Greek Shields and Helmets

Content Area: Visual Arts
Grades: 5-8

Objectives:
The student will:
1. Learn about Greek armor through teacher powerpoint presentation, discussion, and teacher/student exploration of Ashes2Art website and other resources. (Nat. Standards: IV A., IV C.)
2. Sketch and design armor to be created. (Nat. Standards: II A., II C.)
3. Use copper tooling and tools related to create armor (helmets and/or shields). (Nat. Standards: I B., III A., III B.)
4. Incorporate current themes into the designs of the pieces using Greek symbols and design. (Nat. Standards: I B., IV A., V B.)
5. Demonstrate knowledge of Greek armor in relation to symbols, design, and use. (Nat. Standards: IV A.)
6. Present in critique how work is representative of Greek armor and current times. (Nat. Standards: V B., V C.)

Time:
(In forty five minute class periods)
- 1 class for intro, pwpt, review of Ashes2Art and other resources, and sketching
- 1 class to carve and sculpt helmet and/or shield
- 1 class to finish piece and class critique

Task Description:
Students will learn about aesthetics and use of Greek armor through research on the Ashes2Art website (focusing on the Gymnasium Complex and friezes on the Siphnian Treasury) in conjunction with other resources. Utilizing copper tooling, students will create shields and/or helmets using Greek symbols and design to depict a current image of the students’ choosing.

Background or Instructional Context/Curriculum Connections:
The focus of this lesson is to utilize the study of art history and Greek armor while incorporating technology. Additionally, by having the students incorporate current events into the design of their own helmets they will use historical references to relate an ancient form to the modern day.

The attachments in this lesson directly coincide with the website (http://www.coastal.edu/ashes2art) and suggested classroom discussion.

The Attachments to this lesson include:
- Powerpoint
- Rubric
Materials and Tools:
- 2-4 pieces copper tooling foil per student (approx 12x12 sq.)
- 1 set of modeling tools for each student (popcicle sticks and tongue depressors will work too)
- Steel wool
- Liver of sulfur (aging material for the copper, optional for students)
- Jack’s Black (enhances creases and lines, optional for students)
- Oxidizer (aging material for the copper, optional for students)

Visuals and Resources:
Ashes 2 Art website:  www.coastal.edu/ashes2art

Books:

Goals:
I. Understanding and applying media, techniques, and processes
II. Using knowledge of structures and functions
III. Choosing and evaluating a range of subject matter, symbols, and ideas
IV. Understanding the visual arts in relation to history and cultures
V. Reflecting upon and assessing the characteristics and merits of their work and the work of others
National Standards:

I. Understanding and applying media techniques and processes:
   B. Intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

II. Using knowledge of structures and functions:
   A. Generalize about the effects of visual structures and functions and reflect upon these effects in their own work
   C. Select and use the qualities of structures and functions of art to improve communication of their ideas

III. Choosing and evaluating a range of subject matter, symbols, and ideas:
   A. Integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
   B. Use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

IV. Understanding the visual arts in relation to history and cultures:
   A. Know and compare the characteristics of artworks in various eras and cultures
   C. Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art

V. Reflecting upon and assessing the characteristics and merits of their work and the work of others:
   B. Analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry
   C. Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures
Procedures:

1. Present introduction into armor using powerpoint, websites, referencing books, etc

2. Have students sketch ideas for their shield/helmet, incorporating Greek design and symbols to depict current theme of the student’s choosing

3. Once sketches are complete, have students get a feel for the materials by manipulating a small piece of the copper tooling with their modeling tools

4. After a few minutes, have the students begin working on their helmet and/or shield

5. Have the students work in layers (creating lines in the copper, adding aging elements, wiping away, adding more lines and materials, etc)

5. Once finished, each student presents their finished piece in a class critique and all students provide positive comments and constructive criticism
<table>
<thead>
<tr>
<th>RUBRIC</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension of Greek Symbols/Designs</td>
<td>No comprehension</td>
<td>Little comprehension, needed help</td>
<td>Comprehended with little help</td>
<td>Comprehended with no help</td>
</tr>
<tr>
<td>Planning of Shield/Helmet Design</td>
<td>No attempt at sketching or planning</td>
<td>Sketched design but was either not current or did not include relevant Greek symbols/designs</td>
<td>Sketched current design but only included a minimal number of Greek symbols/designs</td>
<td>Sketched current design and included multiple examples of Greek symbols/designs appropriately</td>
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<tr>
<td>Use of Materials</td>
<td>Did not use materials safely or appropriately</td>
<td>Used materials safely but needed lots of help</td>
<td>Used materials safely with little help</td>
<td>Used materials safely and correctly with no help</td>
</tr>
<tr>
<td>Class Critique and Presentation</td>
<td>Did not participate in critique, did not offer reflection of his/her work</td>
<td>Participated, but with little to no comments or reflection</td>
<td>Participated with comments and decent reflection</td>
<td>Participated with several comments and strong reflection</td>
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<tr>
<td>Critique and Reflection</td>
<td>No attempt to participate in class critique</td>
<td>Participated, but with few comments and unable to reflect on his/her own work</td>
<td>Participated with many comments and fair reflection of his/her work</td>
<td>Participated with several relevant comments and strong reflection of own work</td>
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