



EURODIPLOMATS
2020-1-CY01-KA227-SCH-082681

Activity Number: Collaborative Art-Making Pedagogy_ Activity 1

Title: Birds and humans in motion: A bio-archaeological approach from ancient times till today

Designed by: Eurodiplomats Project Partners

Area(s): cultural heritage; cultural attitudes; European cultures

Objectives: Students will:

1. have first contact with ancient decorated clay vessels from Cyprus and other European and non-European/ Mediterranean countries.
2. observe and identify morphological and structural elements (patterns, shapes, colours) in ancient clay vessels (from Cyprus, Europe and other Mediterranean countries) through various sources (museums, virtual tours, online sources, books, onsite presentations etc.).
3. investigate the symbolisms of the observed drawings depicted on the ancient clay vessels of the various civilisations under study.
4. become aware, through the ancient pottery art, of the diversity and the commonalities that connect the European countries and other civilisations, and as cultural diplomats adopt and cultivate attitudes of equality and respect for them.
5. identify permanent resident birds of the host country and migratory birds that migrate to the host country from other countries and relate the birds' movements to human movements.
6. collaborate in creating a collective artwork which will include the common morphological and structural elements observed in the ancient pottery art from Europe and the other civilisations under study.

The time needed: 20 hours



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Materials needed: clay vessels, pictures, computer, projector, paints, clay, papers, printed pictures, replicas of museum exhibits (clay vessels), printer, paints, brushes, tablets.

Age level(s): 8-12

Number of participants per group: 2-4 per group

A step-by-step description of the activity:

1. The teacher presents the students with replicas of ancient decorated clay vessels from Cyprus (plates, jugs, cups, bowls). After discussing the use of the presented vessels, the students observe the design and the decoration. Based on the students' observation, the drawings and shapes are grouped under themes (birds, animals, plants). Discussion follows on the timeless need of people to decorate their objects in Cyprus and worldwide.
2. The teacher forms student groups (of 2-3 students) playfully and collaborates to carry out a guided investigation on ancient clay vessels of the host country, which are decorated with birds, through online museum collections: 1) the British Museum [https://www.britishmuseum.org/collection/term/x107549?id=x107549&page=2#page_top], 2) the Archaeological Museum of the Bank of Cyprus Cultural Foundation [<https://www.boccf.org/museums-and-collections/museum-of-george-and-nefeli-giabra-pierides-collection/collection-items/>] and 3) the Metropolitan Museum of Art [<https://www.metmuseum.org/search-results?q=cyprus+clay+vessels+birds>] (Alternative would be to carry out an onsite visit to a local/ state archaeological museum of the host country but due to covid-19 restrictions, no student visits are allowed out of school). The students, with the help of their teacher, spot ancient vessels decorated with birds. The teacher explains to the students aspects related to the ancient vessels they see in the museum exhibitions (e.g. materials, chronological periods, use, structural and morphological elements).
3. The students continue their group collaboration to investigate ancient clay vessels from other European countries (e.g. Greece, Italy, Spain etc.) and other civilisations (e.g. Egypt)

decorated with birds. The teacher facilitates the students' research.

4. The students announce the findings of their investigation to the whole classroom. They present pictures of the ancient vessels found and discuss the country of origin and the decoration represented.
5. After the students' presentation, an archaeologist invited to the school presents to the whole classroom a PowerPoint presentation with pictures and videos of ancient clay vessels depicting birds from the host country and other European Countries as well as from other non-European countries.
6. The students print out the pictures found through their investigation and focus on more targeted observation to create a list of the represented drawings, shapes, patterns and colours regarding birds found on the ancient vessels from the countries under study. Then the students are requested to comment on the recorded list. The students should notice that there is a big diversity of birds represented in ancient pottery art, with many features in common. In this way, the diversity and the commonalities between European countries and other cultures are underlined and highlighted.
7. The teacher leads the students to a deeper understanding of the symbolisms beneath the vessels' designs and drawings (birds). The students are first requested to form hypotheses and then further investigate the meanings associated with those features online. Their interpretations are presented in the whole classroom. Discussion follows on the timeless need of people to represent meanings through pictures and the timeless underneath meanings of particular features, e.g. power, fertility etc. The universal human needs lying behind those meanings are highlighted, and the emerged diversity and commonalities are underlined.
8. The following day, the students attend a presentation (from Bird Life Association) on birds of the host country, which are permanent residents or migratory birds (endemic or not). Particular emphasis is given to migratory birds moving from the students' country of origin to the host country and vice versa. Discussion follows the reasons for those movements (better living conditions), and comparisons are made between birds' and humans' movements from ancient times to the present day. The aim is to "normalise" the need for movements as a natural behaviour for achieving better living conditions/survival.
9. On another day, the teacher invites a professional potter into the classroom. She shows pictures and videos and makes an onsite demonstration of creating clay vessels in the

- classroom. She/He then presents the students with the process of decorating clay vessels with drawings.
10. The teacher creates three groups of 3-4 students playfully. The teacher, in collaboration with the potter, gives each student a piece of clay and gets guidance for creating their vessel (plates and cups). The creations of the students are taken in the potter's furnace.
 11. On another day, when the students' vessels are dry and ready, they are transferred back to school. The students draw (decoupage method) a bird from their origin country that migrates to the host country on their clay vessels. Students from the host country draw endemic birds that migrate to other countries. Then a collective artwork is formed with all the decorated vessels. The collective artwork combines the shared birds that migrate from the host country to the students' country of origin and vice versa. Discussion follows on associations between birds and humans in motion as birds are in continuous motion and are free to move among different countries for better living conditions. Hence, Europeans have the legal right to move freely between European countries. The students are encouraged to act as cultural diplomats and go one level deeper to inform their classmates about the bird of their country and give new symbolisms for those shared features based on values that bond people and are needed for building up a robust and resilient Europe.
 12. The final artworks are permanently exhibited as a collective piece at the school premises, accompanied by an explanatory text about the artwork and the overall project. When exhibited, the students offer organised guided tours to other students of their school, to parents and teachers, thus acting as cultural diplomats, promoting the theoretical framework, the messages and the concept of the artwork.

Strategies of teaching and learning: collaborative learning, active learning, experiential learning, distance learning, museum learning (online), brainstorming

Evaluation: A brief whole-class discussion follows, evaluating a) the reasons that support each group's selection of drawings which are included in the artworks, b) the new symbolisms given by the students to the drawings in the framework of a robust and resilient Europe.

Notes to the teacher:

The teacher should not intervene in the discussions and decisions of the groups. The teacher should create groups of mixed abilities from both genders and different nationalities, if applied.

Notes to the students:

The students may bring in the classroom decorated vessels they may have at home, either from the host country or their country of origin (if they have one). They may also bring at school printed pictures of birds which can be found in their country nowadays.

Suggestions for follow-up activities:

Onsite visits: Archaeological Museums and Folk-Art Museum to observe the authentic vessels or other folk-art exhibits representing birds in Cyprus.

Virtual tours: Museums in other countries that include exhibits depicting drawings with these themes.