



DOG KENNEL HILL PRIMARY SCHOOL

School Closure Weekly Timetable

Year 5

Week 8/9

Half Term Week and Week beginning 1<sup>st</sup> June 2020



	Monday	Tuesday	Wednesday	Thursday	Friday
English	<p><b>Reading (20-30 mins)</b> Choose a story to read and discuss with someone at home. Remember to complete your reading record afterwards</p> <p><b>Writing Task:</b> In 1873, an archaeologist called Heinrich Schliemann discovered a large collection of gold and other artefacts. He found them in a place where he believed the ancient city of Troy was located. The collection is called Priam's Treasure after a famous king, Priam. Using the pictures of Priam's treasure, read the information about them and write a newspaper article about the discovery of these jewels.</p>	<p><b>Reading (20-30 mins)</b> <a href="https://home.oxfordowl.co.uk/reading/reading-age-9-10-year-5/">https://home.oxfordowl.co.uk/reading/reading-age-9-10-year-5/</a> Choose a story to read and discuss with someone at home</p> <p><b>Writing Task:</b> Read the excerpt of the Iliad below. Have a go at trying to freeze frame some of the scenes from the story e.g. the Greeks arriving for battle, men hiding inside a wooden horse while the Greeks pretend to sail away, the Trojans bringing the horse into the gates, the Greeks climbing out at night and letting the army in and the final battle. You could do this with toys (Lego minifigures? Teddies?) Or rope in members of your family to act out different parts! Draw pictures and label them or take photos and use a word processing package to add some information to each scene.</p>	<p><b>Reading (20-30 mins)</b> Choose a story to read and discuss with someone at home. Remember to complete your reading record afterwards</p> <p><b>Writing Task:</b> Re-read the excerpt of the Iliad. Can you rewrite the story in your own words? Make a story planner to help you.</p>	<p><b>Reading (20-30 mins)</b> <a href="https://home.oxfordowl.co.uk/reading/reading-age-9-10-year-5/">https://home.oxfordowl.co.uk/reading/reading-age-9-10-year-5/</a> Choose a story to read and discuss with someone at home</p> <p><b>Writing Task:</b> Re-read the excerpt of the Iliad. Try to write a diary entry as a Trojan soldier about the night of the final battle.</p> <p>Challenge: Can you write a diary entry as a Greek soldier about the night of the final battle as well?</p>	<p><b>Reading (20-30 mins)</b> Choose a story to read and discuss with someone at home. Remember to complete your reading record afterwards</p> <p><b>Writing Task:</b> Watch Horrible Histories Helen of Troy: <a href="https://www.youtube.com/watch?v=EvRI-Nhi-TA">https://www.youtube.com/watch?v=EvRI-Nhi-TA</a> Can you create a comic strip to retell the story of Helen of Troy?</p>
Maths	Mental Arithmetic	<a href="#">TTRS (log in to practise times)</a>	Mental Arithmetic	TTRS (log in to practice)	Mental Arithmetic

<https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths>

Choose one of the games to practice arithmetic skills

**What is an angle?**

<https://www.bbc.co.uk/bitesize/topics/zb6tyrd/articles/zg68k7h>

Have a go:

1.

Use the sentence stems to describe the turns made by the minute hand. Compare the turns to a right angle.



The turn from \_\_\_ to \_\_\_ is \_\_\_ than a right angle. It is an \_\_\_ angle.

2.

Use the compass to complete the table.

Turn	Degrees	Type of angle	Fraction of a turn
North-East to South-East Clockwise	90°	Right angle	$\frac{1}{4}$ of a turn
North-West to North-East Clockwise			
South-West to South-East Anti-clockwise	180°		
South-West to South-East Clockwise			
North-East to East Clockwise			$\frac{1}{4}$ of a turn

3.

Which angle is the odd one out?

180°   45°   79°   270°

Could another angle be the odd one out for a different reason?

4.

**Always, sometimes or never true?**

- If I turn from North-East to North-West, I have turned 90°
- If I turn from East to North-West, I will have turned through an obtuse angle.
- If I turn from South-West to South, my turn will be larger than 350°

tables)

<https://www.mathswithparents.com/>

Rowan Class Code: 952318

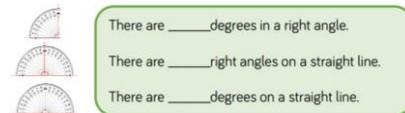
Sycamore class code: 110608

<https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths>

Angles on a straight line:

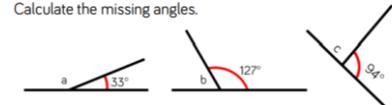
<https://www.mathsisfun.com/angle180.html>

1.



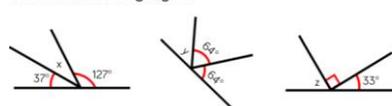
2.

Calculate the missing angles.



3.

Calculate the missing angles.



Is there more than one way to calculate the missing angles?

4.

Here are two angles.



Angle b is a prime number between 40 and 50

Use the clue to calculate what the missing angles could be.

5.

times tables)

Angles around a point

<https://www.mathsisfun.com/angle360.html>

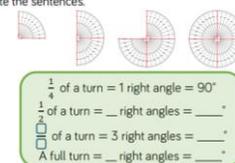
Have a go at this game:

<https://www.interactivemaths.com/angles-around-a-point-ggb.html>

Try:

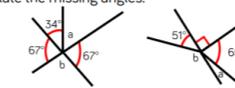
1.

Complete the sentences.



2.

Calculate the missing angles.

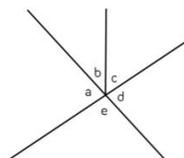


3.

Calculate the missing angles.



4.



$a + b + c + d + e = 360^\circ$   
 $d + e = 180^\circ$

Write other sentences about this picture.

5.

<https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths>

Choose one of the games to practice arithmetic skills

Regular and irregular polygons

<https://www.bbc.co.uk/bitesize/topics/zvmsxbk/articles/z98n4qt>

Now try:

What is a polygon?

Can a polygon have a curved line?

Name a shape which isn't a polygon.

What makes a polygon irregular or regular?

Is a square regular?

Are all hexagons regular?

1.

Sort the shapes in to irregular and regular polygons.



What's the same? What's different?

2.

Look at the 2D shapes. Decide whether the shape is a regular or irregular polygon. Measure the angles to check.

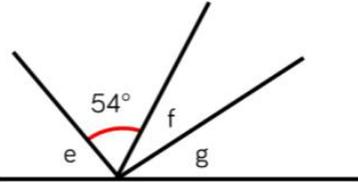
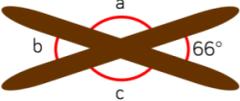
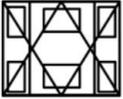
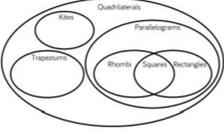


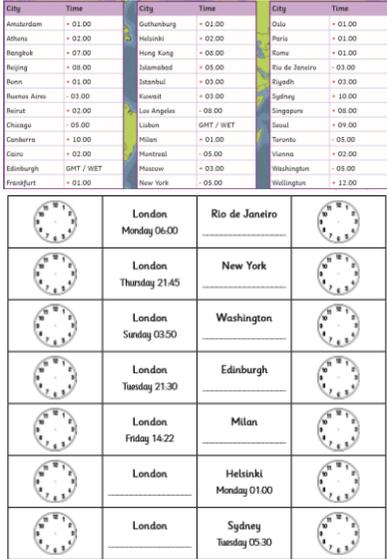
3.

**Always, sometimes or never true?**

- A regular polygon has equal sides but not equal angles.
- A triangle is a regular polygon.
- A rhombus is a regular polygon.
- The number of angles is the same as the number of sides in any polygon.

