

DATE REQUESTED..... TIME REQUESTED

NAME OF CENTRE.....

MUNICIPALITY.....

PROVINCE.....

SCHOOL GROUP RESERVATION REQUEST

Educational level of the centre

Pre-School.....1

Primary.....2

ESO.....3

Baccalaureate.....4

Intermediate Vocational Training.....5

Higher Level Training Cycle.....6

Other (please indicate which level) _____ 7

What are the objectives of your visit to Villa Anopa?

What type of visit have you selected for your students?

Guided visit (60 minutes).....1

Guided visit + Workshop (90 minutes).....2

If you have chosen a workshop, please indicate which one

Before the visit, are you going to carry out any activities with the students in the classroom about what was exhibited at the site?

Yes.....1

No.....2

If yes, please indicate the type of warming-up activity

ACTIVITY DOSSIER:

Activity 1: Mystery in the Village

The main objective of the activity "Mystery in the museum" is to get to know and explore Villa Antiopa and its surroundings. The activity consists of a CLUEDO-type game that the children will have to solve. The group will be organised into small teams of 5 people (DETECTIVES) who will have to solve the disappearance of one of the inhabitants. To do this, the detectives will have to find different clues, which will be hidden along the route of the site and which will guide them, and little by little they will solve the final mystery.

Activity 2: Play with History

The activity begins with a visit to the rooms of the villa, with emphasis on the leisure activities of the children's population in ancient Rome. After the tour, the following question is asked

What did the Roman children play?

A series of traditional games will be explained, which the children will be able to play in small groups of 2 or 4 people during the activity, such as Abacum Claudere, Caput aut navis, Ocellates, Tabus, Tesserae/cubi, Latrunculi or tic-tac-toe.

Activity 3: Ready, Camera... Action!

The children are going to be the protagonists of their own visit from a new perspective. We propose an approach to the world of ancient Rome through a collective performance of "cinema without film". With the help of monitors who will act as "film directors" and guides of the activity, the participants will go through the different spaces, as if they were shooting a film. They will do this through a succession of frames generated with simple choreographic gestures and rhythmic movements based on theatre and performance. It is on the one hand, a group body game and, on the other hand, an unusual artistic experience, in which the sensorial perceptions provoked by the museum experience are amplified.

Activity 4: Archaeologists for a day

In this activity we will introduce the school public to the discipline of archaeology through an explanatory and didactic workshop.

We will begin by explaining a brief summary of the History of Ancient Rome, from its founding, how it was possible to know the foundation and how the different historical milestones have been discovered through archaeology.

We will briefly explain how stratigraphy works and how the different geological layers are measured. You will be shown instruments used by archaeologists. We will finish the visit in the Museum's display cabinets, where all the finds have been restored and exhibited for conservation. In this way, through playing, they will become real archaeologists.

Activity 5: Rome's Superheroes

Starting from the Mosaic in Room 1, "Satyr and Antiopa", the activity consists of a workshop in which participants will discover the mythological characters of ancient Rome. They will be given an introduction to Roman mythology, starting with this mosaic and including the god Bacchus (exhibited in one of the showcases). You will be told the story of Hercules and how this mythological figure has become the coat of arms of the Andalusian flag.

Each participant will choose one of the trials of this hero and will be able to create a small comic or a comic strip about this character.

Activity 6: Adventure in the Museum

The activity consists of a treasure hunt, in which the children have to go through a quest full of trials and tribulations. The group will be organised into small teams of 5 people who will have to pass through different collaborative tests of dexterity, intelligence, observation, etc. related to ancient Rome and the pieces on display. At the end of the tests, we will get together as a large group for a final reflection on the importance of museums.

Activity 7: What smells in here? ... Garum?

We will be located in the area of the route where it is explained what Garum is: that delicacy of antiquity that we know about from history and archaeology, but which has not survived to the present day. In a playful way, and using the museum's devices, you will be able to smell it, see how this Roman delicacy was made and the importance of this industry in the Empire. We will explain what the Romans ate and drank. You will be shown the area of the servants' quarters, where the kitchen was located, and then move on to the dining room area with the tricliniums.

We will finish the visit in the reception area of the Museum explaining where the basins for the Garum was made, the wharf where the boats with the fish arrived, the wheat fields from which they made the bread, or the vines from which they obtained the grapes for the wine.

Activity 8: Soil is Art?

If there is one thing that can attract the attention of school children at Villa Antiopa, it is undoubtedly the floor made up of different mosaics. Little by little we will build our own Roman mosaic.

We will learn how they were made, what they represented and both why they were and are so important. We will emphasize that many of them represented not only gods or important characters, but also the owners of the Roman domus, making a parallelism with today's domestic photographs. Little by little we will introduce them to the decorative arts, which populated the domus: frescoes and sculptures.

We will end the visit by making a mosaic with paper tessera.