**Task Description:**

Students will be introduced to Greek architectural terms through the use of the website http://www.coastal.edu/ashes2art/. Specific attention is to be given to the Tholos temple of Athena Pronai. Students will watch an informative video regarding the Tholos and in groups of two complete research on the structure using the resource material available on the website. Upon completion of research, students will work in groups to construct a frieze done in relief using foam board and acrylic paint.

**Background or Instructional Context/Curriculum Connections:**

The focus of this lesson is to utilize the study of art history and Greek architecture while incorporating technology. Additionally, by having students use reflection and analysis when completing written comparisons between the frieze on the Tholos and the frieze the students construct, language arts components are incorporated within the lesson.

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:

- Athena Pronai video and website research worksheet.
- Vocabulary worksheet
- Student assignment worksheet
- Graduated Checklist
- Visual Resources

**Objectives:**

The student will:


2. Demonstrate knowledge of Vocabulary relating to Greek architecture. (Nat. Standards: II B.) Assessment: Vocabulary Worksheet

3. Plan his/her frieze in groups of 3-4 by completing 3 thumbnail sketches. (Nat. Standards: I B.) Assessment: Graduated Checklist


5. Plan which components of the frieze each student in the group will sculpt and paint. (Nat. Standard: II C.) Assessment: Group assignment worksheet


**Time:**

(In forty five minute class periods)

- 1 class for introduction of lesson, research and video
- 1 class for additional research and planning
- 4-5 classes for sculpting
- 2 classes for painting
- 1 class for assessment and critique
Materials and Tools:

- 1 Computer for every 2 students
- 1 24x36 non-faced foam core board for each group. (The sizes may vary depending on availability of materials. This is to serve as the base or back of the relief, which will be built upon.)
- 5-7 large pieces of foam core board for each group. (This number may vary depending on degree of difficulty, and size of sculptures.)
- Nails of various sizes (at least 25 per group)
- 2 bottles of white glue per group
- Acrylic Paint in a variety of colors for each group
- Paint brushes in a variety of sizes for each group
- Sandpaper of varying degrees of roughness (at least 2 per student)
- Exact-o knives (one per group)

Visuals and Resources:

Ashes 2 Art website: www.coastal.edu/ashes2art
Video of Tholos temple of Athena Pronaia available at ashes2art website


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

VI. Making connections between visual arts and other disciplines
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:
   A. Students demonstrate the ability to form and defend judgments about the characteristics and structure to accomplish commercial, personal, communal, or other purposes of art.
   B. Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
   C. Students create artworks that use organizational principles and functions to solve specific visual arts problems.

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.
   C. Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.

IV. Understanding the visual arts in relation to history and cultures:
   C. Students analyze relationships of works of art tone 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.
Procedures:

1. Discuss history of Delphi and the importance of the Oracle. (See list of resources for potential literature.)

2. Discuss and point out key architectural terms used in Greek architecture.

3. Have students discuss subject matter, and prevalent principles and elements of design seen in the various examples.

4. Bring the discussion to a specific architectural structure by showing the Tholos Temple of Athena Pronaia video available on the Ashes2Art website.

5. Introduce Ashes2Art website and bring specific attention to resources available regarding the Tholos (essays, videos, images, and panos).

6. Divide class into groups of two.

7. Move class to computer lab and have groups complete the research worksheet (attached).

8. After research is completed, show examples of relief sculptures particularly in various friezes.

9. Discuss subject matter of the frieze atop the Tholos of Athena Pronaia (battle of amazons vs. centaurs).

10. Divide students into groups of 3-4 and have students choose a subject for the frieze they will sculpt out of foam core board. Possible examples include: a mythological battle they have researched, a social issue they would like to depict, or a political situation occurring in today’s society. The importance lies in having the student research his/her subject so that they are knowledgeable about the subject and can develop an artwork that is dynamic and interesting.

11. Have students complete the group assignment worksheet and develop three thumbnail sketches before beginning to sculpt.

12. When the students have developed a plan, they should begin by attaching layers of foam core board to a base. The base is a flat piece of core board that can be hung on the wall.

13. Encourage students to layer levels of foam board on top of one another to create depth within the sculpture. Attach layers of foam board with glue and nails.

14. Have students draw out the plans for their sculpture with pencil on the foam board base so they have an idea where to apply layers of foam, and where to pull out foam.

15. Using exact-o knives and sandpaper, students can begin to sculpt their scene.

16. Small nails work particularly well in the foam board to anchor small pieces to the base, and they
Procedures (continued):

- Pieces can also be sculpted individually then anchored to the base using the small nails and glue.

- After the sculptures are completed, have students paint their relief foam frieze.

- Have students complete Vocabulary worksheet and finish Assignment Worksheet.

- Have each group present their sculpture and discuss the chosen subject matter. As a class, discuss similarities in the foam friezes and a frieze one would see on an ancient Greek temple, specifically that of the Tholos Temple of Athena Pronaia.

- Have students then complete a Venn-Diagram comparing their Frieze to that of the Tholos of Athena Pronaia.

- Display the various sculptures along the top of the wall in your classroom to create a classroom frieze.
Vocabulary Worksheet:
Using the Ashes2Art website, define each of the following terms.

Relief Sculpture:

Frieze:

Tholos:

Athena Pronaia:

At the bottom of the page, draw a diagram depicting the following Vocabulary terms and label each term.
(Pediment, Entablature, Architrave, Capital, Column, Base)
### Graduated Checklist:

(0-No Attempt, 1-Needs Improvement, 2-Satisfactory Attempt, 3-Exceeds Expectations)

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<th>Criteria</th>
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<tbody>
<tr>
<td>3 Thumbnail sketches show planning of Frieze by all members of the group.</td>
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<td>Venn Diagram is completed and shows comparisons between student’s frieze and that of the Tholos Temple of Athena Pronaia.</td>
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<td>Sculpture is neatly done, exemplifying good craftsmanship and attention to detail.</td>
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<td>Venn Diagram, Assignment Worksheet, Vocabulary Worksheet, and Research Worksheet are complete and turned in on time.</td>
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Group Assignment Worksheet:

List the name of your group members:

As a group, decide what tasks each group member is to complete. Take into consideration each piece or figure you will be sculpting, the sanding of hard edges, construction of the relief, and painting. List each group member’s tasks below.

Draw three ideas for your sculpture in the form of thumbnail sketches below:
Tholos Temple of Athena Pronaia

Detail of frieze on Tholos Temple of Athena Pronaia
Athenian Treasury: Example of Relief Sculpture on Frieze