

# Europeana Learning Scenario

## Title

**Ceramics: between utility and art**

## Author(s)

Geanina Țurcanu

## Abstract

The purpose of this learning scenario is to make students understand how ceramics was used in Ancient Greece. Using Europeana collections students can also identify the artistic quality of ceramics. Students are divided into groups and asked to analyze Greeks art, to identify its utility and then to create their own piece or art. At the end of the lesson all students' creations are organized in an exhibition. This lesson is part of the Romanian national curriculum

## Keywords

Greek ceramic, art, utility, collaborative thinking, creativity

## Table of summary

### Table of summary

Subject	History
Topic	The Greek civilization and the Hellenistic synthesis
Age of students	11-12
Preparation time	1h
Teaching time	50 min
Online teaching material	1. <a href="http://www.europeana.eu">www.europeana.eu</a>
Offline teaching material	Paper, pointer, projector, laptop, molding paste etc.
Europeana resources used	1. <a href="#">phiale</a> 2. <a href="#">skyphos</a> 3. <a href="#">Ulcior amforoidal</a>

## Licenses

**Attribution CC BY.** This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.



### Integration into the curriculum

The lesson can be taught as part of History classes in 5th grade. It addresses the following standards defined by the Romanian national curriculum:

- Development of argumentation and cooperation strategies;
- Assuming roles in working groups;
- Using multimedia resources for learning purposes.

### Aim of the lesson

By the end of the lesson the students will be able to express a point of view regarding the utility of the Greek ceramics.

### Outcome of the lesson

Having Greek art as an example, students will create their own art products and they will organize an exhibition to present the results of their work to the other students in school.

### Trends

- Student centered learning
- Collaborative learning
- Informal learning

### 21<sup>st</sup> century skills

**Critical thinking** – students will analyze the historical sources and develop their own point of views on the material studied

**Creativity** – students will present the paintings as if they were a custodian of the museum

**Collaboration** – students will work in groups, decide upon the best way of presenting the information, take responsibilities and contribute to finding the best results.

**Communication** – by presenting the results of their work in front of the group, students will develop their communication skills. They will develop the ability to deliver information in the most effective way.

### Activities

Name of activity	Procedure	Time
<b>Brainstorming</b>	Students are asked to define the word <i>ceramics</i> and to associate it with another relevant word.	3min
<b>Comparing and discussing about Greek ceramics</b>	Students are asked to search Europeana collections to identify objects related to the Greek ceramics and then to compare and analyze if their associations of words was correct.	10min
<b>Analyzing sources and creating their own piece of</b>	Students were divided into three groups. Each group represented an art museum. They had to analyze their source, to identify the utility of Greek ceramics and then to create their own ceramic model inspired by Europeana.	25min

Name of activity	Procedure	Time
<b>art.</b>	G1. The students will analyze historical image of ceramics (source1). G2. The students will analyze historical image of ceramics (source 2). G3. The students will analyze historical image of ceramics (source 3). Finally, students presented the results of their work and organized a small museum.	
<b>Final conclusions</b>	Students made lists to present both utility and artistic qualities of Greek ceramics.	7min

### Assessment

In order to evaluate the activity the teacher asked students to answer some questions: *What did you like about our today activity? What was it like working in a team?*

\*\*\*\*\* **AFTER IMPLEMENTATION** \*\*\*\*\*

### Student feedback

Students appreciated the lesson as a challenge because they had to analyze Greek art and discuss about it but also they had to prove their artistic qualities by creating their own piece of art. They were proud to be active part of the teaching process and to bring their own contribution.

### Teacher’s remarks

My main purpose when I designed this Learning Scenario was to stimulate students’ creativity and to guide them to discover by themselves the utility of the Greek ceramics. By creating an exhibition they were able to express their opinion about ceramics’ utility and also to understand the importance of Ancient art, culture and civilization.

### About the Europeana DSI-4 project

[Europeana](#) is Europe’s digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe’s museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet’s task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex



