

Pioneer Federation
Medium term plan
UKS2 Cycle 1, Term 3
Art



Subject: Art (Egyptian Art)			
Key Concept/ Theme: Let's learn to explore the work of Ancient Egyptian art			
Prior Learning links: Collage Cycle 2- T5 How do rivers change the land? Cycle 2 T2 What happens if my environment changes? Cycle 1 - T4 Meerkat Mail Painting Cycle 2 T6 Do you need a castle to conquer? Cycle 1 T3 The Great Fire of London, Cycle 2- T2 Why do we remember the Tudors? Cycle 1- T4 Amazonian Adventures Sculpture Cycle 2 -T4 How did the Romans change Britain? Cycle 1- T5 Ancient Greece ,Cycle 1 T6 Famous Faces			
Vocabulary: <i>Core vocabulary:</i> composition, design, layout, material, pattern, sculpture, ancient, civilisation, colour <i>Aspirational vocabulary:</i> Convey, imagery, papyrus, scroll, zine, cartouche			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
Resources needed for unit: Lesson 1: To investigate the style, pattern and characteristics of Ancient Egyptian art. -Paints to create wash/tea/coffee etc Lesson 2: To apply design skills inspired by the style of an ancient civilisation. Pencils/coloured pencils Lesson 3: To apply understanding of ancient techniques to construct a new material. Making paper- a range of drawing materials, pencils- range of grades, pastels, colouring pencils, water based paints, tea bags, coffee, papers: newspaper, sugar paper, tissue paper. Lesson 4: To apply drawing and painting skills in the style of an ancient civilisation. Handmade papers from the previous session, acrylic or thick water-based paints, brushes, water pots, colouring pencils/watercolour pencils, black fine liners, textured papers. Coloured papers, metallic papers or foils. Lesson 5: To apply an understanding of Egyptian art to develop a contemporary response. A4 paper plain or any colour, left over paper from previous sessions, variety of papers such as newsprint, sugar paper, tissue paper, string.			

Pioneer Federation
Medium term plan
UKS2 Cycle 1, Term 3
Art

SEN support: scribing on post it notes, vary size of chalks/pencils/illustrations, provide easel, choice to stand rather than be seated, teacher modelling, provide examples for inspiration, limiting choice, use of communicate in print/colourful semantics, use of teacher sketchbooks to explicitly model

Future learning links: Art: Victorian Artists t4 C1

Substantive knowledge: composition, design, layout, colour, pattern, texture,

1.

Deeper learning question: What do you know about Ancient Egyptian art?

Prior learning reconnection (year group, cycle & term):

LO: To investigate the style, pattern and characteristics of Ancient Egyptian art.

SC I can discuss Ancient Egyptian art to understand more about it.

I can look closely to identify colours, patterns and shapes.

I can record what I see in my sketchbook, trying out: different drawing materials, working on different surfaces, experimenting with composition.

Vocabulary:

Core vocabulary: ancient, civilisation, colour, composition

Aspirational vocabulary: imagery

Start of unit assessment task:

There is no initial assessment piece due to development of this unit- the children will produce a modern piece of work inspired by the skills of paper making by the Ancient Egyptians. There is an optional quiz at the end. There is the opportunity for the children to review their learning.

Look at the cover sheet together and discuss the end goal (to create work influenced by the Ancient Egyptians) They write in the 'What do I know already?'

Creating the surface – using a wash technique of poster paint/tea and coffee. Explain that the children are going to draw Egyptian patterns and shapes in their sketchbooks but before they start, they are going to create some interesting surfaces to draw on.

Explain to the children that the Egyptians did not work on white, pristine paper but on papyrus paper.

Pioneer Federation
Medium term plan
UKS2 Cycle 1, Term 3
Art

Drawing the patterns Once the children have prepared their sketchbook pages, display slides 1 to 6 of the *Presentation: Ancient Egyptian art patterns* in turn to look more closely at the patterns, colours and shapes with your class. This is also an opportunity to allow some drying time if wet materials have been used. What patterns do you notice:

- On the people's clothing?
- In the background?
- On objects in the paintings?

Get the children to try making the shapes by drawing in the air and/or ask children to come up and draw the shapes on a large sheet of paper for the class to use as a reference for their own work.

Show the children how they can record these in their sketchbooks, drawing on the surfaces made earlier by modelling it yourself or showing the *Pupil video: Ancient Egyptian art*.

Also draw attention and discuss: How does the work make you feel? What makes you feel this way? You might use the following artists' work as a basis for discussion:

Explain that they need to decide:

- What they want to draw.
- Where they want to draw it on their page.
- Whether to draw a close-up of an object or the whole thing.
- Whether to draw on a large scale or small and intricate.

The children can use the *Activity: Ancient Egyptian art and patterns* to reference imagery as they work.

Use lots of discussion about each others' works with the opportunity to reflect on the elements of composition. These comments could be noted on post its and stuck in peers' sketchbooks.

- Why did you draw this pattern/ item? What do you think it represents?
- What could you represent through patterns and shapes? (They could choose things such as their hobbies, pets or favourite things.)
- What imagery, patterns and colours would you use?

2. **Deeper learning question:** What colours, patterns and shapes are effective to replicate Ancient Egyptian art?

Pioneer Federation
Medium term plan
UKS2 Cycle 1, Term 3
Art

Reconnection from previous learning: What is the style, pattern and characteristics of Ancient Egyptian art. What are the things to think about? Why is it important? Display the *Presentation: Ancient Egyptian art* and ask the children what patterns and shapes could be represented in the image. Ask them to share with a partner what they observe.

