

**Content Area:** Primary-Visual Arts  
Secondary-Global History

**Grades:** 9-12

### Task Description:

Students will research the importance of Greek pottery, not only in terms of function and practicality, but also as a method of recording historic events. Students will utilize the Ashes2Art website in conjunction with other sources to research the Pythian Games at Delphi. Students will use their findings as the inspiration for subject matter on their Greek inspired coil pot.

### Background or Instructional Context/Curriculum Connections:

Students will engage in both Art Production as well as Art History and Global History in this lesson. Students will be guided through a study of traditional Greek pottery's function and form as well as its recordings of history through aesthetics. Students will then engage in a largely independent or minimally guided research of the Pythian games at Delphi. This Global history component will serve as their subject matter when using black slip and sgraffito technique to render a scene on their coil pot.

Attachments to this lesson include:

- Pythian Games Research Worksheet
- Artist's Statement
- Graduated Checklist

### Objectives:

The student will:

1. Be introduced to traditional Greek Vessel forms and their functionality, aesthetic qualities, and historic importance. (Nat. Standard: II B., III A.) Assessment: Teacher Observation, Lecture and/or Power Point Presentation
2. Research art as a way of recording history, and specifically research the Pythian Games at Delphi to use as subject matter in their vessel decoration. ( Nat. Standard: IV A., IV B.) Assessment: Research Worksheet/Graduated Checklist
3. Plan and complete sketches of his/her vessel form and decoration. (Nat. Standard: III B., IV C.) Assessment: Graduated Checklist
4. Demonstrate working knowledge of vocabulary terms through good craftsmanship in the construction of their vessel and application of decoration. (Nat. Standard: I A., I B.) Assessment: Graduated Checklist
5. Use his/her sketch to execute a sgraffito carving with good craftsmanship and attention to detail. (Nat. Standard: I A., I B.) Assessment: Graduated Checklist
6. Assess the strengths and weaknesses of the function and form of his/her vessel and design. (Nat. Standard: V A.) Assessment: Artist's Statement/ Graduated Checklist

### Time:

(45 minute class periods)

- 1 class for introduction of vessel and introduction of lesson
- 1 class for research
- 1 class for additional research if needed, coil demonstration, and sketches of design
- 3-4 classes for building of clay pot
- 1-2 class for applying slip and carving decoration
- Fire in between classes if possible
- 1 class for Critique

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## Materials and Tools:

- Mid-fire Red Clay
- Plastic and Metal Scrapers
- Canvas or Newspaper
- Modeling Tools
- Sponges
- Plastic Bags
- Glazes
- Slip
- Carving Tools
- Brushes
- Rolling Pins
- Drawing Paper
- Pencils
- Computer ( 1 per student for research)

## Visuals and Resources:

**Ashes 2 Art website:** [www.coastal.edu/ashes2art](http://www.coastal.edu/ashes2art)

**Books:** Gardner, Helen. *Art Through the Ages: Sixth Edition*. New York: Harcourt Brace Jovanovich, Inc., 1975.

Stokstad, Marilyn. *Art History: Second Edition Volume One*. New Jersey: Prentice-Hall Inc., 2002.

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## **Goals:**

### **I. Understanding and Applying Media Techniques and Processes Creative Expression:**

Students will develop and expand their knowledge of visual arts media, techniques and processes in order to express ideas creatively in their artworks.

### **II. Using knowledge of Structures and Functions**

Aesthetic Perception/Creative Expression: Students will demonstrate knowledge of the elements and principles of design and show an aesthetic awareness of the visual and tactile qualities in the environment that are found in works of art.

### **III. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas Creative Expression/Aesthetic Valuing:**

Students will use a variety of subjects, symbols, and ideas in creating original artwork and will evaluate the use of these elements in the artworks of others.

### **IV. Understanding the Visual Arts in Relation to History and Cultures Historical and Cultural Perceptions:**

Students will demonstrate a knowledge of artists, art history, and world cultures and will understand how the visual arts reflect, record, and shape cultures.

### **V. Reflecting upon and Assessing the Merits of Their Work and the Work of Others Historical and Cultural Perception/Aesthetic Valuing:**

Students will use thorough analysis, interpretation, and judgment to make informed responses to their own artworks and those of others.

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## **National Standards:**

### **I. Understanding and applying media techniques and processes:**

- A. Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks
- B. Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

### **II. Using knowledge of structures and functions:**

- B. Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

### **III. Choosing and evaluating a range of subject matter, symbols, and ideas:**

- A. Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
- B. Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life

### **IV. Understanding the visual arts in relation to history and cultures:**

- A. Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- B. Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
- C. Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

### **V. Reflecting upon and assessing the characteristics and merits of their work and the work of others:**

- A. Students identify intentions of those creating artworks, explore the implication of various purposes, and justify their analyses of purposes in particular works.

