

Grade: 12th
Teacher: Ms. Jennifer Johnston

Subject: Humanities
Date: August 10, 2010

Unit # 6/Title: The Art of Ancient Greece

Time Frame (calendar and # of weeks): 15 class meetings

Standard(s): 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and response to dance, music, theater and the visual arts.
1.2 (Creation and Performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and the visual arts.
1.3 (Elements and Principles of Design) All students will demonstrate an understanding of the elements and principles of dance, music, theater and the visual arts.
1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.
1.5 (World Cultures, History and Society) All students will understand and analyze the role, development and continuing influence of the arts in relation to the world cultures, history and society.

Big Idea(s): 1) SWBAT identify and describe the architectural and pottery styles of ancient Greece in order to recognize how religion influences art and the significant contributions the Greeks made to the history of art thorough these works.
 2) SWBAT identify the three major historical periods of ancient Greece in order to compare and contrast the sculptural styles of each period and the evolution in artistic technique and subject expression.

Essential Questions	Enduring Understandings
<p>How does religion influence artwork and architecture?</p> <p>What are the similarities and differences between Egyptian and Greek art?</p> <p>How can emotion be translated into a work of art?</p> <p>How has the evolution and style of ancient Greek sculpture influenced other sculptural pieces throughout art history?</p>	<ul style="list-style-type: none"> ➤ Students will understand how Greek temples were constructed and be able to identify the major components of a Greek temple. ➤ Students will understand how to classify Greek columns into three different orders based upon their defining characteristics. ➤ Students will understand how red and black figure pottery differ in terms of decoration processes. ➤ Students will understand how Greek pottery decoration evolved from the geometric to the archaic. ➤ Students will understand why architecture is important to ancient Greek culture and its connection to religion. ➤ Students will understand how to classify ancient Greek sculpture into three stylistic time periods based upon their characteristics. ➤ Students will understand how Greek sculpture evolved in terms of technique and use of emotion.
Areas of Focus	Suggested Instructional Strategies

Prioritized CPIs

1.1 A (Knowledge)

1. Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.

2. Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.

3. Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.

1.1 B (Skills)

1. Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.

2. Formulate a personal philosophy or individual statement on the meaning(s) of art.

1.2 D (Visual Arts)

1. Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art.

2. Perform various methods and techniques used in the production of works of art.

3. Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.

4. Outline a variety of pathways and the requisite training for careers in the visual arts.

TOPIC/TEXT: The Birthplace of Western Civilization

Tier 1 → Activities/Strategies (Knowledge/Comprehension)

1) Drawing on experience questions: Did you watch the summer Olympics on TV when it was held in Greece in 2004? Have you ever seen a picture of a Greek temple? (If so where?) What do you know about the Parthenon?

2) Vocabulary definitions: raking, cornice, cornice, frieze, lintel, pediment, capital, shaft, stylobate, entablature, column, colonnade, Doric order, Ionic, order, Corinthian order

3) Key point notes and artwork discussion questions: formation of city states, Delian League, Peloponnesian War, Acropolis, Parthenon, column orders, Greek vases

4) Lesson guided reading questions

5) Greek architecture and pottery thought organizer.

6) Greek temple identification chart

7) End of lesson quiz: matching and artwork picture identifications.

Tier 2 → Activities/Strategies (Application/Analysis)

1) Minoan culture mini report: Students will select a topic to research a write a half page paper on with cited sources. Topics: History and discovery of Crete, Minoan culture and lifestyle, Great Labyrinthine Palace. Students will present the basic facts of their findings to the class.

2) Greek philosophy group activity: Students in groups of three will read and paraphrase select works by Socrates, Epictetus, Plato, Epicurus, Aesop, Heraclitus, Pericles and Aristotle. They will then relate the readings to today's society. The groups will then share their summaries and real world connections.

3) *Attic Panathenoic Amphora with lid* artwork analysis: group and individual critique questions (describe, analyze, interpret, judge); background reading, annotation and questions

Tier 3 → Activities/Strategies (Synthesis/Evaluation)

1) Theater design through the ages group project: Students will review and discuss the evolution of the theater from ancient Greece to today. Students will work in four different groups to further research the history and construction of Greek, 17th century, Elizabethan and modern day theaters. They will type up their research findings and document sources. The groups will then make a 3-d model of their assigned theater using materials like cardboard and fabric. The finished model and research will be presented to the class.

2) Artist trading card: baseball card size artwork created reflecting what the student takes away from the lesson. Will be kept along with other cards created throughout the semester in protective sleeves to be viewed and traded at the end of the semester.

1.3 D (Visual Arts)

1. Compare and contrast innovative applications of the elements of art and principles of design.

2. Analyze how a literary, musical, theatrical, and/or dance composition can provide inspiration for a work of art.

1.4 A (Knowledge)

1. Examine the artwork from a variety of historical periods in both western and non-western culture(s).

2. Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.

3. Determine the influence of tradition on arts experience, as an arts creator, performer, and consumer.

1.4 B (Skills)

1. Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique.

2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.

