



HELLENIC
≡ MUSEUM ≡

Multicultural Museums Victoria

**MULTICULTURAL SNAPSHOTS TOOLKIT:
TEACHING AND LEARNING UNITS**

Hellenic Museum

**UNIT 2: GODLY TALES
YEAR 7-8**

UNIT 2: HELLENIC MUSEUM

Curriculum alignment: Humanities and Intercultural Capability

Victorian Curriculum – Levels 7 and 8 content descriptions

Levels 7-8	Levels 7-8	Levels 7-8
HISTORY	INTERCULTURAL CAPABILITY	CIVICS AND CITERZENSHIP
Historical Knowledge Personal histories (<i>The Australian colonies</i>)	Cultural Practices	Citizenship, Diversity and Identity
Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE) • Greece • Rome • China	Analyse the dynamic nature of own and others cultural practices in a range of contexts (VICCCB013)	Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others’ perception of them. (VCCCC026)
Historical Knowledge Community histories (<i>Australia as a Nation</i>)	Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations (VICCB014)	Examine how national identity can shape a sense of belonging and examine different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander peoples’ perspectives. (VCCCC027)
The significance and importance of conserving the remains and heritage of the past. (VCHHK115)	Cultural Diversity	
History concepts and skills Using historical sources as evidence	Identify the challenges and benefits of living and working in a culturally diverse society (VICCCD015)	
Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability. (VCHHC099)		
Analyse the different perspectives of people in the past. (VCHHC100)		
History concepts and skills Continuity and change		



Identify and explain patterns of continuity and change in society to the way of life. (VCHHC102)		
History concepts and skills Historical significance		
Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress. (VCHHC104)		

UNIT 2: GODLY TALES

Rationale:

This learning sequence enhances students' understanding of the historical, cultural, and social significance of selected artefacts found in the Hellenic Museum's collection. The museum artefacts are examined for their significance both in ancient times and how they relate in a contemporary Australian context. Examining the relationship between the past and present provides students with an understanding of continuity and change as seen through personal and community contributions to civic life.

Objectives:

Have students engage with the interactive Multicultural Snapshots Toolkit: The Summit Induction page (<https://mmv.org.au/multicultural-snapshots-summit-induction/>) and the Multicultural Snapshots Summit (<https://mmv.org.au/multicultural-snapshots-summit/>). Here, students can source information provided by multicultural representatives of each of the five museums about the selected cultural artefacts and their significance, past and present. Listen to the Hellenic Museum's representative Jim Manolios' thoughts about how Greek history, customs and enterprise have helped shape a diverse Victoria and Australia's identity in the world.

Teaching and Learning cycle	Student activity
<p>Engagement</p> <p>Invite students to work in pairs to complete the '<i>I see, I Think, I Wonder</i>' worksheet with the two artefact illustrations. Once students complete all sections, have each pair share their responses with another pair, and then with the class.</p> <p>As a class, revisit the two illustrated artefacts, and collate feedback from the students about their responses to the questions highlighted for the activity, e.g.,</p> <p>Artefacts 1 & 2</p> <p>Describe what you see.</p> <ul style="list-style-type: none"> • What is noticeable about the shape, colour, texture, and special features of each artefact? • What material/s were they made from? • What decorations appear on the artefacts? • Are there similarities and differences between the appearance of the two artefacts? <p>Explain what you think.</p> <ul style="list-style-type: none"> • How were the artefacts made? • When were they made? • What were they used for? <p>Clarify what you wonder.</p> <ul style="list-style-type: none"> • What does the term 'kylix' mean? 	<p>Visible Thinking Strategies:</p> <ul style="list-style-type: none"> • I see, I Think, I Wonder