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## Procedures:

1. Introduce students to Greek Vessels using Power Point, handout, slides, or lecture. Discuss how art can be functional, but also aesthetically pleasing. Discuss how art records history and mythology. Discuss imagery on Greek pots.
2. Introduce lesson by explaining that students will be choosing a traditional Greek vessel form to replicate using the coil method. Then, after research the Pythian Games they will use that research as inspiration for the scene they will carve on their pot using black slip and the sgraffito technique.
3. Discuss vocabulary terms: coil, vessel, slab, sgraffito, score and slip, pulling handles, wedging, and leather hard.
4. Have students use Computers, resource material, and the Ashes2Art website to complete the Pythian Games Research Worksheet.
5. After covering tables with canvas (or newspaper if canvas is unavailable) demonstrate wedging and coil rolling techniques. Also demonstrate how to score and slip and attach handles if students are unfamiliar with this technique.
6. Have students complete a sketch of their vessel design as well as the Pythian games scene they will carve into the vessels.
7. The vessel should be at least ten inches tall before firing. (Some Shrinkage will occur after firing.)
8. Have students practice rolling coils that are of a consistent thickness.
9. Students should begin their construction by wedging the clay and using a rolling pin to roll out a slab that is at least ¼” thick.
10. Students should cut the slab into the shape they desire for the base (probably circular or an oval)
11. Students begin attaching coils from the base upwards, often stepping away from their work to analyze and maintain the desired shape.
12. Remind students to scrape both inner and outer walls of vessel with metal or plastic scrapper to smooth out coils. Also use sponges to smooth walls.
13. If a student must leave his/her vessel unfinished between classes, wrap the vessel in plastic bags with wet paper towels covering the last placed coils. This prevents the vessel from becoming leather hard and unworkable.
14. After vessel is complete and allowed to dry to a leather hard state apply black slip for sgraffito.
15. Carve Pythian Games scene into vessel.
16. Fire in between classes and allow to completely cool.

## Pythian Games Quiz:

Name: \_\_\_\_\_

Vocabulary:

\_\_\_\_\_ Tritys

\_\_\_\_\_ Hestiasis

\_\_\_\_\_ Kitharodia

\_\_\_\_\_ Stadion, Diaulos,  
Full armor, and Dolichons

\_\_\_\_\_ Synoris

\_\_\_\_\_ Theoroi

- A. common dinner held for participants where meat of sacrificial animals of first day was consumed.
- B. Types of foot races held at pythian games
- C. Sacrifice consisting of bull, ram, and goat given on first day of games.
- D. Term used to mean horse races
- E. Term used to mean two- horse chariot \_\_\_\_\_ Keles hippos races
- F. Type of music contest in which singing is accompanied by the playing of the kithara.
- G. Group of citizens who left Delphi in different directions to proclaim the date of the commencement of the festivals to all Greek cities.

Short Answer:

The Pythian Hieromenia was a \_\_\_\_\_ \_\_\_\_\_ truce which protected the theoroi and pilgrims while in their travels. (length of time)

Any cities that did not observe the truce were \_\_\_\_\_ from the sanctuary, and none of its citizens were allowed to take part in the \_\_\_\_\_ or seek advice from the oracle.

The Pythia lasted how many days? \_\_\_\_\_

In the 4th century B.C. it is possible that dance and \_\_\_\_\_ contests were added to the music contests held on the third day of the games.

On the first day of the games a re-enactment takes place of the clash between Apollo and whom?

\_\_\_\_\_

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**Self Assessment / Artist's Statement:**

**Name:** \_\_\_\_\_

Describe the scene you chose to depict on your vessel:

Why did you choose this particular subject matter?

Describe one problem that arose during your work on this piece. What did you do to solve this problem?

What is the strongest aspect of this piece? What would you change, revise, or do differently?

Criteria	1 Unsatisfactory	2 Needs Improvement	3 Target: Satisfactory	4 Exceptional
Student submitted Research of Pythian Games Worksheet on time and thoroughly completed.				
Student completed sketch of vessel design as well as sketch of research based Pythian Games scene.				
Student demonstrated working knowledge of vocabulary and techniques through sound building and good craftsmanship in both coil construction of vessel and application of decoration.				
Student used sketch to execute sgraffito carving with good craftsmanship and attention to detail.				
Student safely and responsibly handled tools and materials.				
Student completed Artist's Statement with thorough and thoughtful responses.				

**Total/Grade:** \_\_\_\_\_

**Comments:**