4.

			<p>Jack is measuring two angles on a straight line.</p> <p>My angles measure 73° and 108°</p> <p>Explain why at least one of Jack's angles must be wrong.</p> <p>6.</p>  <ul style="list-style-type: none"> <li>The total of angle f and g are the same as angle e</li> <li>Angle e is 9° more than the size of the given angle.</li> <li>Angle f is 11° more than angle g</li> </ul> <p>Calculate the size of the angles.</p>	<p>Two sticks are on a table. Without measuring, find the three missing angles.</p>  <p>6. Eva says, My protractor only goes to 180 degrees, so I can't draw reflex angles like 250 degrees.</p> <p>Rosie says, I know a full turn is 360 degrees so I can draw 110 degrees instead and have an angle of 250 degrees as well.</p>  <p>Use Rosie's method to draw angles of:</p> <ul style="list-style-type: none"> <li>300°</li> <li>200°</li> <li>280°</li> </ul>	<p>How many regular and irregular polygons can you find in this picture?</p>  <p>5. Cut out lots of different regular and irregular shapes. Ask children to work in pairs and sort them into groups. Once they have sorted them, can they find a different way to sort them again? Children could use Venn diagrams and Carroll diagrams to deepen their understanding, for example:</p>  <table border="1" data-bbox="1892 550 2145 641"> <thead> <tr> <th></th> <th>Regular polygon</th> <th>Irregular polygon</th> </tr> </thead> <tbody> <tr> <td>Has at least one right angle</td> <td></td> <td></td> </tr> <tr> <td>Has no right angles</td> <td></td> <td></td> </tr> </tbody> </table>		Regular polygon	Irregular polygon	Has at least one right angle			Has no right angles		
	Regular polygon	Irregular polygon												
Has at least one right angle														
Has no right angles														
<p><b>Indoor Exercise</b></p>	<p>Cosmic Kids Yoga <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p> <p>Joe Wicks <a href="https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI">https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</a></p>	<p>Just Dance Kids <a href="https://www.youtube.com/watch?v=ziLHZekbMUo">https://www.youtube.com/watch?v=ziLHZekbMUo</a></p> <p>Joe Wicks <a href="https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI">https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</a></p>	<p>Cosmic Kids Yoga <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p> <p>Joe Wicks <a href="https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI">https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</a></p>	<p>Just Dance Kids <a href="https://www.youtube.com/watch?v=ziLHZekbMUo">https://www.youtube.com/watch?v=ziLHZekbMUo</a></p> <p>Joe Wicks <a href="https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI">https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</a></p>	<p>Cosmic Kids Yoga <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p> <p>Joe Wicks <a href="https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI">https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</a></p>									

