**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 colours  Create 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 correctly  I know how to apply paint by using different pressures, brushstrokes and sized brushes  I know how to follow a set of instructions correctly  I know how to make a printing block  I can identify repeat, random, full drop and half drop prints  I know how to block print using layers of two or more colours | | |
| **Key Vocabulary** | Papyrus-overlap, layer, replicate  Cartouche-replicate, mould, primary, secondary  Block 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 colours  Research, create and refine a print using a variety of techniques  Explore pattern and shape, creating designs for printing.  Talk about the processes used to produce a simple print  Make 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 will  Follow some instructions accurately  Tear pieces of paper into strips  Overlap some pieces of paper to create a papyrus  Replicate some ancient Egyptian art  Mould clay into a given shape, and add some detail using a tool  Name primary colours  Mix primary colours to create secondary colours  Create a block print stamp using card and string  Name one name one type of print | Most children will  Follow most instructions accurately  Tear pieces of paper into strips of similar sizes  Overlap most pieces of paper to create a papyrus  Replicate some ancient Egyptian art, including own ideas  Mould clay into a given shape, and add detail using a tool  Name primary and secondary colours  Mix primary colours to create secondary colours. Mix some secondary colours to create some tertiary colours  Create 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 accurately  Tear pieces of paper into strips of exact sizes  Overlap all pieces of paper to create a papyrus (replicate modelled version exactly)  Replicate ancient Egyptian art in detail, including own ideas  Mould clay into a given shape, and add different detail using a variety of tools  Name primary, secondary and tertiary colours  Mix primary colours to create secondary colours. Mix secondary colours to create tertiary colours  Create 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 instructions  2. I can carefully tear paper into strips  3. I can glue and layer strips of paper in a certain order | LO: To be able to make a papyrus picture  1. I can replicate an ancient Egyptian picture  2. I can use traditional ancient Egyptian colours | LO: To make a replica of an ancient Egyptian cartouche  1. I can mould a lump of clay into a given shape  2. I can use different tools to create different textures  3. I can confidently use different tools | LO: To make a replica of an ancient Egyptian cartouche  1. I can choose traditional ancient Egyptian colours  2. I can create a colour palette based on traditional ancient Egyptian colours  3. I can use different sized paint brushes | LO: To make a block print stamp  1. I can draw a hieroglyph onto card  2. I can manipulate string to create a hieroglyph  3. I can carefully stick string to cardboard |
| **Artist, designer, style or inspiration** | Ancient Egyptian Art  Linked 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 correctly  I 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 correctly  I 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**  slides  picture cards  strips of brown paper  PVA/water mix  greaseproof paper  Gods and Goddesses sheet (lesson only)  pencils  colouring pencils  art 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**  Slides  picture cards  Gods and Goddesses sheet (lesson only)  pencils  felt tips  art 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**  Slides  Worksheet 2A/2B  Template Sheet  Help Sheet  Card  Pencils  Clay  Rolling 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**  Slide  Clay cartouche  Paint  Brushes  Painting palettes  Paint | 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 cardboard  Glue  String  Images 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 print  2. I can roll the ink into an even layer, to cover all areas  3. I can develop prints to repeat, drop and half drop |  |  |  |  |
| **Key Knowledge** | I know how to make a printing block  I can identify repeat, random, full drop and half drop prints  I 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 colours  Talk about the processes used to produce a simple print  Make 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**  notebook  images of hieroglyphics  block  images of different prints  printing ink |  |  |  |  |