**Ely St. John’s Primary**

**Art - Year 3 - Ancient Egyptians**

 Ely St John’s Art Overview parts 1 and 2 can be found here G:\Subjects\Art & DT\Art

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| **Overall Unit objective****(linked to final piece or product)** | Create a papyrus by overlapping and layering paper.Mould and carve clay to create a cartouche- include ancient Egyptian symbols and use traditional ancient Egyptian coloursCreate a print, by making own block- include ancient Egyptian symbols and use traditional ancient Egyptian colours |
| **Key Knowledge** | I will recognise primary, secondary and tertiary colours and know how to mix them correctlyI know how to apply paint by using different pressures, brushstrokes and sized brushesI know how to follow a set of instructions correctlyI know how to make a printing blockI can identify repeat, random, full drop and half drop printsI know how to block print using layers of two or more colours |
| **Key Vocabulary** | Papyrus-overlap, layer, replicateCartouche-replicate, mould, primary, secondaryBlock printing-random, repeat, full drop, half drop, relief, construct, shape, mould, construct, form |
| **Key Skills** | Understanding of different adhesives and methods of construction. Use sketchbooks to collect and record observations, and to develop their own ideas. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Draw for a sustained period of time at their own level.Use overlapping, layering, coiling, tessellation, mosaic and montage. Print using a variety of materials, objects and techniques, including layering coloursResearch, create and refine a print using a variety of techniquesExplore pattern and shape, creating designs for printing. Talk about the processes used to produce a simple printMake printing blocks using relief or impressed techniques (e.g. from coiled string glued to a block) Shape, form, model and construct. Use tools more confidently.Introduce different types of brushes for specific purposes. Mix colours effectively, knowing which primary colours make secondary. Experiment with different effects and textures (e.g. blocking in colour, washes, thickened paint).  |
| **End of Unit Assessment** | All children willFollow some instructions accuratelyTear pieces of paper into stripsOverlap some pieces of paper to create a papyrusReplicate some ancient Egyptian artMould clay into a given shape, and add some detail using a toolName primary coloursMix primary colours to create secondary coloursCreate a block print stamp using card and stringName one name one type of print | Most children willFollow most instructions accuratelyTear pieces of paper into strips of similar sizesOverlap most pieces of paper to create a papyrusReplicate some ancient Egyptian art, including own ideasMould clay into a given shape, and add detail using a toolName primary and secondary coloursMix primary colours to create secondary colours. Mix some secondary colours to create some tertiary coloursCreate a block print stamp using card and string-being able to manipulate the string into a variety of shapes that slightly resemble a hieroglyph I can name more than one type of print | Some children will Follow a set of instructions accuratelyTear pieces of paper into strips of exact sizesOverlap all pieces of paper to create a papyrus (replicate modelled version exactly)Replicate ancient Egyptian art in detail, including own ideasMould clay into a given shape, and add different detail using a variety of toolsName primary, secondary and tertiary coloursMix primary colours to create secondary colours. Mix secondary colours to create tertiary coloursCreate a block print stamp using card and string-being able to manipulate the string into a variety of shapes the resemble a hieroglyph I can name all types of print (full drop, half drop, random, repeat) |

