THE APPLIED ARTS IN GREECE, ETRURIA, AND ROME: A DIDACTIC PROPOSAL FOR THE "VOLUMEN" SPECIALTY WITHIN THE LOMLOE FRAMEWORK

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Abstract -

This paper addresses the urgent need to update the pedagogical approach to the study of the applied arts of Greece, Etruria, and Rome within the Spanish high school arts curriculum. As a core topic in the "Volumen" specialty for competitive civil service examinations (oposiciones) that has remained unrevised since 1992, its modernization under the new LOMLOE educational framework is essential. This work proposes a didactic framework that integrates the study of classical three-dimensional artifacts—such as ceramics, metalwork, and glassware—by employing innovative methodologies that foster critical thinking, historical empathy, and creative application. Concrete teaching proposals are presented, including the use of 3D modeling for artifact reconstruction, collaborative digital research projects, and project-based learning (PBL) inspired by ancient techniques. These proposals are designed not only to enhance students' artistic and cultural competencies in line with LOMLOE but also to align with the UN's Sustainable Development Goals (SDGs), promoting an appreciation for cultural heritage and sustainable craftsmanship. The ultimate objective is to transform the study of classical applied arts from a mere historical overview into a dynamic source of inspiration that equips students with the skills to innovate while understanding the deep roots of their creative heritage.