

Tyros junior high school

Comenius Art project

Greek mythological creatures

Activity

- imagine and draw a monster of the Greek mythology
- discover the impact of Greek mythological monsters in visual arts



Purposes and objectives

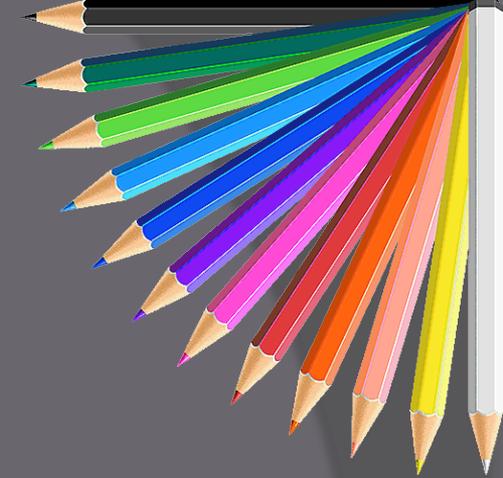
Purposes

- to **familiarize** students with the Greek myths, to develop their imagination and creativeness and to give them the opportunity to discover the great importance of Greek mythology as a source of inspiration for artists throughout the centuries.

Objectives:

- Recognize the characteristics and attributes of 6 mythological creatures (monsters) from written descriptions.
- Imagine their shape and appearance.
- Draw a creature based on the description.
- Identify the mythological creature or the myth in artworks throughout the centuries.
- Compare and discuss the ancient and modern representations.
- Enrich language skills by introducing words or phrases coming from Greek mythology and used in different languages today.

Material and Teams



- Variety of colored balloons: 1 balloon per student
- Small pieces of paper (1 per student) with the name of the teams on.
- 1-2 printed descriptions of a creature per team.
- A4 Sheets (1 per student)
- Colored pencils and fiber pens
- PowerPoint presentations with artistic representations of mythological creatures.



Teams* (of 5 students)

- Lernaean Hydra team
- Medusa team
- Cyclops team
- Minotaur team
- Sirens team
- Scylla and Charybdis team

* We created only 5 teams in order to finish in time.

Procedures



1. Preliminary tasks: Creation of teams

- Mrs Varvara Psychogiou had the idea to create teams by playing a game. We decided to roll up small pieces of paper with a team's name on (sets of 5) and to put each one inside a balloon before blowing up.
- We gave the balloons to the students and let them play in the yard for about 5 minutes. Then we told them to stop playing and to keep one balloon.
- Once the balloons were busted, we explained that students who had the same team's name on the piece of paper should join together and create a team. Then we entered in a classroom and each team sat separately.



Procedures

2. Description of the main activity's phases

- ⦿ Each team had to read a written description of the “monster” in english. As students were not fluent in english, they also heard an oral version of the text and we provided them some help by explaining difficult words.
- ⦿ Students had about 30' time to draw the “monster” as they imagined it.
- ⦿ When students finished, the members of each team showed the drawings to the rest of the students.
- ⦿ After the exhibition of each team's work , the teacher presented the different representations of the mythological creature in art throughout the centuries (PowerPoint presentation) and asked the students to observe the evolution in the representations and to point out what they found interesting in the perceptions of artists. Towards the end of each presentation some activities on language were proposed to the students (understanding of expressions)

Procedures



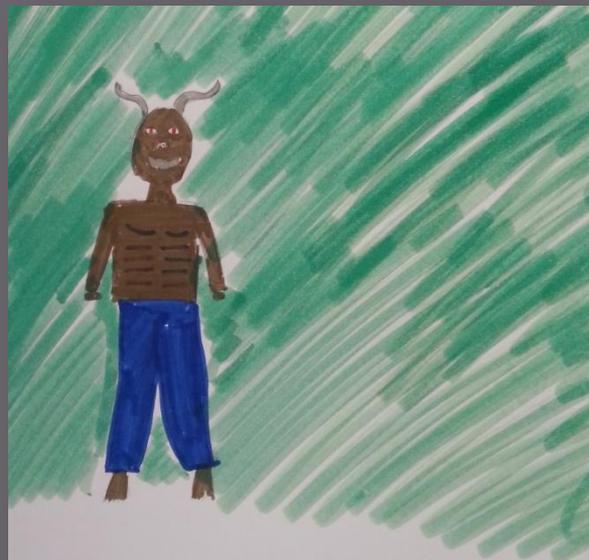
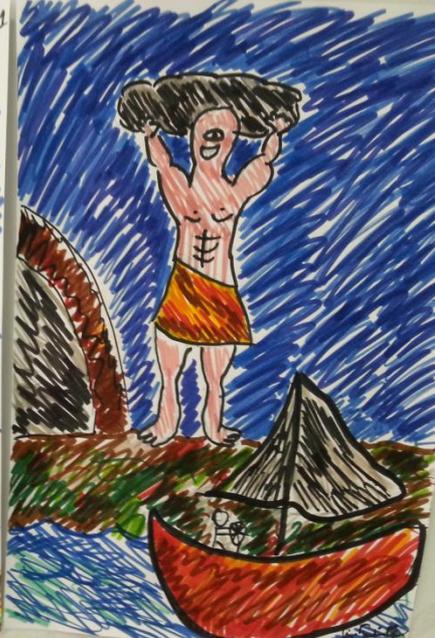
3. Art contest

- All the drawings were exhibited on the walls of the school. The participants and the teachers voted for the work they liked the most. The students didn't have the right to vote for the drawings of their team. The winner earned a special price.





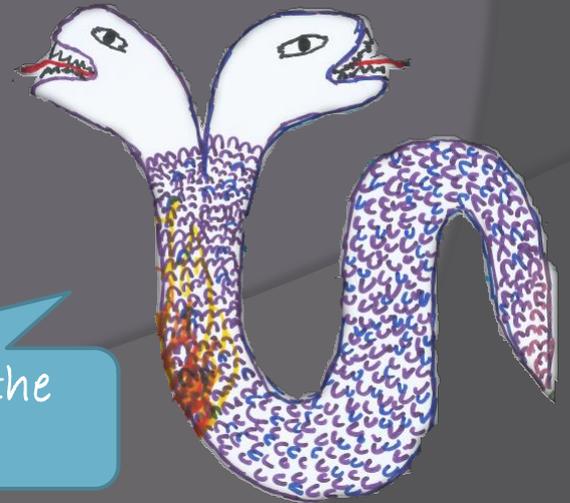
Tyros Greece
Haria Zarokovic



Caltanissetta, Italia
Carlootta Vitorioso



Kaunonia, Lithuania



1st and 3rd price.

Oh! And here comes the
2nd price!

Time, place and duration

The activity was conducted in October 2014 in the premises of our school (schoolyard and library)

The participants were students from Finland, Poland, Lithuania, Romania, Italy and of course students of our school.

The duration of the activity was about 2 hours.



Kirsten Brorens
Teacher of French
Junior High school of Tyros

Presentations

Click on the images to view the presentations.
In the first slides you will find the description of the mythological creature.

