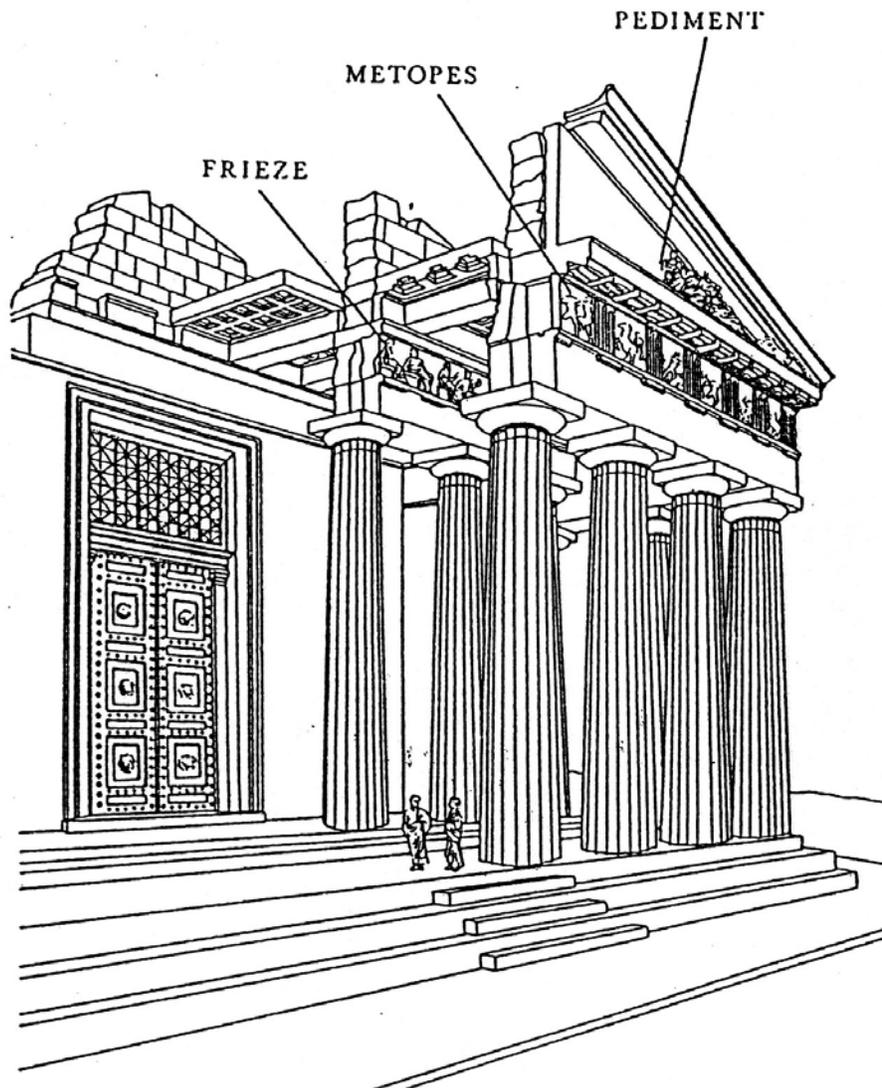


## Greek Architecture

Gallery Activities & Teaching Notes for Rooms 17 and 18



## Greek Architecture Activity 1: recording a building

- Sean Sloane is an archaeologist who specialises in recording and studying buildings which are still above ground.
- Sean is very busy at the moment, and needs you to help him record the Ancient Greek buildings in The British Museum. The building is in Room 17.
- He has left you some instructions and some enquiry ideas to help you get started.

### Things to do List

- Look closely at the building
- Decide what you will draw:
  - A close up of a carved pattern or sculpture (detailed illustration)
  - One side of the building (an elevation with scale)
  - A map of the building (a plan with scale)Decide how to show what is there now and how it may have originally looked. You must be able to tell the difference on your drawings.  
Perhaps draw the existing building or sculpture in a thick line and how you think it may have looked with a thinner or a lighter line.
- Decide what you will write:
  - Label the drawings (annotate)
  - Write notes about the building or parts of it
  - Note down what you did, using bullet points (record method)
  - Note how you measured (scale)

|   |   |
|---|---|
| <p>Building Record Form</p> <p>Monument Recorded:</p>   | <p>The British Museum</p>                     |
| <p>Date Monument Built:</p> <p>Built of:</p>  | <p>Education &amp; Information Department</p> |
| <p>Country of Origin:</p>   | <p>Archaeology &amp; Architecture Team</p>    |
| <p>Project Officer: Sean Sloane<br/>Assistant Name:</p> <p>Class:                      Year:                      School:</p> | <p>Date Recorded:</p>                         |

