

Elk Grove Unified School District
Visual and Performing Arts Resources
Art

Grade 6: Lesson 1

Title: Greek Pottery Design

Standards Addressed

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

- 1.1 Identify and describe all the elements of art found in selected artworks (color, shape, line, texture, space, form, and value).
- 1.3 Describe how artists can show the same theme by using different media and styles.
- 1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, and radial).

Creative Expression

Creating, Performing, and Participating in the Visual Arts

- 2.1 Use various observational drawing skills to depict a variety of subject matter.
- 2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.

Historical and Cultural Context

Understanding the Visual Arts in Relation to History and Culture

- 3.2 View selected artworks from a culture and describe how the artworks within the culture have changed or not changed in theme and content over a period of time.

Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

- 4.3 Develop specific criteria individually or in groups to assess and critique works of art.
- 4.4 Change, edit, or rework their artwork after a critique, articulating reasons for their changes.

Connections, Relationships, and Applications

Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

- 5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.

Time: 60 minutes

Floor Plan: Regular classroom setting—small groups for critique.

Materials Needed:

- *Hidden Treasures* or other mythology books
- White paper
- Scissors
- Glue
- Pencils
- Erasers
- Orange and black tempera paint
- Brushes
- Water
- Magazines or palettes
- Newspaper (to protect the desks)
- Black and orange construction paper (for use in mounting the finished Amphoras)
- Overheads:
 - #1 Amphora, black figure c. 550-540 BC
 - #2 A water pot and a mixing bowl
 - #3 Amphora shapes
 - #4 Border patterns

Purpose:

Artists have decorated utilitarian objects since ancient times. Various observational skills and technical drawing techniques can be used to create artwork that expresses the traditions and myths of Greek culture.

Background:

The students will have experience in using crayon and tempera paints. The students will recognize objects from various cultures and compare the different purposes of a specific culture for creating art. The students will use their knowledge of all elements of art.

Key Questions:

- How was Greek pottery used and how did it change over time?
- How were Greek pots decorated?

Vocabulary:

- * *Elements of art*—sensory components used to create and talk about works of art (e.g., line, color, shape/form, texture, value, space).
- * *Style*—a set of characteristics of the art of a culture, a period, or school of art. It is the characteristic expression of an individual artist.
- * *Symmetrical*—a balance where both sides of the perceived midline are the same.
- * *Asymmetrical*—a balance of parts on opposite sides of a perceived midline, giving the appearance of equal visual weight.
- * *Pottery*—containers molded from clay and hardened by intense heat.
- * *Amphora*—a Greek pot used for liquid storage and sometimes for grains.
- * *Myth*—a traditional story usually focused on gods or heroes.

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals Explain to the students that they are going to create their own Amphoras using their knowledge of the elements of art.</p>	<p>How are you making your purpose clear to the students? With teacher explanation.</p>
<p>2 Engage students Use overheads of Amphoras to spark discussion.</p>	<p>How can I effectively get the students interested in the content of the lesson? Engaging the students visually with overheads of Amphoras.</p>
<p>3 Learning Sequence See actual lesson sequence below.</p>	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? How were Greek Amphoras decorated and used? How did the pottery change over time?</p>
<p>4 Assessment Student and peer assessment based upon class created rubric.</p>	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) By engaging the students in evaluating each other's created Amphoras based upon a class created rubric.</p>

Actual Lesson Sequence

This lesson helps to meet Social Studies Standards: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

1. Show overhead #1, black figure Amphora, and explain that these vessels were used for liquid storage, or even olives and grains. Identify the balance (symmetrical). Note that the figures are black and that there is a decorative border on the top and on the bottom.
2. Compare the two pots in overhead #2. Note that all of the containers were made of a reddish clay and that early ones were black decorations on red and that later ones were red decorations on black. Identify the balance of the designs (asymmetrical). Point out how well the designs fill the space and that pots, because they are rounded, are difficult to paint. Note the borders of repeat designs near the tops and bottoms of the vases are symmetrical. Discuss the elements of art (line, color, shape/form, texture, value, space). Discuss how the Ancient Greek style was similar to contour drawing in that the artists created flat two-dimensional figures. This style was repeated through many periods of Greek history. The wider mouth pot is for mixing and the narrower mouthed pot is for storing water or liquid. Discuss how modern food containers might be decorated. Would they show our everyday life? How?
3. Show overhead #3. Explain that students will be choosing an Amphora shape and decorating it in the manner of the ancient Greeks.
4. Distribute white paper, rulers, pencils, and scissors and instruct the students to fold the paper in half lengthwise. The students will draw half of their chosen Amphora shape with the midline on the fold and then cut it out, ensuring that the pot is symmetrical.
5. Show overhead #4, and explain that these are a few of the borders that could be drawn onto the pots near the top and near the base. The students will sketch borders lightly in pencil, curving the lines to make the pot look rounded and three-dimensional.

6. Using light pencil lines, the students will draw figures from Greek mythology or from everyday Greek life in the two-dimensional style of Greek artists to fill the space between borders.
7. In the classroom, develop criteria with the class (i.e., simplicity, balance, unity, two-dimensional contour line, fits the space well, has repeated design borders) for evaluation of the designs. Write them on the board. In their own small groups, the students will decide how their designs fit the criteria. They will change, edit, or rework their artwork following their group critique, articulating reasons for their changes verbally in their group.
8. The students will decide if they are decorating an early pot or a later one. If early, a black crayon is used to color the pencil lines and appropriate spaces. The crayon should be dense and shiny. If depicting a later pot, the students will apply dense, shiny orange crayon.
9. Distribute paint, palettes, water, newspaper, and brushes. (See Set Up on following page.)
10. Paint Amphoras decorated with orange crayon with black tempera and Amphoras decorated with black crayon with orange paint. The crayon will resist the paint and the small amount that does adhere will give the Amphoras a look of antiquity. Black and orange construction paper can be used to mount the finished Amphoras.

Closure:

Glue Amphoras to the opposite color of construction paper and display.

Extensions:

Rather than gluing the Amphoras to background paper, make paper shelves on the bulletin board and place the storage pots on the shelves. Label the contents (in Greek?).

Sources:

Amphoras: Arts and Activities, January, 1993

Patterns: Petrie, Flinders, Decorative Patterns of the Ancient World, Crescent Books, New York, 1930.

