

TEACHING NOTES

INTRODUCTION

Classical sculpture is a unit of a *Ciències Socials* optional subject titled *The Human Figure Through Art History*, addressed to students of *segon cicle de l'ESO*, aged 14-15. Nevertheless, these materials might be adapted to be used in other levels.

There is a power point presentation for each lesson where the teacher will find the same materials that are in the students' handouts but with more images, solutions of some exercises and some more activities that do not appear in the handouts. Therefore, it is essential the use of those power point presentations in every session.

A third general observation is about the fact that it is convenient to finish each exercise in a plenary because it is the appropriate way to clarify some issues, check which are the main individual and collective problems in the learning process, and also it is an opportunity to encourage speaking, making questions and giving answers.

LESSON 1: A FIRST LOOK

Exercise 1: Students work individually and the exercise is corrected in plenary.

Exercise 2: Students work individually and the exercise is corrected in plenary.

Exercise 3: Teacher reads the definitions, clarifies their meanings and then students work in pairs and the exercise is corrected in plenary. After that the teacher shows more sculptures asking several students about the differences between relief and statue in-the-round.

Exercise 4: Teacher uses the plenary to introduce a 5Ws activity asking questions to students about previous activities or asks students to prepare some 5Ws for their classmates, in order to encourage speaking skills.

Exercise 5: Using the images and the information of exercise 2 students write, individually the catalogue entry of four artworks. In plenary the exercise is corrected and teachers try to clarify any doubt.

Exercise 6: In pairs students select the appropriate answer and it is corrected in the plenary. It is not necessary to use Protagoras sentence

unless a student asks. Teacher uses the different options and images to get answers.

Exercise 7: Students write the names of the different parts of the human body using as reference the power point presentation and after that, individually, they rewrite the sentences.

Exercise 8: Students work individually in this exercise that integrates several topics: geographical and chronological frames and cataloguing patterns.

●**ASSESSMENT:** The teacher assesses this lesson through the work done during the session and individual answers to exercise 8.

LESSON 2: GREEK SCULPTURE

LESSON 2.1: ARCHAIC GREEK SCULPTURE

Exercise 1.1: With new artworks students, individually, do an activity, applying the concepts introduced in the previous lesson, in order to establish a connection between both lessons.

Exercise 1.2: Individually students match each picture with its description. In plenary teachers clarify the main formal features of Kouroi and korai.

Exercise 2: The aim of this exercise is to be aware of the main features of archaic Greek sculpture and to use the formal features to speak and write working in pairs.

Exercise 3: When students understand the archaic style and the basic vocabulary it is time to speak about it using the 5 Ws with questions prepared by teacher or students.

Exercise 4: Working in pairs, with images, the previous information and a word bank students describe the origin and evolution of archaic sculpture in accordance with its formal features. In this lesson it is important to be aware that we are developing the formal description of an artwork.

Exercise 5: In this exercise students can watch a video about a kouros and develop listening and reading skills with academic English. Moreover it is very useful because it is very short (one minute) and the text of the video is included in the handout so it is possible to repeat the reading and listening several times.

LESSON 2.2: CLASSICAL GREEK SCULPTURE

Exercise 1: In this exercise we continue developing the formal description skills and in the first step we introduce some adjectives and students match them with several classical artworks, working in pairs; in a second step they write some sentences with the previous adjectives applied to a formal description with sentence starters that help them to complete an easy description. In the plenary the teacher works, orally, with the sentences that nobody has used and clarifies any doubt or confusion.

Exercises 2 and 3: Working in pairs, each member of the pair reads a different text about the Classical Greek Sculpture and in a second step they share their own information by answering several questions in a collaborative work. The images and the vocabulary included in the texts can help them to answer. As usual the teacher uses the plenary for correcting individual and collective mistakes, encourage students to use English and to build knowledge.

Exercise 4: This exercise should be done in plenary because it is an opportunity for the teacher to state, working orally together with all the students, the formal features of Classical Greek sculpture and the main sculptors of this period.