## **Greek Architecture Activity 2: fragments of buildings**

- Our Building Projects Officer has left these questions for you to think about.
- Some information is in the museum. You will need to find out some information at school.
- Choose one fragment or a group of fragments.

**Name of building:**

**Date:**

**Place building was situated:**

1. Where on the building has the fragment come from (column, frieze, capital, pediment)?
2. Was it on the inside (interior) or outside (exterior) of the building?
3. What was the job of the fragment: to hold the building up, to make it look good, or both? Could people see it from the ground?
4. How was building built?  
Are there any clues about how your fragment was joined to the rest of the building?  
How did they lift such heavy weights?
5. Is there any evidence to show what colour the fragment was when the building was built?
6. Do you think that the builders also carved the sculptures?
7. Who used the building, and what for?

**The Nereid Monument**      **Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- The Nereid Monument is a large tomb from Lykia (on the south west coast of modern Turkey).
- It was built at the end of the 4th century BC.
- It looks like a miniature temple and has Ionic columns.
- The British Museum has reconstructed one end of it.

It is called the Nereid Monument because the statues between the columns are of the daughters of the sea-god Nereus. Ancient Greeks believed that it was the Nereids who carried the dead off across the ocean towards the land of the dead.

- The monument has friezes, these show different scenes

**Can you find....?**

battles between Lykian warriors and their enemies, including the Amazons?

a city under siege?

ambassadors approaching a Persian governor (he is sitting down)?

Use the space below to draw a close-up of one person shown on the Monument.

This is a close-up  
of a .....

It is from the .....

