

## Didactic Scenario

### 1. Title

Learn about vases

### 2. Key-words

Museums, vases, clay, shape, use

### 3. Basic Information

**STEAM Subject :** Science (Arts)

**Typical interaction time with the instructional scenario in teaching hours for in-school work:** 2 hours

**General description of the scenario:**

Phases	Stage	Time
Introducing museum artifacts	Warm-up	25'
Vases	Implementation	30'
Vases, our friends	Evaluation	35'

**Age group:** nine-year-old, D class, Greek Primary School

**Estimated level of difficulty:**

Very easy	Easy	Moderate	Challenging	Very challenging
		X		

**Teaching resources:**

**Materials:** Student book and History workbook, worksheets,  
Extension activity: clay, apron.

**Additional material from external sources/online tools:**

“Enter the museum” (<https://photodentro.edu.gr/v/item/ds/8521/7816>)

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#### 4. Educational problem

Students know that vases are part of our culture, our history and are asked to look for elements of their origin, their use, as well as to create their own vases.

#### 5. Learning objectives

1. To record different museum artifacts.
2. To get to know the professions of the museum.
3. To establish the important role of vases in the daily life of people throughout time.
4. To improve cooperation and communication skills.
5. To create a vase in groups.

#### 6. Phases of the Scenario

##### Phase 1

**Title:** Getting to know museum artifacts

Indoor	Outdoor	Mixed
		X

**Phase duration in minutes:** 25'

**Detailed description of the scenario phase:**

Getting to know the 4th grade students. The course will be held in the computer lab. The song from Lillipopolis is heard, the song "Mes sto mouseio" (<https://photodentro.edu.gr/v/item/ds/8521/7816>) (N. Kypourgios - M. Kriezis, interpretation by S. Sakkas, conductor M. Hatzidakis) (Mouratian 2003: 206). Questions and plenary discussion follow. Then, following the link, the students observe the environment from the Acropolis Museum (<https://www.theacropolismuseum.gr/>) on the interactive table. Then, with the use of slides by the teacher, as well as the processing of data from two links about the types of vases (<https://photodentro.edu.gr/v/item/ds/8521/1817> and <https://photodentro.edu.gr/v/item/ds/8521/3510>), the students know the way vases come to light, the way they are made, the types and the parts of a vase. Then, in plenary, through a discussion, reference is made to the reference material of the school textbook, any misunderstandings are explained by the teacher and the students are prepared for the next activity.

**Worksheets:** Questions that will be answered orally.

**Phase 2**

**Title:** The vases

Indoor	Outdoor	Mixed
		X

**Phase duration in minutes:** 25 minutes

**Detailed description of the scenario phase:**

Once any misunderstandings have been explained, the students using the Microsoft Word tool are asked to collaboratively write (each group the same number of pages agreed at the outset) a digital story about the journey of a vase, describing in this way its construction. Afterwards, the final product is presented to the plenary and we reflect.

**Worksheets:** Links and instructions for the implementation of the activity.

### Phase 3

**Title:** Vases, our friends

Indoor	Outdoor	Mixed
		X

**Phase duration in minutes:** 35'

#### Detailed description of the scenario phase:

The students in groups are asked to implement the activities from four links:

<http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-11012>,  
<https://photodentro.edu.gr/v/item/ds/8521/11224>,  
<https://photodentro.edu.gr/v/item/ds/8521/5928>  
<https://photodentro.edu.gr/v/item/ds/8521/6596>).

Through these activities the students will better understand the parts of a vase, they will relate the vases of yesterday with the vases of today, they will get to know various important exhibits of Greek antiquity by playing and they will perceive similarities and differences between the vases of different regions of the planet. At the end, students will make pottery, fill in an evaluation questionnaire created by the teacher to capture their impressions of the teaching suggested by the teaching scenario.

**Activity worksheets:** Links and instructions for the construction of the vase, implementation of the evaluation activities. Scenario Evaluation Questionnaire.

## 7. Evaluation

Initial: Made through guided discovery and question-answer discussion (What will happen if we heat the ice block?).

Formative: It takes place continuously in all phases, where questions are asked and the heuristic path towards student learning is checked.

Scenario evaluation activities.

Questionnaire google forms - <https://forms.gle/rY4v73vbKrkkCxVQA>

## 8. Teacher Feedback

Folder: Learn about vases\_ Additional resources for the teacher