	<ul style="list-style-type: none"> • Who made the artefacts? • What is the significance of these artefacts, historically, culturally, and economically? • How are the artefacts related? • Where would I find these artefacts today? <p>Establish that the first artefact is a 'kylix'. It was used by the ancient Greeks to drink wine, particularly on special occasions. It also told stories of Greek mythology through the decoration on it. Visit and engage with the interactive Multicultural Snapshots Summit (https://mmv.org.au/multicultural-snapshots-summit/) to hear the Hellenic Museum multicultural representative Jim Manolios' contribution to the summit. From the interview, students should note what Jim Manolios shares about the Kylix drinking cup (in the 3rd film snippet).</p>	
<p>Building knowledge</p>	<p>Working in pairs, instruct students to complete a WebQuest on ancient Greek history. They should use the <i>Greek History & Timeline</i> summary worksheet as a guide. This summary provides a brief overview of the four main periods of ancient Greece. Knowing about Greek history provides a springboard for students to know and understand the development of democracy, and how our life and values have evolved.</p> <p>As an extension of the ancient Greek history summary timeline, have students complete research on the Dionysus Cup and the Attic black-figure Siana cup with scene of Theseus wrestling the Minotaur (hereafter referred to as the Siana Cup) and the period of Greek history when they were made (Classical Period and Archaic period respectively). Information students should discover is the:</p> <ul style="list-style-type: none"> • Era of production • Location of where the ceramics were made/found, if known • Materials the Kylixes are made of and the pottery painting technique used • What pottery in the 'Kylix' form was used for (consider the form and function of the vase/cup shape) • The potters and painters who created the kylixes, if known • significance of the decoration and imagery on depicted on the kylixes etc. <p>Have students draw additional styles of Kylix artefacts that they find in their research, to accompany the information they discover about Greek pottery and vessels.</p> <p>Have students also research Greek mythology, and the stories that each pottery artefact illustrates.</p> <ul style="list-style-type: none"> • National Geographic, Kids - Greece: https://kids.nationalgeographic.com/geography/countries/article/greece#:~:text=use%20is%20prohibited,-Greece%20has%20the%20longest%20coastline%20in%20Europe%20and%20is%20the,Ionian%20Sea%20to%20the%20west • Ancient Greeks: https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=ancient+greeks&SearchScope=All 	<ul style="list-style-type: none"> • Historical timeline and summary • WebQuest

	<p>Students could access the “Gods, Myths & Mortals, Exhibition Guide, Hellenic Museum” and other resources from the Hellenic Museum website, to assist them with finding information.</p> <ul style="list-style-type: none"> • Gods, Myths & Mortals, Exhibition Guide, Hellenic Museum (features the Siana Cup): https://www.hellenic.org.au/education-resources • Hellenic Museum Article about the Story depicted on the Siana Cup : ‘Theseus and the Minotaur: the man, the myth and...the science’ https://www.hellenic.org.au/post/theseus-and-the-minotaur-the-man-the-myth-and-the-science • Hellenic museum, Cypriot Pottery: https://www.hellenic.org.au/education-resources • Hellenic Museum 3D digital pottery collection. https://www.hellenic.org.au/digital-collection • Hear Hellenic Museum multicultural representative Jim Manolios describe the Dionysus Cup during the Multicultural Snapshots Summit (https://mmv.org.au/multicultural-snapshots-summit/ in the 3rd film snippet). • Hellenic Museum Article about ancient pot painters: Uncovering Ancient “First Drafts” on Greek Ceramics https://www.hellenic.org.au/post/uncovering-ancient-first-drafts-on-greek-ceramics 	
<p>Transformation</p>	<p>Pose the question: <i>How does ancient Greek pottery mirror ancient Greek society?</i></p> <p>Working in a group of four, have students find two examples of Greek pottery – from the following periods of Greek history: Neolithic Period (7,000- 3,000 BCE), Bronze Age (3,000-1,200 BCE), Geometric Period or Greek Dark Ages (1,200-750 BCE) Archaic Period (750-500 BCE), Classical period (500 BCE- 323 BCE) and Hellenistic period (323- 31 BCE). Therefore, each group will source ten ceramic/pottery artefacts. At least one of these should be a Kylix and one should be an amphora. Instruct students to copy the image of each pottery example and paste it along a timeline in the order of its age. Have students include information about the style of pottery it represents, the origin of each, the artist who produced it (if known), its social and/or cultural purpose, and the significance of the decoration, particularly the mythological story or everyday scenes it illustrates.</p> <p>As a class, display these timelines for all members of the class to view. Include the two pottery examples titled the Siana cup (Archaic period) and the Dionysus Cup (Classical period) that appear in the worksheet.</p> <p>Ask students in their groups to find an example of one red figure vase and one black figure vase and research the differences between the black and red figure pottery techniques. Discuss the differences and commonalities of each artefact. As a class, or in each group, have students complete a Venn Diagram of the differences and commonalities of these artefacts. For example:</p>	<ul style="list-style-type: none"> • Timeline template • Venn Diagram • Presentation software: PowerPoint,

