

# Art: Egyptian tomb painting – Lesson 1

LO: To develop ideas by investigating and collecting visual information

Planned by Matilda Munro for Two Temple Place, 2015

Main teaching	Activities - Differentiation	Plenary
<p><b>CCL – History (Ancient Egypt)</b></p> <p>Class teacher to lead exploration of tomb paintings by searching Google for 'Valley of the Kings, Panoramas.dk' to find stunning 360° visuals. If this is unavailable, class teachers to use alternative images of coloured tomb paintings from Ancient Egypt.</p> <p><b>Q: Egyptian art has a particular style, can you describe some of the features of this?</b></p> <p><b>Q: What colours do they use?</b></p> <p>Explain today's task to the children.</p> <p>Children to work in collaborative groups of 6. Each child will be making an A4 image which will be put together in their groups of 6 to make one large image per group around a particular theme.</p> <p>Tell the children the themes: Natural world (animals) Daily life (farming and work) Gods and religion (kings and queens) Gifts for the afterlife (mummies) Signs, symbols and Egyptian writing</p>	<p><b>Activity</b></p> <p><b>Collaborative</b> groups to design a composition for the display.</p> <p><b>Activity 1</b> Each group will collect visual data about their theme and decide collaboratively what each member of the group will be working on. Children will use sketchbooks to collect data and help them develop their ideas.</p> <p><b>Activity 2</b> Each child to make their own papyrus paper.</p> <p><b>EAL / SEN:</b> Collaborative group discussion and work, visual aids, flash words.</p> <p><b>Assessment</b> <i>Success Criteria:</i></p> <p>I can describe Egyptian art. I can decide, with a group, on the composition for my artwork. I can make paper look like papyrus.</p>	<p>Children to use art visuals to help them describe the features of Egyptian art.</p> <p><b>Speaking Frame:</b></p> <p><i>We think the Egyptian art looks .....</i></p> <hr/> <p><b>RESOURCES</b></p> <p><b>Bold = in pack</b> Not bold = needs to be provided by school</p> <p>Egyptian art books Tea bags Bowls Kitchen towel Cartridge or watercolour paper cut to A4 size Papyrus paper to show children Sketchbooks Pencils</p>
<p>Teachers can choose for multiple groups to work on the same theme, or choose other themes as they wish.</p> <p>Discuss what Egyptian artists were trying to do with their art and the limitations of their materials.</p> <p>CT to model with another adult discussing and deciding on visuals for their picture. Children to carry out <b>Activity 1</b></p> <p><i>Continued.</i></p>	<p><b>CCL – History (Ancient Egypt) Continued</b></p> <p><b>Mini Plenary</b> Groups to share their ideas for group compositions.</p> <p>Class teacher ideally to show each group real papyrus paper. This is available to buy online. Explain that the children will be painting on paper they have made to look like papyrus paper. Teacher to model making 'papyrus' paper.</p>	<p>Teabags are most effective if made wet in boiling water, but then add cold water to the pots so it is safe for the children. It looks most effective if you wipe the teabag in straight lines, vertically then horizontally. This gives more of a 'papyrus' effect. Model making sure the teabag is not too wet and using kitchen paper as necessary.</p> <p>Children carry out <b>Activity 2</b></p>

# Art: Egyptian tomb painting – Lesson 2

LO: To be able to sketch and mix appropriate colours

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Main teaching	Activities - Differentiation	Plenary
<p><b>Q: What colours can you see in Egyptian art?</b>  <b>Mainly blues, gold, oranges, white, black, reds.</b>  <b>Q: How do we make different colours?</b>  <b>Q: What are the primary colours?</b></p> <p><b>Explain today's task to the children.</b></p> <p>Explain and discuss the way Egyptians made their art – the process of sketching, colouring, putting on detail and outlining. Explain how they made their paints.</p> <p>Children will work on their individual drawings on their prepared 'papyrus' paper, sketching out their designs.</p> <p>Discuss with children how to mix paints, the primary and secondary colours and the concept of tones. Model mixing.</p> <p>Children will select appropriate paints and mix paints to use in their work and apply to drawings.</p> <p>Children will report back in groups about the drawings they have been working on and what they are representing from Egyptian art.</p> <p><b>Note: It may take more than one session, or an extended session for children to complete their paintings.</b></p>	<p><b>Activity</b>            Children to sketch their composition onto their papyrus paper. Then to mix paints, and paint their pictures.</p> <p><b>EAL / SEN:</b> Collaborative group discussion and work, visual aids.</p> <p><b>CT</b> put visuals out for class to look at on tables.</p> <p><b>Assessment</b>  <i>Success Criteria:</i></p> <p>I know that I can mix other colours from the primary colours.</p> <p>I can mix different tones.</p> <p>I can use appropriate colours to make an Egyptian-inspired artwork.</p>	<p>Groups to report back on their group's progress and explain what their art is representing.</p> <p><b>Speaking frame:</b></p> <p><i>Our artwork is showing.....</i></p> <p><b>RESOURCES</b></p> <p><b>Bold = in pack</b>            Not bold = needs to be provided by school</p> <p>Egyptian art books            Pre-prepared papyrus paper            Paints – including gold if possible            Paint brushes</p>

# Art: Egyptian tomb painting – Lesson 3

LO: To be able to finish my artwork by outlining

Planned by Matilda Munro for Two Temple Place, 2015

Main teaching	Activities - Differentiation	Plenary
<p><b>Q: What do you notice about the edges of people and animals in Egyptian art?</b></p> <p>They are often outlined</p> <p><b>Q: What effect do you think this has on the artwork? Why do you think they did this?</b></p> <p>Model outlining the painting you have been making using a black pen. Discuss how this changes the work.</p> <p><b>Note: Paintings must be completely dry before outlining. Class teacher to experiment with pens to ensure they will work effectively. Permanent markers do work very well – but have obvious risks! It is also possible to use a fine paintbrush and paint for outlining if that is preferred.</b></p>	<p><b>Activity</b> Children to outline around their artworks to accentuate whichever bits they feel are appropriate.</p> <p><b>EAL / SEN:</b> Collaborative group discussion and work, visual aids.</p> <p><b>CT</b> put visuals out for class to look at on tables.</p> <hr/> <p><b>Assessment</b> <i>Success criteria:</i></p> <p>I can use a black pen to outline my artwork.</p> <p>I can work as part of a group to make a larger artwork.</p>	<p>Groups to put their pictures together to make their group composition and class to then rotate around the finished pieces, like an exhibition. Ideally the works will be displayed on a wall where children can write accompanying text to explain the processes and thoughts behind their creations.</p> <p><b>Speaking frame:</b></p> <p><i>Our artwork is showing.....</i></p> <hr/> <p><b>RESOURCES</b></p> <p><b>Bold = in pack</b> Not bold = needs to be provided by school</p> <p>High quality black fibre-tip pens.</p>