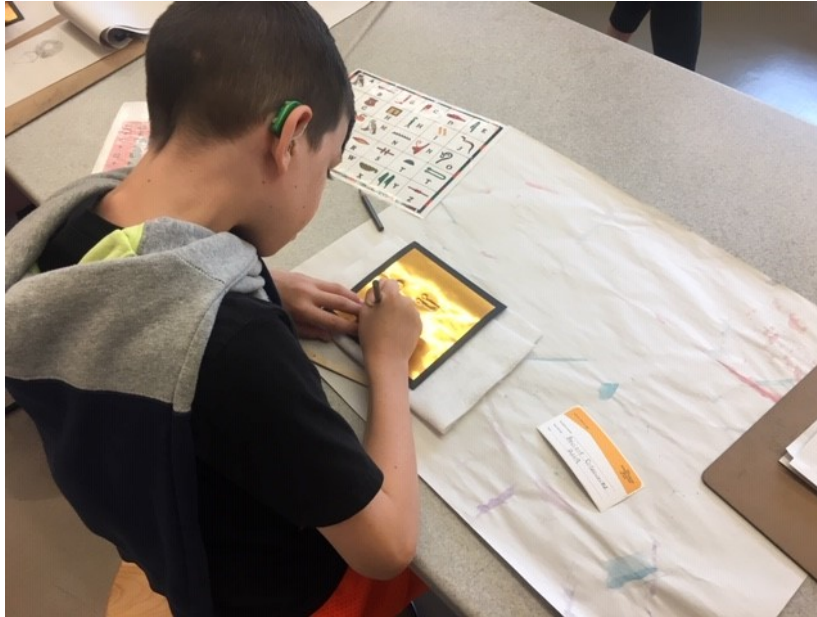


# Ancient Discoveries

SCHOOL WORKSHOPS | Classroom Connections  
Grade Level: 2nd - 8th

The  
Nelson-Atkins  
Museum  
of Art



## WORKSHOP DESCRIPTION

Students explore the ancient galleries looking for details and clues relating to communication from ancient civilizations. Inspired by the collection, students create a metal embossing that illustrates visual and symbolic communication methods in various cultures.

## WORKSHOP OBJECTIVES

Students will:

- Identify visual and symbolic communications found in the galleries and make connections to current –day symbolism.
- Create drawings of symbols, visual communications and artifacts found in the galleries.
- Create a metal embossing based on communication and symbolism inspired by gallery drawings.

## COLLECTION FOCUS

- Egyptian Galleries

Additional stops may include;

- Roman, China, Japan and Africa

*Certain collections or galleries may be unavailable due to rotations or construction. We apologize for the inconvenience.*

## CURRICULUM CONNECTIONS

### National Visual Arts Standards

- Brainstorm Multiple Approaches to an Art or Design Problem (VA:Cr1.1.4A)
- Demonstrate Openness to Try New Ideas, Materials, Methods, and Approaches (VA:Cr2A.6)
- Apply Visual Strategies to Produce Art that Communicates Ideas (VA:Cr2C.7)
- Explain Where Different Cultures Record History Through Art (VA:Pr6A.3)
- Analyze Cultural Associations Suggested by Visual Imagery (VA:Re.7.2.5a)
- Develop Art Based on the Observation of Surroundings (VA:Cn10.1.3a)
- Infer Information through Observation (Time, Place, Culture) (VA:Cn11.1.4a)

### National Social Studies Standards

- Describe Ways in Which Artistic Creations Serve as Expressions and Influence Behavior of a Particular Culture (1.c)



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School Workshop Scheduler  
[StudioWorkshops@nelson-atkins.org](mailto:StudioWorkshops@nelson-atkins.org)

## BEFORE YOUR VISIT

- Discuss communication. What are some ways that we currently communicate? How might our lives be different if this were not possible?
- Discuss symbolism and its purpose. What are some common symbols that we see every day? Are there symbols that have more than one meaning? Are there symbols that have changed meaning over time?
- Have students write using hieroglyphics or communications from other cultures/time periods. How is it different that our own language?

## VOCABULARY/CONCEPTS

**Metal Embossing:** To create a design in metal that has raised and sunken areas

**Pattern:** Decorative visual repetition (organized and random)

**Symbol:** Visual image that stands for or represents something else

**Hieroglyphics:** Characters of the ancient Egyptian writing system

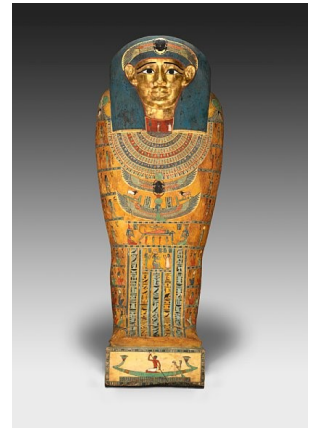
**Texture:** An element of art that refers to how something feels on the surface

**Relief Sculpture:** A form of sculpture where one side is flat and the other side has projections protruding from the surface

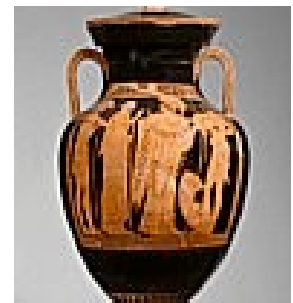
**Ancient:** Belonging to the very distant past

## AFTER YOUR VISIT

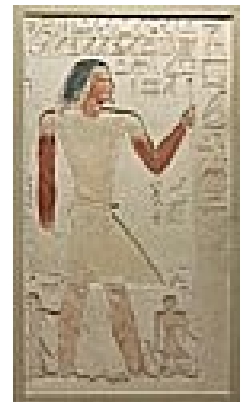
- After your visit to the museum, have the students design a logo thinking about symbolism within the logo and its purpose.
- Have students read text concerning one of the historical periods/cultures explored while at the museum. Write a paragraph concerning what new information they learned from the text and how it relates to what they did at the museum.



Inner Coffin of Meret-it-es,  
ca. 380-250 B.C.E.



Red-figure Amphora, ca. 480 B.C.E.  
Syleus Painter, Greek



Metjetji with His Sons,  
Ca 2345 B.C.E.



## EDUCATOR RESOURCE CENTER

The ERC can help you expand your before and after visit activities to fully connect your museum experience with your classroom curriculum. The ERC provides:

- Curriculum consultations
- Circulating Resources including Art Connection Kits
- Professional Development Workshops

[nelson-atkins.org/educators/](https://nelson-atkins.org/educators/)