	<p>1.</p>  <p>2.</p>  <ol style="list-style-type: none"> 1. Black figure Vase: Dionysus Cup attributed to Exekias (made c. 540-530 BCE), Currently held in the Staatliche Antikensammlungen, Munich. The Hellenic Museum holds a replica of this work which can be handled by students at the Museum. 2. Red Figure vase: Attic red Calyx Krater attributed to Euphronius, 'Hercules wrestling Antaeus' (510-500BCE), Currently held at the Louvre) <p>Ask each group to select one ancient Greek red figure or black figure vase that illustrates a mythological story. As a group, prepare a presentation about the artefact, its creator, mythological story, mythological characters, and relationships to an Ancient Greek belief system.</p>	
<p>Presentation</p>	<p>Invite students to write a <i>contemporary</i> 'mythological' story based on one of the ancient Greek mythological stories. Therefore, the story should be constructed as a <i>Quest story</i> where the hero/heroine encounters a dilemma that they overcome and return home changed by the experience. Invite students to use the Quest story planner to plan their story, and then to illustrate it. Using the Kylix template, invite students to decorate the interior and the exterior of the cup with their story. Have students share their ideas with a partner, and then with another pair. As a group, have students compare their mythological quest stories to the stories of migrants who now live in Australia. Their stories are reminiscent of a quest to establish themselves in a new life.</p>	<ul style="list-style-type: none"> • Quest story template • Kylix template • Think- Pair- Share • Wordle.



	<p>The group should access the Hellenic Museum’s multicultural representative’s (Mr. Jim Manolios) interview. From the interview, students should note what Jim Manolios states about his family’s immigration to Australia and their establishment of a wine business. Have students explore how traditional pottery of ancient Greece is continued in the contemporary wine business of Trofeo Estate.</p> <p>Have each group develop a Wordle or Word Cloud that encapsulates their understanding of how ancient cultures influence present cultures.</p>	
Reflection	<p>Evaluate student knowledge by using Quizlet. Generate multiple-choice questions about ancient Greek history, pottery, and mythology and have students review their previously completed graphic organiser, <i>I see, I Think, I Wonder</i>, and have them complete the <i>I used to think – Now I think</i>. Students should reflect on what they now know about Greek history and culture, the importance of Greek art and innovation in contemporary Australian life.</p> <p>Take students on excursion to the Hellenistic Museum, book a Hellenic Museum digital workshop and bring the museum and thousands of years of Greek pottery and more to the classroom, or book a face – to face workshop. Contact the Hellenic Museum Education Programs Coordinator via education@hellenic.org.au to inquire and organize a suitable and tailored opportunity for your students to encounter ancient civilizations and their world. More workshop opportunities: https://www.hellenic.org.au/educational-workshops Direct students to further resources on this topic.</p>	<ul style="list-style-type: none">• Quizlet• I used to think – Now I think

Web resources - Ancient Greece: (F) denotes that the resource is available in FUSE (DET Victoria)

Hellenic museum: <https://www.hellenic.org.au/>

Hellenic museum, Cypriot Pottery: <https://www.hellenic.org.au/education-resources>

Gods, Myths & Mortals, Exhibition Guide, Hellenic Museum: <https://www.hellenic.org.au/education-resources>

Dionysus and the pirates, the Dionysus cup by Exekias (90): <https://www.ancientartpodcast.org/blog/dionysus-and-the-pirates-exekias-90/>

Kylix- <https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art/greek-pottery/v/exekias-dionysos-kylix>

Wikipedia - https://en.wikipedia.org/wiki/Dionysus_Cup

Exekias - <https://www.britannica.com/biography/Exekias>

National Geographic, Kids - Greece: <https://kids.nationalgeographic.com/geography/countries/article/greece#:~:text=use%20is%20prohibited,-Greece%20has%20the%20longest%20coastline%20in%20Europe%20and%20is%20the,Ionian%20Sea%20to%20the%20west.>

