**Chapter**

1

Prehistoric Art in Europe

**Learning Objectives**

1.1 Discuss whether the earliest representational images and shelters of the Paleolithic period can be considered works of art and architecture.

1.2 Summarize the diverse forms and potential meanings of Paleolithic cave paintings and sculptures.

1.3 Describe the changes in prehistoric art and architecture that resulted from the social and cultural changes of the Neolithic period.

1.4 Explain the construction and uses of megalithic architecture.

**Chapter at a Glance**

**1.1 The Upper Paleolithic Period (c. 42,000–8000 bce)**

**Can we consider the earliest representational figures and built shelters as works of art and architecture?**

 1.1.1 Artifacts or Works of Art?

 1.1.2 Shelter or Architecture?

**1.2 Cave Painting and Sculpture**

**What styles and meanings characterize the painted and sculpted images found in Paleolithic caves?**

 1.2.1 The Meaning(s) of Prehistoric Paintings

 1.2.2A Lascaux and Altamira

**1.3 The Neolithic Period (c. 6500–3400/2300 bce)**

**In what ways are the social and cultural changes brought by the Neolithic period expressed in prehistoric art and architecture?**

 1.3.1 Çatalhöyük

 1.3.2 Ceramics

**1.4 Megalithic Monuments**

**How was monumental Neolithic architecture constructed and how was it used?**

 1.4.1 Stonehenge

**Transition Guide**

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| **Images Deleted** | **Images Added** |
|  | Bird-Headed Man with Bison (Fig. 1–7) |

**Revel Features for This Chapter**

Review Interactives

Illustrated Terms: PALEOLITHIC ART

Meaning of Art: NEOLITHIC ART AND ARCHITECTURE

Image Flashcards

Key Term Flashcards

Videos

 Closer Look: LASCAUX CAVE PAINTINGS

Closer Look: A HOUSE IN CATALHOYUK

Closer Look: FIGURES OF A WOMAN AND MAN

**Teaching with Revel**

Homework Assignment:

View *Closer Look: FIGURES OF A WOMAN AND MAN*. Describe and analyze the differences in the representation of the woman’s body and the man’s body. What could their different forms and poses mean? How might the significance of the sculptures change based on how they are displayed?

In-Class Assignment:

As a class, examine *Closer Look: A HOUSE IN ÇATALHÖYÜK*. Discuss the structure of the houses at Çatalhöyük. Why did they include entrances and ovens on the upper level and re-plaster the house annually? Then, ask students to discuss how life and death were connected in Neolithic societies using evidence from the house in Çatalhöyük to support their statements. Ask students to consider how this might differ from their own beliefs and practices.

**Class Discussion Topics and Questions**

Discussion Topic:

Discuss the various interpretations for the depictions of female fertility and animals in prehistoric art, using the *Woman from Willendorf*, and the cave paintings from Chauvet and Lascaux as examples. This discussion demonstrates the possible cultural values that might have been important to paleolithic nomadic and hunter-gatherer societies, but note that these are hypothetical explanations. However, this discussion should also reveal to students that, regardless of their original function, these images were meaningful to Paleolithic people.

Question:

What is the difference between the construction methods used to build Stonehenge and the passage graves at Newgrange? Explain how each site’s structure corresponds to its potential function.

**Think About It**

* 1. How can we gain an understanding of what the *Woman from Willendorf* meant to the person who made it or owned it? How would you interpret it?
	2. What common motifs are found in the cave paintings of southern France and northern Spain? Summarize current theories about their meanings.
	3. What do we learn about the life of Neolithic humans from the remains of their habitations at Çatalhöyük?
	4. Discuss current theories on the purpose and use of Stonehenge.