Joslyn Art Museum
Comprehensive Study Lesson Plan
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ANCIENT GREEK ARTWORKS

Focus: Attic Black-Figure Ovoid Neck-Amphora attributed to The Omaha Painter

Objectives – Students will:
• Discover the influence of Ancient Greek vases to our understanding of Greek history.
• Learn about functional art from Ancient Greece and identify contemporary examples.
• Create a fabric art rendering inspired by daily life and a mosaic inspired by mythology.

Common Core Standards available on online version at www.joslyn.org/education/teachers/thursdays-for-teachers

Resources: Check out the Teacher Support Materials online, and http://www.joslyn.org/education/teachers for additional resources

Suggested Materials: Greek artworks teaching poster, Joslyn Timeline, The New Yorker Greek vase cover image, Khan Academy “Making Greek Vases” video http://goo.gl/xOm0TO, art supplies, Ancient Greek vase images, crayons, and sandpaper

Vocabulary: amphora, BC, black-figure, commerce, functional art, Greek mythology terms, Greek vase shapes, obverse, red-figure, reverse, slip (in ceramics), symposium, trade market

Procedure:
• Engage: Time. Introduce the topic Ancient Greek Artworks. Show students the Joslyn Timeline to help them understand the age of The Omaha Painter’s Attic Black-Figure Ovoid Neck-Amphora.
• Art Talk: Ancient Greek Daily Life & Mythology. Show students the The Omaha Painter’s vase explaining how the obverse (front) features a myth and the reverse (back) shows a daily life scene. Compare it to urban legends vs real stories. Talk about how to decode an Ancient Greek Vase.
• History: How do we use Ancient Greek vases to learn more about Greek history? Refer to Joslyn’s Greek Artworks teaching poster and additional information in Teacher Support Materials.
• Aesthetics: Black-Figure vs Red-Figure. Talk about the differences between these two styles. Red-figure produced a better work of art because it gave more clarity than black-figure which came first. To further explain the different, have students draw with a crayon vs pencil or use fine sandpaper vs paper.
• Production 1: Dance of the Sea. Have students create a fabric art rendering that will reflect the rich textures and flowing movement of the sea inspired by daily life. Refer to the workshop led by Amy Kunz at the March 2014 Thursdays for Teachers.
• Production 2: Mosaics were integrated in Ancient Greek and Roman homes. Guide students to create mosaics inspired by mythology. Refer to the workshop led by Cathy and Stacy Witt at the March 2014 Thursdays for Teachers.
• **Other:** Jug or Art. What is functional art? Have students think about and research contemporary things that would be considered functional art. What items, that we consider to be everyday objects, will be in a museum 100 years from now with a "do not touch" sign?

• **Close:** Back to the Future. Students should consider what a future timeline would include. What images would be included? How would technology be represented?

**Extensions:**

• **Cultural Connections:** Greek vases were shipped to various locations filled with various products. Consider technology of the day including the vehicles that would do the transporting. The question is - then whose culture do these functional artworks belong to when shipped to and kept by another society?

• **Fine Arts:** Discuss how the Ancient Greek vases reflect what is going around and it would even act as a mirror to events. For example, the reverse of *Attic Black-Figure Ovoid Neck-Amphora* depicts an Ancient Greek symposium and then Greeks would use this vase at an actual symposium. Have students design a vase they would take to an event or something in their daily life; decorate it with images of what would happen at this event. Use *The New Yorker* Greek vase cover image for inspiration.

• **Language Arts:** In a similar spirit of the Fine Arts projects, give students an Ancient Greek vase and have them write a story. Have the vase images on display. When students read their writings to the class, they can decide if they want to share which vase they were assigned or if they want their classmates to guess.

• **Math:** Discuss the trade market and commerce from Ancient Greece. What systems were in place? How did the monetary system work? Why was the sea important?

• **Science:** Show students Khan Academy "Making Greek Vases" video [http://goo.gl/xOm0TO](http://goo.gl/xOm0TO). Talk about the science and chemical reactions that happen during this process. How has the clay-making process changed from ancient times?