(F) FUSE (DET Vic) – Ancient Greeks: <https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=ancient+greeks&SearchScope=All>

(F) Cybersleuth-Kids, Ancient Greece: http://cybersleuth-kids.com/sleuth/History/Ancient_Civilizations/Greece/

(F) BBC, Bitesize, Ancient Greece: <https://www.bbc.co.uk/bitesize/topics/z87tn39>

(F) BBC – History: <http://www.bbc.co.uk/history/ancient/>

(F) Ancient Greece, Staffroom: <http://www.ancientgreece.co.uk/staff/main.html>

(F) Ancient History, Greece: (Teaching resources): <https://ancienthistory.pppst.com/greece/index.html>

(F) History Channel, Ancient Greece: <https://www.history.com/topics/ancient-history/ancient-greece>

(F) Daily Life in Greece: <https://ancienthistory.mrdonn.org/Greeklife.html>

Scenes of Everyday Life in Ancient Greece: https://www.metmuseum.org/toah/hd/evdy/hd_evdy.htm

(F) Ancient Greece - The British Museum: <https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=7c926cdb-092f-4908-a94c-56ab5c85ffcf&SearchScope=All>

(F) PBS Empires: The Greeks: <https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=293d7901-3c8e-410a-ae1e-1c47f86ed126&SearchScope=All>

(F) Who Is Who in Greek Legend: <https://www.thoughtco.com/who-is-who-in-greek-legend-118993>

(F) Greek Mythology: <https://www.greekmythology.com/>

Greek Mythology: <https://www.history.com/topics/ancient-history/greek-mythology>

Greek Mythology:

<https://www.greekmythology.com/#:~:text=Greek%20Mythology%20is%20the%20set,and%20rituals%20of%20Ancient%20Greeks.&text=The%20most%20popular%20Greek%20Mythology,Athena%20and%20Titans%20like%20Atlas.>

Web resources – Teaching and Learning support:

Circle template: <https://www.template.net/design-templates/print/circle-template/>

(F) Graphic organisers: <https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=4827b7cf-5fe6-4c9d-85e8-6f7defe1336b&SearchScope=All>

History in Place project, Culture Victoria: <https://cv.vic.gov.au/stories/a-diverse-state/history-in-place>

I See I Think I Wonder: <https://thinkingpathwayz.weebly.com/seethinkwonder.html>

I used to think – Now I think: <https://pz.harvard.edu/resources/i-used-to-think-now-i-think>

Kylix template: <https://sites.google.com/site/archaeologos/seramik>

Presentation Guru: Story structure – The hidden framework that hangs your story together: <https://www.presentation-guru.com/on-structure-the-hidden-framework-that-hangs-your-story-together/>

Quizlet: <https://quizlet.com/>

Story structure - the hidden framework that hangs your story together: <https://www.presentation-guru.com/wp-content/uploads/2016/05/The-Heros-Journey.jpg>

Think- Pair- Share: <https://www.readingrockets.org/strategies/think-pair-share>

Timeline template: <https://www.sampletemplates.com/business-templates/sample-timeline-for-kids.html>

Venn Diagram: <https://www.studenthandouts.com/graphic-organizers/relationships/blank-venn-diagram-printables-with-instructions.html>

Visible Thinking, Project Zero: <https://pz.harvard.edu/projects/visible-thinking>

Wordle: <http://www.edwordle.net/>

STUDENT WORKSHEET: Hellenic Museum – GODLY TALES

Visible Thinking Strategy

- **I see:** describe what you see – the shape, colour, texture, and special features and materials used to make this object.
- **I think:** What do you think the object is?, What was it used for?, Who made it?, Why was it made how it appears?
- **I wonder:** How does this object represent Hellenic culture? Why is it important as an artefact of the past?



I See ...
I Think...
I Wonder...

Dionysus Cup (replica Kylix drinking cup) – 540-530 BC



I See ...
I Think...
I Wonder...