<p><b>Foundation Subjects</b></p>	<p><b>Science</b> All Living things</p> <p>Choose a scientist to research: Charles Darwin Carl Linnaeus Alfred Russell Wallace Joseph D Hooker</p> <p>Present your findings in a way of your choosing: A poster A presentation An information text A mini-biography</p>	<p><b>Geography</b> <b>Greece</b></p> <p><b>Time Zones</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4">https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4</a></p> <p>What's the time in: Using the chart, can you find the times for these places?</p> 	<p><b>History</b> <b>Ancient Greece</b></p> <p>The Ancient Olympics</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty</a></p> <p>1. Can you put the events from the Ancient Olympics and Modern Olympics into a Venn diagram? Remember if the event is in both, it goes in the overlap in the middle. Challenge: Can you write a description of each event?</p> <p>2. Could you create your own version of a lockdown games? What games could you play? How would you record a win?</p>	<p><b>Art/DT</b> <b>Greek Vases</b></p> <p>Look at Greek vase information sheets below. Can you create your own version of Greek Vase showing a point in your life?</p>	<p><b>ICT</b> Coding: <a href="https://projects.raspberrypi.org/en/projects/astronaut-reaction-times">https://projects.raspberrypi.org/en/projects/astronaut-reaction-times</a></p> <p>Have a go and see if you have fast enough reactions to become an astronaut and build your own game to explore it!</p>
<p><b>Project Work/PSHE/citizenship</b></p>	<p><b>Respecting the Law</b></p> <p>How does the law help us? What could happen if we break those laws?</p> <p>Make a mind map of any laws you know that Britain has.</p>	<p><b>Respecting the Law</b> <b>How British Law Helps Us</b></p> <p>In Britain, there are many laws. Laws are rules which we have to keep when living and working in Britain.</p> <p>They are made to protect all British people, helping to keep them safe, happy and well.</p> <p>British laws are made in parliament at Westminster. Some British laws are also discussed in the Welsh Assembly, Scottish Parliament and the Northern Ireland Assembly. Some laws apply in the whole of the United Kingdom, while others only in one, two or three of the countries.</p> <p>Most of the laws in Britain are enforced by police officers in the different regions of the United Kingdom. Police officers are helped to enforce the laws by other groups, such as the National Crime Agency.</p> 	<p><b>Respecting the Law</b></p> <p>What are the consequences of breaking the law? What consequences can you think of? Look at this picture:</p>	<p><b>Respecting the Law</b></p> <p>What do you think Britain would be like with no laws? How would it feel to live in a lawless society?</p>	<p><b>Respecting the Law</b></p> <p>Can you write a beginners guide to British Law? Write a guide to explain to others what the law is, how it helps us and the</p>

		<p>Look at the following laws and think about how they help and protect you and your families:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid green; padding: 5px; width: 50%;"> <p><b>It is illegal to smoke in a car carrying anyone under the age of 18.</b></p> </div> <div style="border: 1px solid orange; padding: 5px; width: 50%;"> <p>You must do several things before you drive a car or ride a motorcycle. These include getting a driving licence, registering your vehicle and making sure it's insured, paying vehicle tax and getting an MOT.</p> </div> <div style="border: 1px solid purple; padding: 5px; width: 50%;"> <p>You must not drive faster than the speed limit for the type of road and your type of vehicle. The speed limit is the absolute maximum - it doesn't mean it's safe to drive at this speed in all conditions.</p> </div> <div style="border: 1px solid red; padding: 5px; width: 50%;"> <p>It's illegal to use your phone while driving or riding a motorcycle unless you have hands-free access, such as a bluetooth headset, voice command, or a dashboard holder.</p> </div> <div style="border: 1px solid green; padding: 5px; width: 50%;"> <p>Some forms of bullying are illegal and should be reported to the police. These include: violence or assault, theft, repeated harassment or intimidation, for example name-calling, threats and abusive phone calls, emails or text messages and hate crimes.</p> </div> <div style="border: 1px solid orange; padding: 5px; width: 50%;"> <p>Children must get an education between the school term after their fifth birthday and the last Friday in June in the school year they turn 16.</p> </div> <div style="border: 1px solid purple; padding: 5px; width: 50%;"> <p>Parents can be held responsible if their child repeatedly gets into trouble or if they don't take reasonable steps to control their child's behaviour.</p> </div> <div style="border: 1px solid red; padding: 5px; width: 50%;"> <p>Children between the ages of 10 and 17 can be arrested and taken to court if they commit a crime. They are treated differently from adults and are dealt with by youth courts, given different sentences and sent to special secure centres for young people rather than to adult prisons.</p> </div> </div>	 <p>What do you think the consequences were for the person who committed this crime? What do you think the consequences were for their families? What do you think the consequences were for their communities?</p>		<p>consequences of breaking it.</p>
<p>Mindfulness/ Wellbeing</p>	<p>Poses:</p> <p>Have a go at one or both of these:</p> <ol style="list-style-type: none"> <li>The Superman: this pose is practiced by standing with the feet just wider than the hips, fists clenched, and arms reached out to the sky, stretching the</li> </ol>	<p>Yes You Can</p> <p><a href="https://www.youtube.com/watch?v=jzYtNWjQik0&amp;list=PL8snGkhBF7ngDp1oJtx5VcjwatxZn8xLK&amp;index=7">https://www.youtube.com/watch?v=jzYtNWjQik0&amp;list=PL8snGkhBF7ngDp1oJtx5VcjwatxZn8xLK&amp;index=7</a></p>	<p>Bubbles</p> <p>If you do not have bubble mixture, use soap or washing up liquid. Try to exhale slowly into the bubbles to create a bigger bubble. Watch them as they form, blow away and pop.</p>	<p>Be the Pond</p> <p><a href="https://www.youtube.com/watch?v=wf5K3pP21UQ&amp;list=PL8snGkhBF7ngDp1oJtx5VcjwatxZn8xLK&amp;index=4">https://www.youtube.com/watch?v=wf5K3pP21UQ&amp;list=PL8snGkhBF7ngDp1oJtx5VcjwatxZn8xLK&amp;index=4</a></p>	<p>Spidey- Senses:</p> <p>Sit in a comfortable position.</p> <p>Turn on your spidey-senses and really focus in on how you are sensing the world right now. What can you hear? What do you feel against your skin? What can you smell? Can you taste anything? What do you see?</p>