1.5 A (Knowledge)

1. Parallel historical events and artistic development found in dance, music, theater, and visual art.

2. Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.

➤ TOPIC/TEXT: The Evolution of Greek Sculpture

Tier 1 → Activities/Strategies (Knowledge/Comprehension)

- 1) Drawing on experience questions: Did you know that the Greeks held the first Olympics in Athens? Do you think the Olympic athletes were an inspiration to the Greek sculptors? What else do you think inspired the sculptors?
- 2) Vocabulary definitions: contrapposto stance, pathos
- 3) Key point notes and artwork discussion questions: Archaic sculpture (kore, kouros), Classical sculpture (Phidas, Polyclitus, Myron), Hellenistic sculpture (*Nike of Samothrace, the Dying Gaul, the Seated Boxer*)
- 4) Main topics of lesson graphic organizer
- 5) Lesson guided reading questions
- 6) Greek sculpture characteristic chart
- 7) Art tour of Greece travel brochure activity: Students will be given a fictitious travel brochure for an art tour. They will have to read the text and look for mistakes that concern locations, artwork, architecture, dates etc. and make corrections.
- 8) End of lesson quiz: true/false, fill in the blank and artwork identifications in picture format.

Tier 2 → Activities/Strategies (Application/Analysis)

- 1) Human beauty in sculpture activity: Students will compare and contrast Greek sculpture with another sculpture of their choice from a different culture. This will be done using a chart. Using the same sculptural example, students will create a collage that addresses that cultures views on appearance of people, body markings, bone structure, hairstyles, clothing and make up. Students will share their finished work with the class, sharing that cultures views on human beauty.
- 2) Emotion through music activity: Students will be given background information on the use and style of music in ancient Greek times. Students will then listen to two examples of music: rock and classical. They will write down their emotional responses to the pieces and then summarize the two in a compare/contrast paragraph.

Tier 3 → Activities/Strategies (Synthesis/Evaluation)

- 1) Greek theater analysis and mask making activity: Background information on the format of plays and production. Overview and discuss *Agamemnon* by Aeschylus and *Medea* by Euripides. Discussion of the persona of the main characters and what primary emotion they might reflect. Creating of paper masks to reflect one of the main characters with a focus on facial expression to convey emotions.
- 2) Artist trading card: baseball card size artwork created reflecting what the student takes away from the lesson. Will be kept along with other cards created throughout the semester in protective sleeves to be viewed and traded at the end of the semester.

1.5 B (Skills)

1. Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and visual art stylistically representative of the times.

2. Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.

Performance Tasks/Assessments

Personal Greek god/goddess story and pottery project:

Students will create their own Greek god/goddess myth. They will address such areas as what they represent, story of origin, their relationship to Zeus, how the earth bound pay tribute to them. The finished stories will then be typed up. Students will also create black or red figure pottery drawings, using their god/goddess story as inspiration for the decorations on the vase.

Greek temple blue print project: After reviewing the components of a traditional Greek temple and the three decorative column orders, students will create a blue print style drawing of a temple built in the honor of their Greek god/goddess created earlier. Drawings will include labels of key Greek temple components as well as drawings inside pediments and friezes that represent their god/goddess story and status.

Greek artwork presentation boards: Students will create presentation boards of their god/goddess stories, vases and temple blue prints on poster board. They will also include as a title the name given to their god/goddess and include decorations that represent what they are the god/goddess of.

Written Comprehensive Test: Students will be tested on the information from the unit in the following format: multiple choice, critical thinking short answer and artwork picture identifications.

Resources:

Text: *Art in Focus*, Greek art resource books from personal art library, select works by Socrates, Epictetus, Plato, Epicurus, Aesop, Heraclitus, Pericles and Aristotle, excerpts from *Agamemnon* by Aeschylus and *Medea* by Euripides

Technology: Laptop and projector for teacher, Lap tops for students, CD player, I-Pod

Lesson wide worksheets: Drawing on experience starter question sheets for each lesson, Vocabulary sheets for each lesson, Key point and art work discussion questions packets for each lesson, Guided reading questions for each lesson, Major topic thought organizers for each lesson

Individual activity worksheets: Greek temple identification chart Minoan culture mini report criteria worksheet, Greek philosophy group activity worksheet, Theater design through the ages group project criteria worksheet, Greek sculpture characteristic chart, Human beauty in sculpture activity worksheet, Art tour of Greece travel brochure worksheet, God/goddess story outline

Artwork print: *Attic Panathenoic Amphora with lid*

- *Attic Panathenoic Amphora with lid* critique questions and background story with questions

Art supplies: 12 x 18", 9x12" white drawing paper, paper, pencils, colored pencils, fine and regular tip markers, crayons, rulers, colored construction paper, poster board, glue, scissors, magazines, black Sharpies markers, Greek pottery template, fabric, card board, popsicle sticks, mask template, variety of collage materials, classical and rock music songs, Student artwork samples, Blank trading cards

Written assessments: Project grading rubrics, End of lesson quizzes (2), End of unit test