Siana cup (560-550 BC) – Theseus and the Minotaur

STUDENT WORKSHEET: HELLENIC MUSEUM – GODLY TALES

Greek History summary & timeline

Complete the timeline summaries by selecting the appropriate word in the list below. Research the correct words by accessing reliable websites for information about Ancient Greece. For example,

- **National Geographic, Kids - Greece:** <https://kids.nationalgeographic.com/geography/countries/article/greece#:~:text=use%20is%20prohibited,-.Greece%20has%20the%20longest%20coastline%20in%20Europe%20and%20is%20the,Ionian%20Sea%20to%20the%20west>
- **FUSE, Ancient Greeks:** (this repository has multiple web resources) <https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=ancient+greeks&SearchScope=All>
- **Hellenic museum, Cypriot Pottery:** <https://www.hellenic.org.au/education-resources>
- **Gods, Myths & Mortals, Exhibition Guide, Hellenic Museum:** <https://www.hellenic.org.au/education-resources>

7,000- 3,000 BCE Period
	<p>The Neolithic period, beginning around 10 000 BCE, represents a from the hunter-gatherer lifestyle to sedentary populations, a revolution that laid the foundation of our civilisation. In Greece, the Neolithic culture began around 7000 BCE with the exploitation of agriculture and domestication enabling the trade of surplus products. Trade routes were established from the Ionian Islands and Crete, to Macedonia and Thrace, using both land and sea routes. Increasingly complex tools of flint, stone and obsidian aided with farming, construction and skilled labour. The first vases were developed to be used as containers and were decorated with simple patterns and symbols using experimental techniques.</p>
3,000-1,200 BCE Age
	<p>At the end of the fourth millennium BCE, the use of bronze was prominent, leading this period to become known as the Age. Connected by trade, four distinct cultures in the Aegean developed in this period: the Early Helladic in the southern Greek mainland, Early Minoan on the island of Crete, Early Cycladic in the central Aegean islands, and the Trojan in Asia Minor, on the north-east coast of the Aegean. Increasing populations in resource-rich areas led to the first centres, often with defensive On Minoan Crete a distinctive ‘marine’ and ‘floral’ style of vase decoration developed, depicting realistic flora and fauna on vases such as, seaweed, and leaf forms and all-over leafy decorations. The Minoans – a strong maritime power -took inspiration from their environment</p> <p>In the Late Bronze Age (1600-1050 BCE), the Mycenaean civilisation was forming on the Peloponnese, embracing a heroised past as its foundation. Religion, myth and history intertwined in their art and were used as Mycenaean pottery style was inspired by the Minoan style. But was transformed to create more stylised compositions of animals and plants. Mycenaean vase decoration initiated the beginnings of Greek mythology being used to decorate artworks. Later abstract, patterned decorations became common on Mycenaean pottery.</p>

1,200-750 BCE Period or Greek Dark Ages
	With the loss of writing and figural art in the Dark Ages, Hellenic religion and mythology was preserved and expanded through oral tradition of Athenian pottery in this time developed into a distinct geometric style, featuring strict and simple designs made up of horizontal decorative bands painted around ceramic vessels with repetitive geometric shapes likeand
750 – 500 BCEPeriod
	Greece was made up of several city states which were ruled by kings, tyrants, elected representatives or powerful male citizens of often aristocratic birth. The largest states were Athens,, Corinth, and During this period, Athens became the most powerful and introduced a new system of government called The first Olympic games was held inBCE to honour the god Greek trade and colonisation intensified during the Archaic Period. With increased trade came the exchange of and Trade with the Middle East and the import of Middle Eastern pottery that was painted in a black figure or ‘orientalising style’ had a big impact on Greek ceramic design. The adoption of the black-figure pottery technique in Attica allowed greater detail and the depiction of mythological scenes or visual narratives painted in a slip paint on the background of ceramic vases/vessels. The Greeks used pottery artefacts to store, ferment, and drink liquids from, such as wine and water. Smaller pots were used as personal containers for and ointments.
500 – 323 BCE Period
	In this era, ancient Greek society and culture experienced the height of its development, and this era is typically called The Age. This era saw the building of the Temple on the Acropolis hill in Athens. It was also a period of war as the Greeks were in conflict with the Kingdom.the Great was a famous conqueror of this time. Famous philosophers established schools of thought that have formed the foundation of our society today. Four of the most noted philosophers and statesmen were - who established the democratic system of government, who questioned the moral virtues of society and government, who established the - a higher learning institution centred on philosophy, and who studied physical science, particularly biology. The red-figure vase painting technique was invented in Athens in about 520 BCE. It replaced the previously popular black – figure technique. The red-figure technique is the reverse of the black-figure technique. While both involve a three-step vase firing process in a kiln, red-figure pottery is characterised with figures on a painted background. Illustrated subjects included scenes from everyday life such as olive picking as well as the standard heroic and themes.
323- 31 BCE Period
	This period Greek culture experienced many changes and was further shaped by how the people valued learning. The Arts flourished during this era and

	architecture, sculpture, and pottery became more ornate and expressive. This period is marked by the death ofthe Great, and the army conquering Greece around 31 BC. Pottery of this period is characterised by relief vases, black and red glazed vessels bearing small floral motifs, ornamented lamps, and trade By the 4th century BCE, the red and black-figure decoration of pottery had become a dying art, and it had disappeared from Athens by 320 BCE.		
WORD LIST			
Archaic	776 BCE	democracy	Aegean
Hellenic	Classical	curved	islands
Ionian	Mediterranean	Hellenistic	geometric
Sparta	communism	ideas	Neolithic
storytelling	Persian	Thebes	Golden
Aristotle	Pericles	red	Zeus
Academy	propaganda	Semi-circles	King Minos
perfume	mythological	money	Roman
Diamond	flower	gold	Genghis Khan
rural	Alexander	Plato	Socrates
storage	Mycenaean	Terra-cotta	drinking
octopuses	amphorae	Acropolis	523 BCE
animal	transition	black	Bronze
walls	Theseus	urban	marine
Parthenon	circles	technologies	transport
Dionysus	mountains	naturalistic	fermentation

Teacher resource: HELLENIC MUSEUM – GODLY TALES
Greek History summary & timeline

Complete the timeline summaries by selecting the appropriate word in the list below. Research the correct words by accessing reliable websites for information about Ancient Greece. For example,

- **National Geographic, Kids - Greece:** <https://kids.nationalgeographic.com/geography/countries/article/greece#:~:text=use%20is%20prohibited,-.Greece%20has%20the%20longest%20coastline%20in%20Europe%20and%20is%20the,Ionian%20Sea%20to%20the%20west>
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7,000- 3,000 BCE	<p>Neolithic Period</p> <p>The Neolithic period, beginning around 10 000 BCE, represents a transition from the hunter-gatherer lifestyle to sedentary populations, a revolution that laid the foundation of our civilisation. In Greece, the Neolithic culture began around 7000 BCE with the exploitation of agriculture and animal domestication enabling the trade of surplus products. Trade routes were established from the Ionian Islands and Crete, to Macedonia and Thrace, using both land and sea routes. Increasingly complex tools of flint, stone and obsidian aided with farming, construction and skilled labour. The first vases were developed to be used as storage containers and were decorated with simple patterns and symbols using experimental techniques.</p>
3,000-1,200 BCE	<p>The Bronze Age</p> <p>At the end of the fourth millennium BCE, the use of bronze was prominent, leading this period to become known as the Bronze Age. Connected by trade, four distinct cultures in the Aegean developed in this period: the Early Helladic in the southern Greek mainland, Early Minoan on the island of Crete, Early Cycladic in the central Aegean islands, and the Trojan in Asia Minor, on the north-east coast of the Aegean. Increasing populations in resource-rich areas led to the first urban centres, often with defensive walls. On Minoan Crete a distinctive ‘marine’ and ‘floral’ style of vase decoration developed, depicting realistic flora and fauna on vases such as octopuses, seaweed, flower and leaf forms and all-over leafy decorations. The Minoans – a strong maritime power - took inspiration from their marine environment</p> <p>In the Late Bronze Age (1600-1050 BCE), the Mycenaean civilisation was forming on the Peloponnese, embracing a heroised past as its foundation. Religion, myth and history intertwined in their art and were used as propaganda. Mycenaean pottery style was inspired by the naturalistic Minoan style. But was transformed to create more stylised compositions of animals and plants. Mycenaean vase decoration initiated the beginnings of Greek mythology being used to decorate artworks. Later abstract, patterned decorations became common on Mycenaean pottery.</p>