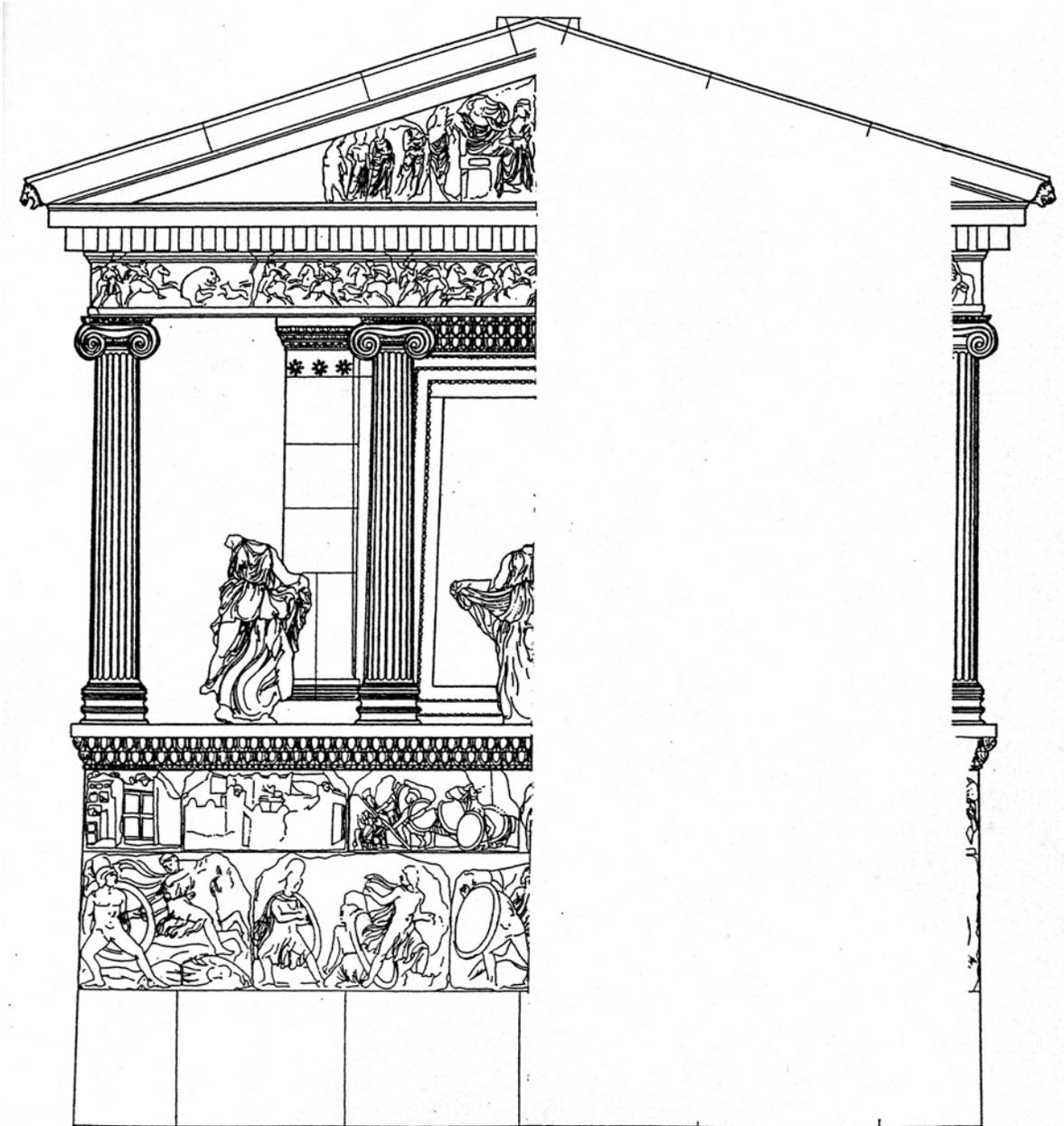
of the Nereid Monument

**The Nereid Monument**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Now:**

Complete the architectural drawing of the front of the Nereid Monument.



## The Parthenon

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- The Parthenon is a temple built on the Acropolis of Athens.
- It was built between 447 and 432 BC.
- It was built as part of a vast project masterminded by The statesman, Pericles.
- A huge statue of the goddess Athena used to stand inside.
- The statue was made of gold and ivory by the famous Sculptor Pheidias.

The building was decorated with marble sculptures. These sculptures show scenes from Athenian festivals and stories.

There are three different types of architectural sculpture: carved

in the round, carved in high relief and carved in low relief.

Now look closely at the Parthenon sculpture in the gallery.

Can you find....? What type of architectural sculpture are these....?