	<p>body as tall as possible.</p> <p>2. The Wonder Woman: this pose is struck by standing tall with legs wider than hip-width apart and hands or fists placed on the hips</p>				
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## Priam's Treasure

### Priam's Treasure

#### What is it?

It is a collection of artefacts found by Heinrich Schliemann. They were found in what was believed to be the original site of Ancient Troy.

#### What is in the collection?

There is a shield, a cauldron, a vase, two diadems, rings, buttons, bracelets, goblets, a bottle, gold cups and silver knives.

#### When would it have been made and use?

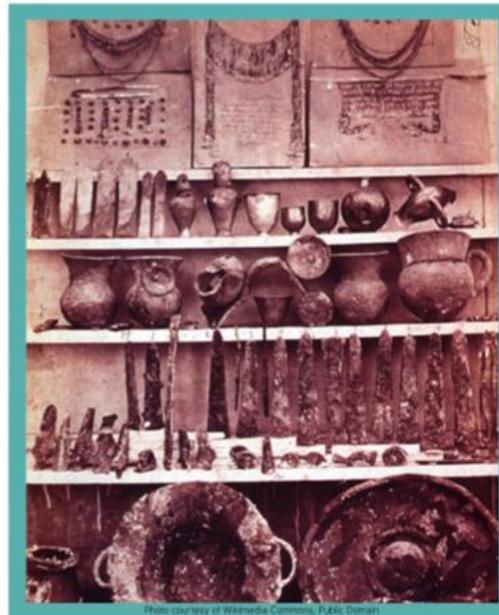
2600 - 2300 BC

#### Where was it found?

It was found in Hissarlik, which is believed to be Ancient Troy.

#### Where is it now?

It is in the Pushkin State Museum of Fine Arts in Moscow.



### Diadem with Pendants

#### What is it?

It is a diadem which is a type of crown or tiara.

#### What is it made from?

It is made from gold.

#### Who would have owned it?

It was very expensive and had lots of detail so it would have been worn by a queen.

#### When would it have been made and used?

2400 - 2200 BC

#### Where was it found?

It was found in Hissarlik, which is believed to be Ancient Troy.

#### Where is it now?

It is in the Pushkin State Museum of Fine Arts in Moscow.



## Small Diadem

### What is it?

It is a small diadem which is a type of crown or tiara.

### What is it made from?

It is made from gold.

### Who would have owned it?

It would've been worn by someone very wealthy or important, like a queen or princess.

### When would it have been made and used?

2400 - 2200 BC

### Where was it found?

It was found in Hissarlik, which is believed to be Ancient Troy.

### Where is it now?

It is in the Pushkin State Museum of Fine Arts in Moscow.



