

Scheme of Learning: Myths and Symbols of Power

Topic Sequence:

1	2	3	4	5	6	7	8
Gods and Goddesses	Heracles: Universal Hero	Religion in the City	Myth and the City	Festivals	Myths and Symbols of Power	Death and Burial	Journey to the Underworld

Topic Overview:

This is the sixth topic of the GCSE Classical Civilisations course, and the main aim is to provide pupils with a thorough understanding of how symbols, particularly mythical symbols, can be incredibly powerful in cementing the status of a person, city, or civilisation. The topic builds on pupils' prior learning of how art and sculpture have been used to depict images of gods/goddesses and heroes, but takes it further by examining not just the art and sculpture itself, but learning how they project a particular image. There are two key areas for each of Greek and Roman art that need to be explored: For Greece, it is the Centauromachy and Amazonomachy and how they are depicted on the Parthenon and Temple of Apollo at Bassae, respectively; for Rome, it is an exploration of how Caesar Augustus used images to project his status, mainly the Augustus of Prima Porta and the Ara Pacis. For all four studies, the pupils need to have an understanding of the myth/history of the theme of the sculpture/art, but also an understanding of the intricacies of each piece of art.

Lesson Sequence:

The lessons have been sequenced to build pupils' understanding and knowledge of how myths are used in art and sculpture to project an image of power. The lessons are sequenced and constructed in a similar way when examining each of the four key areas identified above. Firstly, the lessons explore the main myth or history that provides the them to one piece of art or sculpture. Once pupils have an understanding of the myth or story, they can then begin to examine the piece of art or sculpture in detail and apply their understanding of the myth/history to that individual piece of art. Pupils' prior learning allows them to have a firm basis on which to build, particularly with the Greek aspect of this topic. Their study of Heracles' metopes back in topic two, allows them to understand how metopes work when looking at the Parthenon's. Equally, the study of the Parthenon's frieze allows them to explore the frieze of the Temple of Bassae more readily. The two Roman ones need greater context being built as these are new types of sculpture to a degree.

The first four lessons examine the Greek aspects of this topic: the Parthenon metopes depicting the Centauromachy and the Temple of Bassae's frieze depicting the Amazonomachy. Lesson 1 explores the myth of the Centauromachy as pupils will need to have an understanding of the myth that is being depicted. They will also need to have an understanding of what this myth represents beyond the story itself. The Centauromachy, along with the Amazonomachy, represents the Greeks' belief that civilised society conquered the uncivilised when the Lapiths defeated the Centaurs. They must then apply this understanding to how the metopes on the Parthenon depict this representation. Pupils must further develop their understanding of how a metope is created by analysing key metopes from the Parthenon. Equally, a similar approach is taken with the Amazonomachy.

After four lessons, the topic switches to the Roman aspect and explores two key forms of art: the statue of Augustus of Prima Porta, and the sacrificial altar, the Ara Pacis. In order for pupils to have a thorough understanding of how these two key pieces of art depict a strong Emperor Augustus, they must have a deep understanding of the fall of the Roman Republic and how Augustus rose to power. Without this, they have no contextual knowledge in which to embed their analysis. The first two lessons explore that history and how Augustus would have wanted to cement his power following the civil war, and one way to do this was to project a past connected to the founders of Rome. Once this contextual knowledge is secure, pupils will move to looking at the two pieces of art and analysing them in detail as to how they have subtly projected Augustus' history and power.

Sequence of Lessons:

1	Symbols Lesson 1 – Greece (Overview)
2	Symbols Lesson 2 – Greece (Centauromachy)
3	Symbols Lesson 3 – Greece (Metopes)
4	Symbols Lesson 4 – Greece (Amazonomachy)
5	Symbols Lesson 5 – Rome (Republic)
6	Symbols Lesson 6 – Rome (Timeline)
7	Symbols Lesson 7 – Rome (Augustus of Prima Porta)
8	Symbols Lesson 8 – Rome (Ara Pacis)
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	

Topic Resources:

Knowledge Map:	11. Knowledge Map: Myth and Power (Ancient Greece)	Prescribed Sources:	6. Prescribed Sources: Myth and Symbols of Power
	12. Knowledge Map: Myth and Power (Ancient Rome)		

Assessment:

Knowledge:	20 question knowledge test
Application of Knowledge:	Exam questions on: identifying a god/goddess, Heracles (metope), Parthenon, Festivals, and a section on the Augustus of Prima Porta.

Supportive Reading:
