

# ASHMOLEAN

MUSEUM OF ART AND ARCHAEOLOGY UNIVERSITY OF OXFORD

## **BESPOKE CHENEY SCHOOL SESSION: Secondary Aegean World (1hr)**

The aim of the school session is to provide imaginative and creative ways of engaging with artefacts.

**LENGTH OF SESSION:** 1 hour

**LOCATION:** The Aegean World - Gallery 20

### **KEY THEMES, NARRATIVES, AREAS OF FOCUS:**

- Life before Athens
- Minoan Civilization and the Palace of Knossos

**Key Stage 3 National Curriculum aim:** understand historical concepts such as continuity and change, cause and consequence, **similarity, difference and significance**, and **use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts**, including written narratives and analyses

### **RESOURCE LIST:**

- Gallery search worksheets
- 12 Clipboards
- pencil case with 40 pencils (please sharpen after use)

### **SESSION OUTLINE AND TIMINGS**

#### **Before session starts**

- > Gather writing resources
- > Meet group at St Giles.
- > Store coats & bags in Learning Studio
- > Check if group needs toilets.
- > Briefing- please do not touch objects, no food or drink, they can take photos but no flash and no photos in the galleries work in copyright (last 100 years), no rucksacks in galleries on backs, including teachers.

#### **Gather the group at the entrance to gallery 20.**

#### **Session introduction (10 mins)**

Ask the students to consider, **“What is the purpose of museums?”** Feedback as a group.

Highlight how unique Cheney school is as it houses its own museum. Ask the students what similarities/differences they have noticed (so far) between the Rumble and the Ashmolean museums.

Focus on one of the key similarities being the need to collect data on the collections. Each artefact will have a unique accession number that helps the museum to identify it and usually a date and details of its origin.

Explain that today's activities are going to be part data collection and part historical enquiry, asking and answering questions about the past using the primary evidence on display.

Outline that the **first task** will be to explore the gallery and observe, discuss and respond to what they see – drawing on previous knowledge and making links to any similar objects they may have seen in the Rumble Museum.

The **second task** will be to work in pairs and focus on 2 given artefacts and record as much relevant data as they can, to then create a page of information about an object during the school session on 24<sup>th</sup> October.

### **What do they already know about Greece during the Bronze Age?**

- The Ashmolean's Aegean collections are the most significant outside Greece. They focus on the emergence of complex societies around the Aegean Sea.
- **The Bronze Age, 3200 to 1100 BC**, saw the transformation of societies in the Cyclades, Crete and mainland Greece.

### **Activity 1 - Minoan Gallery Trail (20 mins)**

Hand out worksheets, boards and pencils (1 sheet per student)

Students work in pairs to find 12 Minoan objects in the gallery and use the evidence to answer questions about key themes.

Feedback in central location – students share what they have discovered about each object. KD support through questioning.

### **Activity 2 – Make a short film about 2 of the objects (20 mins)**

Working in pairs, students will be assigned 2 objects. They will use a prompt sheet to answer a series of questions in order to record the relevant data for the Quire workshop.

The students will take it in turns to film each other using their phones or school iPad and produce an oral presentation on their 2 artefacts. Be sure to save presentations!

### **Information covered must include:**

- Accession number
- Title – How would you describe this object in a few words?
- Dimensions/size of object
- Material – what is it made of?
- Type – what kind of object is it? Does it remind you of anything else you've seen?
- Condition – is the object complete or is there damage to it? Can you see any signs of repair?
- Date
- Other observations – what do you find interesting about the object? What evidence does it give you about life in Minoan Crete? Who can you picture using/owing this object and why? Do you have anything similar in the Rumble Museum?

**Plenary (10 mins) – What have you learnt from this session?** Choose one object from the gallery that you would like to research further – what would it be and why? How would you present that information? Share with a friend.