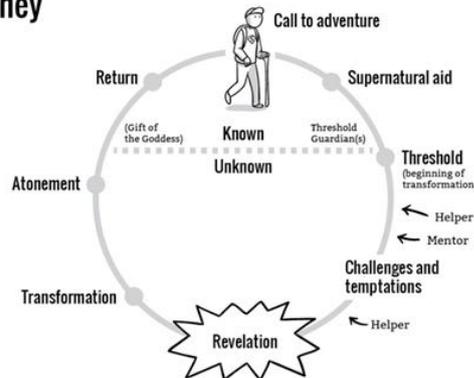
<p>1,200-750 BCE</p>	<p>Geometric Period or Greek Dark Ages With the loss of writing and figural art in the Dark Ages, Hellenic religion and mythology was preserved and expanded through oral tradition of storytelling. Athenian pottery in this time developed into a distinct geometric style, featuring strict and simple designs made up of horizontal decorative bands painted around ceramic vessels with repetitive geometric shapes like circles and semicircles.</p>
<p>750 – 500 BCE</p>	<p>Archaic Period Greece was made up of several city states which were ruled by kings, tyrants, elected representatives or powerful male citizens of often aristocratic birth. The largest states were Athens, Sparta, Corinth, and Thebes During this period, Athens became the most powerful and introduced a new system of government called democracy. The first Olympic games was held in 776BC to honour the god, Zeus. Greek trade and colonisation intensified during the Archaic Period. With increased trade came the exchange of ideas and technologies. Trade with the Middle East and the import of Middle Eastern pottery that was painted in a black figure or ‘orientalising style’ had a big impact on Greek ceramic design. The adoption of the black-figure pottery technique in Attica allowed greater detail and the depiction of mythological scenes or visual narratives painted in a black slip paint on the red background of ceramic vases/vessels. The Greeks used pottery artefacts to store, ferment, transport, and drink liquids from, such as wine and water. Smaller pots were used as personal containers for perfume and ointments.</p>
<p>500 – 323 BCE</p>	<p>Classical Period In this era, ancient Greek society and culture experienced the height of its development, and this era is typically called, The Golden Age. This era saw the building of the Parthenon Temple on the Acropolis hill in Athens. It was also a period of war as the Greeks were in conflict with the Persian Kingdom. Alexander the Great was a famous conqueror of this time. Famous philosophers established schools of thought that have formed the foundation of our society today. Four of the most noted philosophers and thinkers were - Pericles who established the democratic system of government, Socrates who questioned the moral virtues of society and government, Plato who established the Academy- a higher learning institution centred on philosophy, and Aristotle who studied physical science, particularly biology. The red-figure vase painting technique was invented in Athens in about 520 BCE, it replaced the previously popular black – figure technique. The Red Figure technique is the reverse of the black-figure technique. While both involve a three-step vase firing process in a kiln, red-figure pottery is characterised with red figures on a black painted background. Illustrated subjects included scenes from everyday life such as olive picking as well as the standard heroic and mythological themes.</p>
<p>323- 31 BCE</p>	<p>Hellenistic Period This period Greek culture experienced many changes and was further shaped by how the people valued learning. The Arts flourished during this era and</p>

architecture, sculpture, and pottery became more ornate and expressive. This period is marked by the death of **Alexander** the Great, and the **Roman** army conquering Greece around 31 BC. Pottery of this period is characterised by relief vases, black and red glazed **drinking** artefacts bearing small floral motifs, ornamented lamps, and trade **amphorae**. By the 4th century, the red and black figured decoration of pottery had become a dying art, and it had disappeared from Athens by 320 BCE.

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The Quest template

The Hero's Journey



The Quest is the story of hero(es), who set out on a journey to find their holy grail. Along the way they face obstacles, temptations and dangers.

<https://www.presentation-guru.com/wp-content/uploads/2016/05/The-Heros-Journey.jpg>

<p>The call to action</p>	
<p>The journey</p>	
<p>The dilemma</p>	
<p>Overcoming obstacles</p>	
<p>Lessons learned.</p>	
<p>Returning – changed</p>	

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