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|  | **Session 1** |  **Session 2** |  **Session 3** |  **Session 4** |  **Session 5** |
| **LO and SC** | LO: To create a papyrus 1. I can carefully read and follow a set of instructions2. I can carefully tear paper into strips3. I can glue and layer strips of paper in a certain order | LO: To be able to make a papyrus picture1. I can replicate an ancient Egyptian picture2. I can use traditional ancient Egyptian colours | LO: To make a replica of an ancient Egyptian cartouche1. I can mould a lump of clay into a given shape2. I can use different tools to create different textures3. I can confidently use different tools | LO: To make a replica of an ancient Egyptian cartouche1. I can choose traditional ancient Egyptian colours2. I can create a colour palette based on traditional ancient Egyptian colours3. I can use different sized paint brushes | LO: To make a block print stamp1. I can draw a hieroglyph onto card2. I can manipulate string to create a hieroglyph3. I can carefully stick string to cardboard |
| **Artist, designer, style or inspiration** | Ancient Egyptian ArtLinked to Topic |
| **Key Knowledge** | I know how to follow a set of instructions correctly | I will recognise primary, secondary and tertiary colours and know how to mix them correctlyI know how to apply paint by using different pressures, brushstrokes and sized brushes | I know how to follow a set of instructions correctly | I will recognise primary, secondary and tertiary colours and know how to mix them correctlyI know how to apply paint by using different pressures, brushstrokes and sized brushes | I know how to make a printing block |
| **Key Vocab** | Replicate, overlap, layer | Primary, secondary, replicate | Replicate, mould  | Primary, secondary, traditional  | Relief, construct |
| **Key Skills** | Understanding of different adhesives and methods of construction. Use sketchbooks to collect and record observations, and to develop their own ideas. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Draw for a sustained period of time at their own level.Use overlapping, layering, coiling, tessellation, mosaic and montage.  | Draw for a sustained period of time at their own level.Use different media to achieve variations in line, texture, tone, colour, shape and pattern.  | Shape, form, model and construct. Use tools more confidently. | Introduce different types of brushes for specific purposes. Mix colours effectively, knowing which primary colours make secondary.  | Understanding of different adhesives and methods of construction. Make printing blocks using relief or impressed techniques (e.g. from coiled string glued to a block)  |
| **Session Notes****+ Resources** | Question the children: Do you know what papyrus is and what the ancient Egyptians used it for? Go through the slides explaining some of the uses for papyrus, e.g. for making boots, sandals, ropes, baskets, but tell children that the main use of papyrus was for writing and drawing on. Explain the process of making papyrus as used by the Ancient Egyptians then go through the step-by step pictures on the slides showing children how they can make their own replica papyrus paintings using strips of brown paper.Next children create their own piece of papyrus. In art books they sketch and colour their design that they intend to decorate onto their papyrus next week when it is dry. Adult encourage children to use what they have learnt about Egypt so far to create a painting in the style of an ancient Egyptian painting, thinking carefully about accurate colour, style and subject.Children use the picture cards for ideas of subject and style.**Resources**slidespicture cardsstrips of brown paperPVA/water mixgreaseproof paperGods and Goddesses sheet (lesson only)pencilscolouring pencilsart books | Children continue from previous lesson. Recap using slides and then children decorate their piece of papyrus in the style of an ancient Egyptian painting. Adult encourage children to use what they have learnt about Egypt so far to create a coloured drawing in the style of an ancient Egyptian painting, thinking carefully about accurate colour, style and subject.**Resources**Slidespicture cardsGods and Goddesses sheet (lesson only)pencilsfelt tipsart books | Question the children: Do you know what a cartouche is? Go through the slide explaining that a cartouche was a nameplate used by the ancient Egyptians which was often placed on a sarcophagus. Explain that Egyptians believed it was important to have your name written down otherwise you might disappear in death and not find the underworld.Using template worksheet model how to translate your name into hieroglyphics. Children then creating their cartouches using modelling clay.Next model rolling clay and drawing into the clay your own name. Using design from last week children make clay cartouches.**Resources**SlidesWorksheet 2A/2BTemplate SheetHelp SheetCardPencilsClayRolling pins and tools | Talk about traditional ancient Egyptian colours and model how to create a palette of colours. Next, use different sized brushes to paint cartouche.Children paint their clay cartouches. **Resources**SlideClay cartouchePaintBrushesPainting palettesPaint   | Model how to create a block print stamp using cardboard and string. Choose a hieroglyph, draw (use felt tip) it onto a cardboard square. Stick string onto drawn hieroglyph. Next, children choose and create their own block print stamp. **Resources**Notebook Square of cardboardGlueStringImages of hieroglyphs Felt tips |

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|  | **Session 6** |  **Session 7** |  **Session 8** |  **Session 9** |  **Session 10** |
| **LO and SC** | LO: To develop skills in block printing through experimentation 1. I can create a block shape suitable to print2. I can roll the ink into an even layer, to cover all areas3. I can develop prints to repeat, drop and half drop  |  |  |  |  |
| **Key Knowledge** | I know how to make a printing blockI can identify repeat, random, full drop and half drop printsI know how to block print using layers of two or more colours |  |  |  |  |
| **Key Vocab** | Block printing-random, repeat, full drop, half drop |  |  |  |  |
| **Key Skills** | Explore pattern and shape, creating designs for printing. Make printing blocks using relief or impressed techniques Print using a variety of materials, objects and techniques, including layering coloursTalk about the processes used to produce a simple printMake printing blocks using relief or impressed techniques (e.g. from coiled string glued to a block)  |  |  |  |  |
| **Session Notes****+ Resources** | Recap on block printing. Model how to create different prints. Using block from last week, children create different prints.**Resources**notebookimages of hieroglyphicsblockimages of different prints printing ink |  |  |  |  |