**the frieze** this ran all around the building, inside the colonnade.

**the metopes** were on the outside of the temple high above the columns.

**the pediment** filled the triangle shaped roof gables.

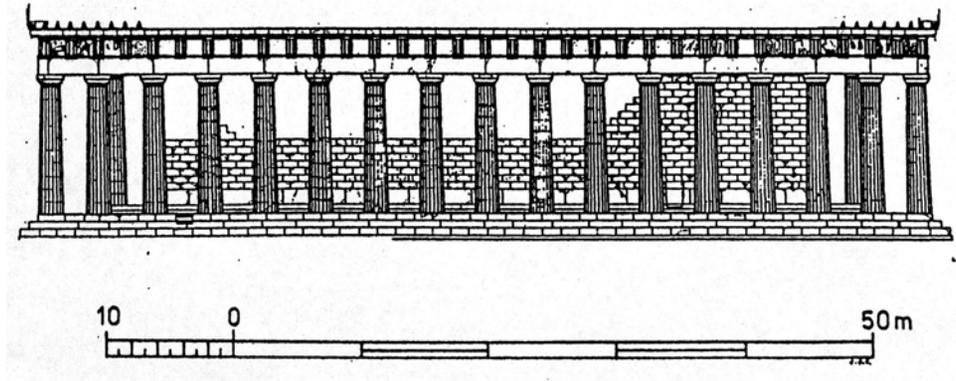
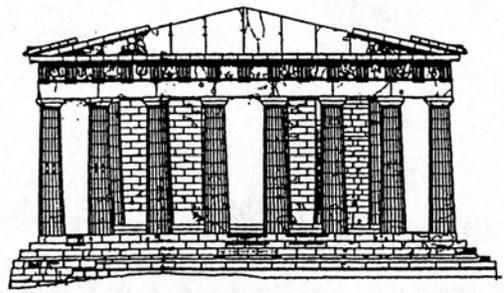
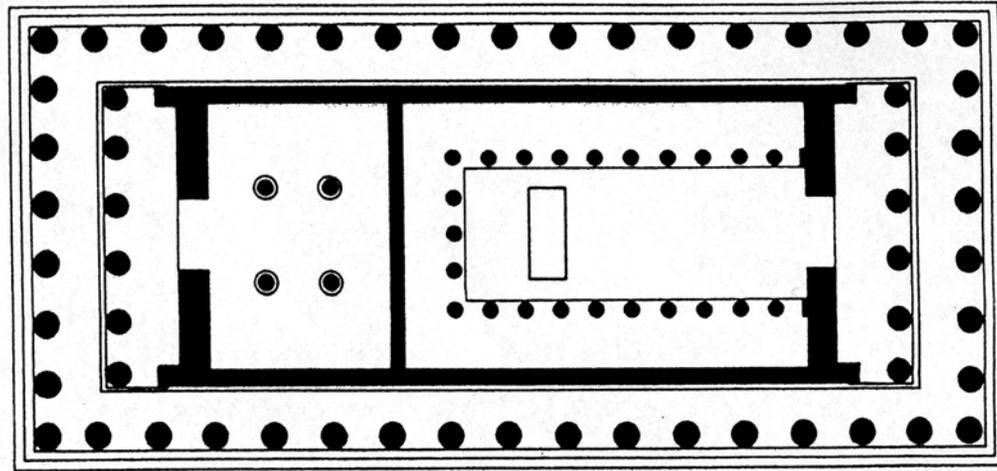
Notes and sketches: choose one section from the frieze, metopes or the pediment.

The Parthenon 447-432BC  
were?

| Notes & Sketches |
|------------------|
|                  |

Where do you think the frieze, metopes and pediment sculptures were?

Mark on the plans and elevations.  
Make notes and sketches on one type of architectural sculpture.



## Greek Architecture Teacher's Notes

### Before your visit

- Brainstorm different types of buildings which occur locally.
- Sort the buildings into groups and then give each group a title.
- Encourage the children to think of different building functions: domestic, civic/public, commercial, leisure, religious, education, etc.
- Do the buildings all have a single purpose, or do some have multiple functions?
- Explain that in Ancient Greece there was a range of buildings in both the town and countryside, just as we have today.
- Explore the use of buildings for different purposes: family houses were used for domestic and commercial activity; temples were often used to store treasures.
- Take photos of a range of different local building types – look for any which have a classical look or elements of use The British Museum.
- Sort the photos into low and high status buildings.
- Discuss with the children some high status Greek buildings such as the Parthenon.
- Introduce the Architecture Activities; prepare children for note-taking, observational drawing; familiarise with architectural ideas and language needed in the Museum.

## **At the British Museum**

### **The Nereid Monument:**

- Use flash cards with architectural vocabulary and the building itself to explain the different architectural elements: column drum, capital, column base, frieze, pediment...
- Demonstrate estimating the size of a building using the height of the children.
- Follow up with one or more of the activities.
- Greek Architecture Activity 2 is well suited to room 77 or room 19, but please check that these rooms will be open for your visit. This is a good activity for differentiation.
- Encourage children to choose different architectural or building elements/fragments and to work through the questions.
- Simplify or limit the questions for children with SEN or allocate the different drawing tasks to each group.

### **Back at school**

- If the children have worked on different drawing tasks or architectural fragments, ask them to share their work.
- Ask them how they could continue their architectural study away from the Museum.
- Encourage them to use books and the Internet, for example The British Museum COMPASS web site to discover more about Greek architecture.
- Extend some children through the use of the Perseus website to discover more about Greek buildings in general and the buildings of the Acropolis in particular ([www.perseus.csad.ox.ac.uk](http://www.perseus.csad.ox.ac.uk)).
- Find out more about the uses or the original fittings, furniture or statues.
- Use their estimates or measurements to create scale models of their fragment.
- Use ICT to create a living book or web page about Greek architecture.
- Show the children the photos of local buildings again, or use The British Museum. Do any have Greek architectural elements in their design? Ask the children to study the building and draw out elements which demonstrate the Greek legacy.