Photo courtesy of Wikimedia Commons, Public Domain

## Basket Earring

### What is it?

It is an earring, there are two in the collection.

### What is it made from?

It is made from gold.

### Who would have owned it?

It would've been worn by someone very wealthy or important, like a queen or princess.

### When would it have been made and used?

2400 - 2200 BC

### Where was it found?

It was found in Hissarlik, which is believed to be Ancient Troy.

### Where is it now?

It is in the Pushkin State Museum of Fine Arts in Moscow.



Photo courtesy of Wikimedia Commons, Public Domain

## The Handled Sauceboat

### What is it?

It is a sauceboat with two handles.

### What is it made from?

It is made from gold.

### Who would it have been used for?

It is believed that the vessel would have been used for ritual ceremonies.

### When would it have been made and used?

2600 - 2300 BC

### Where was it found?

It was found in Hissarlik, which is believed to be Ancient Troy.

### Where is it now?

It is in the Pushkin State Museum of Fine Arts in Moscow.



Photo courtesy of Wikimedia Commons, Public Domain

## Golden Pin

### What is it?

It is a gold pin, possibly used to fasten clothing.

### What is it made from?

It is made from gold.

### Who would have owned it?

It would've been worn by someone very wealthy and important.

### When would it have been made and used?

2400 - 2200 BC

### Where was it found?

It was found in Hissarlik, which is believed to be Ancient Troy.

### Where is it now?

It is in the Pushkin State Museum of Fine Arts in Moscow.



Photo courtesy of Wikimedia Commons, Creative Commons, saiki

## **The Trojan War**

The Trojan War is a famous story told in the Iliad, which is a poem written by Homer, a famous Greek writer.

The story begins in the city of Troy, which is now modern day Turkey. The story tells us that the goddesses had a disagreement which they apparently asked Paris, the Prince of Troy, to settle. The three goddesses then offered the Prince a bribe. One offered him an empire, one told him he would be heroic in war and the last, Aphrodite, the Goddess of love, offered him the most beautiful woman in the world. The woman was Helen, the wife of King Menelaus, of Sparta. Paris agreed and so Aphrodite ensured that Helen fell in love with Paris and they both ran away together.

King Menelaus sent an army, led by his brother Agamemnon, to go and bring Helen back to Sparta. The war went on for ten long years! Many died in battle including Hector; Paris' brother, Achilles; the most skilled Greek fighter and even Paris himself.

The last and most famous battle of the Trojan War began when the Greeks came up with a clever and cunning plan!

The story, which was told by many writers and poets, was thought to be untrue. But when Heinrich Schliemann found the area, he believed it to be Troy and convinced many that the story of Troy may be true after all. The Greeks decided to leave a gift for the Trojans; a large wooden horse. When the Trojans saw the horse, they thought it was a gift and a sign that the Greeks had given up. They saw the Greeks sailing away and so they dragged the enormous horse into their city. However, hiding inside the horse were a group of Greek soldiers. After the Trojans went to sleep, they climbed out of the horse and let the rest of the Greek army into the city. The fighting began and Troy was destroyed. The Greeks killed everyone. It is believed that King Menelaus found Helen and tried to kill her, but Aphrodite protected her from the king.

## About Greek Vases

For the ancient Greeks, vases were mostly functional objects made to be used, not just admired. They used ceramic vessels in every aspect of their daily lives: for storage, carrying, mixing, serving, and drinking, and as cosmetic and perfume containers. Elaborately formed and decorated, vases were considered worthy gifts for dedication to the gods.

Every community produced utilitarian pottery, but only a few main centers created fine decorated pieces. Distinct regional styles of pottery emerged in the Archaic (700–480 B.C.) and Classical (480–323 B.C.) periods from Corinth, Lakonia, Ionia, South Italy, and especially Athens.

