

*The Educators' Flashcards can be used by an educator to help enhance students' experience and engagement with the museum collection and architecture.*

- Use the **Self-Led Guide** to prepare for your visit.
- Select the **Flashcards** that have themes and subject areas that fit your learning objectives.
- Refer to the **symbols and colours** to identify themes and subject areas. You can use these to link the selected artworks with your classroom needs.
- Each flashcard includes symbols, key facts, thinking questions, in-gallery and classroom activities, as well as links to practices and artists in the UAE and the region.

THEMES



**NATURE**

Animals, Plants, Seasons, The Elements: Air, Water, Fire, Earth



**IDENTITY**

Relationships, Beliefs, Opinions



**SURROUNDINGS**

Landscapes, Rural, Urban, Architecture



**WRITING**

Literature, Poetry, Calligraphy, Symbols



**SENSES**

Feelings and moods, Music, Illusion



**CIVILIZATION**

Cultures, Ancient Civilizations, Communities



**FICTION**

Mythology, Fantasy, Surrealism, Dreams, Imagination



**STEM** (Science-Technology-Engineering-Mathematics)

Technology, Film, Tools Innovation, Engineering, Geometry

SUBJECT AREAS



MUSIC & DRAMA



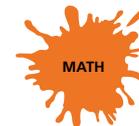
SCIENCE



SOCIAL SCIENCE/HISTORY



VISUAL ARTS



MATH



LITERACY

**BASCINET (HELMET) WITH VISOR, KNOWN AS KLAPPVISIER**



© RMN-Grand Palais (Musée de Cluny - Musée National du Moyen Âge)/Jean-Gilles Berizzi

**THEMES**



**SUBJECT AREAS**



**BASCINET (HELMET) WITH  
VISOR, KNOWN AS KLAPPVISIER**

France

c.1390-1430

Iron, leather

Paris, musée de l'Armée,  
on Loan at Musee de Cluny



**SPECIAL EXHIBITION**

**FURUSIYYA: THE ART  
OF CHIVALRY BETWEEN  
EAST AND WEST**

## KEY FACTS

- This helmet is a 14<sup>th</sup> century Visor Bascinet (war helmet). The movable “visor” covers the face, while the “bascinet” covers the head.
- Its shape and form are in perfect balance, offering protection with a compromise between weight, visibility, respiration and protection.
- The helmet with the rest of the knight’s armor would weigh as much as a 21<sup>st</sup> century fully equipped firefighter. Altogether, it would weigh between 20 to 34 kilograms.

## THINKING QUESTIONS

### 1. DESCRIPTION

- *What do you see?*
- *To whom does this belong?*
- *Do you think this object is made of one or several parts joined together?*

### 2. ANALYSIS

- *What do you notice about the design of the helmet?*
- *Do you think it has any movable parts?*
- *Does it seem heavy to you? Why?*

### 3. INTERPRETATION

- *Why do you think it was designed this way?*
- *In what ways could it offer protection?*

### 4. OPINION

- *Do you think the helmet offered sufficient protection for knights?*
- *Does it seem like it would be easy to move while wearing the helmet?*
- *In your opinion, could it have been designed better? If yes, how?*

## IN – GALLERY ACTIVITY

### TO WHOM DOES THIS BELONG?

- **HAND** out A4 paper and pencils to your students.
- **INVITE** your students to draw the helmet while imagining the knight who might have worn it and what his legacy could have been.
- **ENCOURAGE** them to draw what they think the rest of the armor would have looked like (i.e. sword, shield).
- **INVITE** your students to share their finished work.

## UAE & REGIONAL CONNECTIONS

- *Helmet of the Ottoman* sultan Bayezid II Turkey, 1481–1512 Steel damascened with gold, copper alloy Paris, Musée de l’Armée <https://bit.ly/32D4kNu>

## SEE ALSO

- *Helmet* - (chapter 8) Aq-Qoyunlu or Ottoman territory, second half of the 15<sup>th</sup> century, Steel damascened with silver and traces of gold, iron Louvre Abu Dhabi
- *Ceremonial armour decorated with grotesque* - (chapter 8) France, 1570, Iron, Musée du Louvre

### TELL MY TALE (Extension activity)

- **HAND** out A4 paper and pencils to your students.
- **ASK** the students to take five minutes to write the tale of the knight who would have worn this helmet by asking them to imagine the different battles and journeys of these great mounted warriors.
- **INVITE** them to imagine the different places they might have visited, who they met on their journeys and what their legacy would be.
- **ENCOURAGE** them to share the tale of their knight with the rest of the class.

- *Helmet of the Mamluk* sultan Barsbāy Egypt, 1422–37 Steel damascened with gold Paris, Musée du Louvre, Department of Islamic Art <https://bit.ly/2Cyf7hx>

## CLASSROOM/HOME ACTIVITY

### HELMETS FROM THE MIDDLE AGES

- **Ask** your students to draw a design for a helmet they would like to wear onto an A4 paper.
- **Share** images of different types of helmets from around the world for inspiration.
- **Hand** out A3 size cardboard, pencils, erasers and rulers to your students and invite them to make their own cardboard version of a medieval helmet.
- **Encourage** your students to think about different aspects of the helmet such as the materials, weight, movement and protection

### MY ARMOUR! (Extension activity)

- **Hand** out A3 size cardboard, pencils, erasers and rulers to your students.
- **Ask** the students to complete their armor by creating other protective pieces and weapons such as a sword or a shield.
- **Encourage** the students to draw different symbols that reflects their identity on their shields and to give their swords names.
- **Invite** the students to wear their full armour and present it to their classmates.