

ASHMOLEAN

MUSEUM OF ART AND ARCHAEOLOGY UNIVERSITY OF OXFORD

BESPOKE CHENEY SCHOOL SESSION: Handling in study room

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

LENGTH OF SESSION: 1 hour

LOCATION: Study Room 1

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:

- Object handling 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.

Take the group of 12 to the Study Room

Session introduction (10 mins)

Ask the students to consider, **“What is it like to work in a museum?”** Feedback as a group.

Discussion points:

- Importance of studying and handling objects
- What happens to objects when they are not on display in the galleries (study, conservation)
- How curators make objects/knowledge available

Show students some web content as examples of museum activities

Exhibitions

<https://www.ashmolean.org/exhibition/labyrinth-knossos-myth-reality>

Web story

<https://www.ashmolean.org/article/myths-of-the-labyrinth>

Collections Online

<https://www.ashmolean.org/collections/myths-and-legends-of-crete>

<https://collections.ashmolean.org/object/476207>

Show how structured data is given for each object in the collection

Explain the handling session is about collecting data about objects.

Hand round gloves and ask why it is necessary to wear them

Explain importance of handling objects carefully, supporting them with both hands as necessary, holding them over the tray, taking off jewellery. All of the objects are over 3000 years old and should be treated with respect.

Outline the first task which will be to examine and record an object using the sheet provided.

The second task will be to compare this object with another object which is both similar and different. Why are they similar/different? (e.g. function, age)

Each group will then present their findings to the rest of the class.

Activity 1 – Record an object (15 mins)

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

Each pair given an object to record

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/owning this object and why? Do you have anything similar in the Rumble Museum?

Students to record object using drawings and photos

Activity 2 – Compare with a second object (5 mins)

AS collects worksheets and assigns another object of a similar type to each pair. They discuss how the object is similar/different to the one they have studied and why this might be

Plenary (25 mins) –

Each pair presents their objects to the other students as they are passed round on trays