Exercise 5: It is an opportunity for students to apply individually the information of the previous exercises. As we said in the introduction the answers to some exercises can be found in the respective power point presentation.

Exercise 6: It can be a complement of previous exercise because the 5Ws can be used to speak or write about the classical Greek sculptures.

Exercise 7: The aim of this exercise is summarize the basic information about Classical Greek sculpture and can be used as an assessment exercise.

LESSON 2.3: HELLENISTIC GREEK SCULPTURE

Exercise 1: In this first exercise students look at a Laocoon image and read a text to answer three previous questions that focused on the reading of the text.

Exercise 2: In order to state the basic cataloguing information about this sculptured group students to fill in the gaps of this exercise. In plenary the exercise is corrected.

Exercise 3: With the substitution table students, individually, begin to work with the formal description of Laocoon group.

Exercise 4: Working in pairs, this heads and tails exercise provides a more complex formal description of Laocoon because it offers a more complex vocabulary and a more detailed description.

Exercise 5: We advance with this exercise trying to identify the common formal features of Hellenistic sculpture, using the previous information and applying it to more artworks, in order to identify which are the correct sentences, working in pairs and using the plenary as usual.

Exercise 6: The 5Ws can be used now to share, clarify and amplify, orally, the shared information about Hellenistic sculpture.

Exercise 7: When students have enough information about Greek sculpture this Venn diagram exercise is designed to establish a visual comparison between different styles, working individually.

Exercise 8: As we have been working in this second lesson with the formal description of an artwork in this exercise students will apply the patterns for a formal description to Laocoon group with this writing frame that includes sentence starters. In fact they have enough information about this artwork through the previous exercises.

Exercise 9: In a certain manner this exercise is a summary of lesson 2 because students, individually, have to relate several periods and styles of Greek sculpture and in this sense can be also used as an assessment exercise.

●**ASSESSMENT:** The teacher assesses this lesson through the work done during the sessions and the individual answers to exercise 7 (Lesson2.2) and exercise 9 (Lesson 2.3).

LESSON 3: ROMAN SCULPTURE

Exercise 1: We begin this lesson with an exercise that connects with the previous lesson because it is related with the formal description of Augustus of Prima Porta but with a significant innovation: now the teacher describes orally the artwork and students have to write down its cataloguing and the main formal features. That is why it has been introduced a writing frame and a word band as an essential help for the students. The power point presentation shows images and effects that also help to understand this artwork.

Exercise 2: In the previous lessons we have been working with the patterns for cataloguing and formal descriptions, and in this third lesson we introduce the last step in a description: interpretation, and that means to talk about iconography, symbols and functions. It is a complex issue that we will try to work in a superficial way. In this exercise a text provide the basic information about Augustus' image and in a grid student, working in pairs, have to match iconography with symbols. And in a third step they write Augustus's interpretation using a diagram.

Exercise 3: In this exercise students apply previous information to new artworks, in this case two reliefs using images and texts. Exercise 3.2 can be used as an assessment exercise.

Exercise 4: A 5Ws exercise is introduced to foster speaking skills with previous information.

●**ASSESSMENT:** The teacher assesses this lesson through the work done during the classes and the individual answers to exercise 3.2.

LESSON 4: BEYOND CLASSICAL SCULPTURE

Exercise 1: This exercise is an opportunity to activate the whole information and communication and cognitive skills that we have been working on the previous lessons. Moreover provide a real collaborative task because students will work in groups and they have to take in common decisions, make choices and plan a presentation that includes ICT and speaking skills in English language.

Exercise 2: In this exercise two current debates are introduced about Classical sculpture that have artistic, cultural and political implications: Elgin's marbles and Alison Lapper's statue. In fact it is a difficult issue for our students even in their mother tongue; therefore the aim of this exercise is not to establish a perfect debate in English language, but to achieve that students were able to state some sentences for and against each position in this debate and that they were aware that artistic heritage has a current relevance.

Exercise 3: This exercise offers a ludic ending summarising some features, artworks and sculptors.

●**ASSESSMENT:** The teacher assesses this lesson through the work done during the classes and the outcome of exercise 1.