Motivation/Engagement:

Themes in Greek Vases- Hero's and Every day life

Development:

Create base and start building with coils

Closure:

Write- what is something you do every day? (Not counting school!)

Day 4:

Motivation/Engagement:

Look at shapes and patterns of Greek Vases

Development:

Build vase with coils, smooth and shape.

Closure:

Sticky note- What is a question or thought you have about Ancient Greek art?

Day 5:

Motivation/Engagement:

Look at Greek monsters, especially the Chimera. Recap “Art is like Greek Monsters...” discussion from day 2.

Development:

Roll a Greek Vase game and brainstorming for final vase design by writing a personal victory, an everyday activity, and animals you could combine to create a new monster.

Close:

Share- What is a time you felt heroic? (Or your personal victory)

Classes 6-7

- Preparation:
Day 7 plans for students to have bisque fired pieces back. If this is not possible, plan to use wrap up activities for day 8, create additional design plans etc.
- Formative Assesment:
Vase designs should be assessed by teacher in class or between classes before painting on vases.

Day 6:
Motivation/Engagement:
Recap discussion on Greek Monsters, Hero's, and Everyday life. Students will choose one theme for their final design.

Development:
Plan final designs for vase.

Close:
Show of hands- who is doing each theme

Day 7:
Motivation/Engagement:
Give back fired pieces!

Development:
Glaze red, paint designs in black

Close:
Write and share – What is your favorite thing you learned about Ancient Greece and Ancient Greek Art?

Day 8:

Wrap up day. Students catch up/finish working and complete reflection postcards.

Finished students can create additional monsters using the roll a monster game, illustrate a Greek Myth using black sharpie on red paper, or write their names in Ancient Greek.

Resources:

- Powerpoint
- Links on send home newsletter
- Roll a Greek Vase game
- Reflection postcards

Supplies:

- Clay supplies
- Red and Black Glaze
- Red paper
- Sharpies

	Above and Beyond	Right on Target	Needs Work	Needs Help
Participation (Knowledge)	Student enthusiastically participated by sharing and engaging with group discussion and responses. They demonstrated a strong understanding of Greek art and culture through exceptional care in sketchbook starts and reflection questions. Student brought additional examples and answers to take home questions to share with the class.	Student participated in class discussion by sharing and engaging with group responses. Student demonstrated an understanding of Greek art and culture through sketchbook starts and reflection questions.	Student participated little in class discussions and did not engage with group responses and sharing or answering questions. Sketchbook starts and reflection questions show a lack of connection to Greek art.	Student did not participate or was disruptive to class discussion and paid little to no attention to what was shared and discussed by teacher and classmates. Sketchbook starts and reflection questions are not completed or show no connection to Greek art.
Coil Vase (Skill)	Student completed their vase carefully using correct technique. The work shows exceptional craftsmanship, care, and skill..	Student completed their vase carefully and used correct technique to roll coils, score and slip, and smooth the outside.	Student completed their vase but struggled or resisted using correct technique and care with their work. Work shows a lack of care.	Student did not follow correct technique to construct their vase and the final piece is sloppy, unable to be fired, or does not create an actual vessel.
Artist Behavior (Disposition)	Student engaged with the art world by creating a design that combined Ancient Greek Art with their own lives, experiences. Student demonstrated an exceptional understanding of how artists draw inspiration through unique and thoughtful design, and answers to discussion and reflection questions.	Student engaged with the art world by creating a design that combined Ancient Greek Art with their own lives, experiences, or ideas and showed an understanding for how artists draw inspiration from art history through discussion, reflection questions.	Student lacked understanding of how artists draw inspiration demonstrated by a design that did not have a strong connection to Ancient Greek art, or did not use their own lives or ideas. Discussion and reflection questions show a lack of care or understanding in their answers.	Students design did not use themes from Ancient Greek Art, or simply directly copied without using any of the students own ideas. There is no care or understanding demonstrated in discussion, or in reflection questions.

Postcard Questions:

Draw your vase design on the back.

What part of your design is inspired by Ancient Greek art? What part is your own idea/life? What is one way that Ancient Greece is part of your world today?



