



Teacher:

Class: 1-2 Class Periods

Course Unit:

Lesson Title: Going Greek with Architecture!

LESSON OVERVIEW: Summary of the task, challenge, investigation, career-related scenario, problem, or community link.

Nashville is home to the only exact replica of The Parthenon. In this lesson students will examine the history of Greek architecture by referencing the replica that is present within their own city. Students will learn about the three styles of Greek columns which are Doric, Ionic, and Corinthian and will create their own replica of a Greek column using air dry clay and modeling tools.

STANDARDS: Identify what you want to teach. Reference State, Common Core, ACT Readiness Standards and/or State Competencies.

Tennessee State Standards

- 1.1 Manipulate a variety of tools and media in a safe and responsible manner.
- 1.3 Analyze and demonstrate a variety of techniques.
- 2.6 Create works of art with an intended purpose or combination of purposes.
- 3.1 Plan, design, and demonstrate subject matter, symbols, and ideas in one's art.
- 3.3 Investigate similarities and differences in subject matter, symbols, and ideas between one's own artwork and the artwork of others (peers and masters).
- 4.1 Explore the relationship of art from different cultures, time, and places.

Common Core Connections for Integrated Subject-Writing, Speaking & Listening, Social Studies

CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.1.01 Understand the diversity of human cultures.

5.0.03 b. Describe how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.

OBJECTIVE: Clear, Specific, and Measurable-NOT ACTIVITIES. Student-friendly.

- 1. Students will be able to create a replica of a Greek column using air dry clay and clay modeling tools.
- 2. Students will be able to describe how they used various modeling tools to create their own small-scale replica of a Greek column.
- 3. Students will be able to compare and contrast the three styles of Greek columns.

ASSESSMENT/EVALUATION: Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective.

- 1. Students will display their column during a class critique and will explain how they used the air dry clay and modeling tools to create their own replica of a Greek column.
- 2. In a written response students will compare and contrast the three types of Greek columns.
- 3. Students will create three distinct drawings of each type of Greek column to illustrate their knowledge of the similarities and differences between the column types.

MATERIALS: Aligned with the Lesson Objective. Rigorous and Relevant.

- (1) Recycled toilet paper roll per student
- (1) Rolling pin per student
- (2) Sets of clay modeling tools per table
- (1) Ball of Crayola white air-dry clay per student
- (1) Set of assorted leaf stamps per table
- (2) Cups of water per table
- (1) Piece of cloth to cover each table to prevent clay from sticking to the surface

ACTIVATING STRATEGY: Motivator/Hook. An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.

1. Begin by asking students if they have ever visited The Parthenon in Nashville.
2. Show images of Nashville's Parthenon and explain that it is a replica of the original Parthenon in Greece.
3. Show images of the three styles of Greek columns. Ask students to point out the differences within each style.
4. Ask students to name which of the three Greek styles is represented in the columns of the Nashville Parthenon.

INSTRUCTION: Step-By-Step Procedures-Sequence. Discover/Explain-Direct Instruction.

1. The teacher will introduce the project with a pre-made example and will state the objectives.
2. The teacher will demonstrate basic clay techniques such as creating slabs, coils, and imprinting clay with stamps.
3. The teacher will explain that the recycled toilet paper roll will be the basic form for their column.
4. The teacher will show how to attach slabs, coils, and other shapes to the toilet paper roll to create a replica of a Greek column.
5. The teacher will also demonstrate how to use the clay modeling tools to create texture and other details within the clay.
6. Students will receive their toilet paper roll and ball of clay before returning to their seats.
7. Rolling pins, modeling tools, stamps, and cups of water will be on each table.
8. Students will choose which of the three Greek styles they would like to replicate.
9. Students will use the rolling pin to flatten their air-dry clay.
10. Students will use their modeling tools to carve two slabs from their flattened clay and will cover the toilet paper roll with their slabs.
11. Students will add slabs, coils, and other clay shapes to the top of their column, building up the form according to their chosen style.
12. As students work the teacher will remind them that creating coils and imprinting the clay with stamps can help create details based on their chosen style.
13. Students will display their final column during a class critique.
14. Clean-up will occur during the last ten minutes of class. Students will return materials to the appropriate bin and will place their column in a safe storage area.

ALTERNATE/EXTRA ACTIVITIES:

1. Students could use Model Magic instead of Crayola air-dry clay.
2. Slabs could be pre-made for students with special needs.
3. If there is limited time, steps 1-5 could be done in one class period leaving steps 6-14 to be completed at the following class meeting. This will allow time for projects to be completed within the class period so that unfinished projects do not dry before completion.
4. If there is limited clay, students could work in pairs, taking turns rolling slabs and building up the form of the replica. This would also encourage teamwork.

5. If rolling pins are unavailable the teacher could demonstrate how to create slabs by dropping the clay onto the working surface and applying pressure with the palm of your hand.

CLOSURE: Reflection/Wrap-Up. Summarizing, Reminding, Reflecting, Restating, Connecting.

1. Students will create three distinct drawings of each type of Greek column.
2. In response to their drawings, students will compare and contrast the three Greek styles in a written response.

CROSS-CURRICULAR CONNECTIONS

1. Writing
2. Speaking and Listening
3. Social Studies

EXTENDED LEARNING

Books:

- *Step Into: Ancient Greece* by Richard Tames
- *Explore the Parthenon: An Ancient Greek Temple and its Sculptures* by Ian Jenkins and Kate Morton
- *Adventures in Ancient Greece* by Linda Bailey and Bill Slavin
- *The Squeaky Wheel Gets to Greece: A Kid's Guide to Athens, Greece* by Penelope Dyan
- *Ancient Greece* by Susan Altman
- *A Luminous Land: Artists Discover Greece* by Richard Stoneman
<http://www.getty.edu/publications/virtuallibrary/089236467X.html?imprint=jpg>

Online Enrichment:

- From Greece to Main Street: How Greek Architecture Has Influenced American Architecture
http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/From_Greece_to_Main_Street.aspx
- Greek Architecture: Columns
<http://www.thesmartteacher.com/exchange/resource/823/Greek-Architecture>
- Greek Architecture
http://www.metmuseum.org/toah/hd/grarc/hd_grarc.htm
- Greek Architecture and The Field Museum
<http://fieldmuseum.org/about/multimedia/greek-architecture-and-field-museum>

Cross-Curricular Lessons:

- Geometric Angles by Hypatia, The Greek Mathematician
<http://tn.pbslearningmedia.org/resource/85fc3372-348f-4d31-b8b4-493921bc5c81/85fc3372-348f-4d31-b8b4-493921bc5c81/>
- The Physics of Arches

<http://tn.pbslearningmedia.org/resource/nv37.sci.engin.design.arches/physics-of-arches/>

For additional lesson plans and activities, visit us online at www.fristkids.org.

This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.

The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at www.fristcenter.org.