The skills of potting and painting were often handed down from father to son. Signatures on vases suggest that many potters and painters did not have high status, and some may even have been slaves. The creation of pottery was laborious, dirty work that generally took place outside the city limits because of the space needed to make the vases and the thick smoke produced by the kilns.



### Amphora

An amphora, such as the one at left, is a two-handled storage jar that held oil, wine, milk, or grain. Amphora was also the term for a unit of measure. Amphoras were sometimes used as grave markers or as containers for funeral offerings or human remains.

**Black-Figure Amphora**  
Painter of Berlin 1686, about 540 B.C.



### Hydria

A hydria was a Greek or Etruscan vessel for carrying water. Made of bronze or pottery, a hydria has three handles: two for carrying and one for pouring.

**Caeretan Hydria**  
Eagle Painter, about 525 B.C.



Side view showing  
third handle



### Lekythos

A lekythos is a tall flask that held precious oil and was used in funerary rituals. The vessels were then left on graves or buried with the deceased.

**Girl Riding Satyr**  
Carruba Painter, 470 B.C.

## The Labors of Herakles (known as Hercules to the Romans)

The goddess Hera, determined to make trouble for Herakles, made him lose his mind. In a confused and angry state, he killed his own wife and children.

When he awakened from his "temporary insanity," Herakles was shocked and upset by what he'd done. He prayed to the god Apollo for guidance, and the god's oracle told him he would have to serve Eurystheus, the king of Tiryns and Mycenae, for twelve years, to atone for the murders. Herakles had to perform 12 labors, feats so difficult that they seemed impossible.

## Labor Two: The Story of Herakles and the Hydra

As part of his second labor, King Eurystheus sent Herakles to seek out and destroy the monstrous, nine-headed Hydra. The Hydra lived in the swamps of Lerna, and anyone who tried to kill the creature by cutting off a head, would find that two more heads would grow in its place. In addition, the blood of the Hydra was poisonous, and its very breath lethal. Herakles sought out the monster in its lair and brought it out into the open with flaming arrows. The Hydra encircled its many heads around Herakles and called on an ally, a huge crab that also lived in the swamp. The crab bit at Herakles's heel to slow down his attack. Herakles called on his nephew, Iolaos, who had driven Herakles to Lerna in a chariot. Responding to his uncle's call, Iolaos grabbed a burning torch and as Herakles cut off one of the Hydra's heads, Iolaos was there to sear the wounded neck with the flame. This kept further heads from growing from the wound. Herakles cut off the heads one by one, with Iolaos searing the wounds. Finally Herakles lopped off the one head that was supposedly immortal and buried it deep beneath a rock.

## Water Jar, Etruscan

### Water Jar

Attributed to the Eagle Painter  
Etruscan, Caere, about 525 B.C.  
Teracotta  
17 9/16 x 13 in.  
88.AE.346

On this black-figure hydria, the Greek hero Herakles battles the Lernean Hydra while a large crab nips at his foot. His companion Iolaos attacks from the other side, cutting off one of the monsters' heads with a *harpe* or short, curved sword. Two sphinxes flank the handle on the back of the vessel and floral decoration covers the rest of the vase: an ivy tendril on the shoulder and a palmette and lotus frieze on the lower body.

This hydria, or water jar, is one of a small group of painted vases produced at Caere in Etruria (modern day Tuscany.) All these vases appear to come from one workshop, which may have had two artists. These vases display many of the basic elements of Greek vase painting reinterpreted for an Etruscan market, using a more vivid range of colors and emphasizing the importance of floral ornament in the decoration. They are unusual in that the artist used a template for the floral decoration, a technique not otherwise known in Greek vase painting. Greeks always drank their wine mixed with water, and a vessel like this one would have held the water at a symposium, a drinking party for Greek aristocrats. Chief features of a symposium were wine, music, and women that provided entertainment. Another major feature was conversation, ranging from philosophical discussions to games and the singing of drinking songs.

### About the Artist

Eagle Painter (active: 530–500 B.C. Caere, Italy)