LO: Let's learn to apply design skills inspired by the style of an ancient civilisation

SC I can make decisions about how I want to represent information through images.
I can plan a design for a scroll thinking about key features of the artwork of the Ancient Egyptians.
I can apply my knowledge of their style to plan appropriate colours and patterns for my design.

Core vocabulary: design, information, scale,

Aspirational vocabulary: convey, imagery, papyrus, scroll, zine (pronounced zeen)

Activity: The intention behind the following task is to set the context for the children's design work in the Main event. The activity illustrates what information can be gleaned from looking at pictures and artwork.

Place one image from the *Activity: Ancient Egyptian pictures* on each table.

Display the questions on the *Presentation: Questions*. Ask each group to look at their image and discuss what they think the image is showing and what can be learned from the picture, using the questions from the slide to help them.

Invite each group to share with the class the picture they looked at and what they think it depicts.

Display slide 1 of the *Presentation: Designing Ancient Egyptian scrolls* (a picture of papyrus). Ask the children if they know what the image shows.

Use slides 2 and 3 to help explain to the children that the Ancient Egyptians made paper from papyrus plants, which they could then draw, paint and write on. Sometimes paintings or writing on papyrus would be rolled up like a scroll and placed next to the sarcophagus in a tomb.

Explain that the children are going to make their own Ancient Egyptian-inspired scroll and in this lesson, they are going to design it.

Display slide 4 to show what a scroll is.

Pioneer Federation
Medium term plan
UKS2 Cycle 1, Term 3
Art

You could set the children a design brief, giving a specific purpose for their scrolls, such as to convey a story or give information about their school or themselves. Alternatively, allow them to choose their own ideas.

Allow time for talk partners or groups for the children to express their ideas aloud and respond constructively to each others' ideas.

Model yourself or use the *Pupil video: Designing scrolls* to demonstrate to the children the process of designing their scroll. The *Pupil video: Designing scrolls* is a stimulus to illustrate an example of what their design could look like but encourage the children to work creatively in their sketchbooks, if possible, allow them access to a range of materials so that they can sketch, paint and stick as they wish.

Show the *Presentation: Sketchbook pages* to illustrate the aim of the task, which is for children to show in their sketchbooks:

- The purpose of their scroll (a story, to give information etc).
- A range of sketches to explore Egyptian imagery.
- Experimentation of colours and patterns reflecting the style of ancient art.
- A range of designs to illustrate experimentation of different composition ideas.
- A final design idea.

The slide could be left on display for the children to refer to as they begin work.

Repeat the activity from the Attention grabber but instead of using the image provided, the children use their own final design ideas. As a class, discuss what is being depicted and what message is being conveyed using the questions.

- What can you see?
- What do you think the artist (pupil) is trying to tell you? Why? How do you know?
- As they work in sketchbooks, encourage children to reflect/evaluate and answer questions by labelling/writing comments (if scribing do so on a post it note as not to interfere with pupil's work.

3 **Deeper learning question:** Who would have used the scrolls- who were they for and what were they used for?

Reconnection from previous learning: *What designs were inspired by the style of an ancient civilisation (Egyptian) OR – see below...*

Display the *Presentation: Quizmaster* and ask the children to think of a question about designing Ancient Egyptian scrolls from the previous lesson to quiz their classmates. Explain to the children that they must also know the answer to the question Allow time for the children to ask their questions. Questions and answers could include:

Pioneer Federation
Medium term plan
UKS2 Cycle 1, Term 3
Art

- What is papyrus? (A plant that is used to make paper.)
- What is a scroll? (A long roll of paper or similar material with usually writing on it.)
- What does a scroll show? (A story or information about something.)

LO: Let's learn to apply understanding of ancient techniques to construct a new material

SC I can use knowledge of an ancient process to make a modern alternative.

I can follow instructions carefully.

I can review what worked well and what I could improve on.

Core vocabulary: material, paper, process, technique

Aspirational vocabulary: Convey, imagery, papyrus, scroll, zine

Activity:

Display the *Presentation: Making paper* to show how and why the Ancient Egyptians used paper but also the process they used to make it. You might find some videos online to show the process in action!

Explain to the children that they are going to make their own version of the papyrus paper, applying the traditional techniques to produce a new material.

Note: this handmade paper can also be used in Lesson 5 Making a zine so you may want to ask the children to make extra sheets.

When the classroom is set up and ready, demonstrate or show the children the *Pupil video: Making paper* to explain the steps to making paper.

Making paper

Rip the paper into strips about one inch wide and roughly the same length (ripping against a ruler edge helps to keep the strips straight).

Pioneer Federation
Medium term plan
UKS2 Cycle 1, Term 3
Art

	<p>Dip a paper strip into the bowl of watery PVA, making sure it is fully immersed. As you lift it out, run your index finger and thumb down the strip of paper to take off any excess glue.</p> <p>Lay the strips side by side vertically onto your working area, making sure the edges are slightly overlapping. Keep going across to the end of the working area.</p> <p>Apply a second layer of strips but at a right angle, laying them horizontally on top of the first layer.</p> <p>Leave your paper on the backing surface and put it somewhere to completely dry.</p> <p>If you have time left the children could:</p> <ul style="list-style-type: none">● Cover more pages in their sketchbooks in the same way to create some interesting paper surfaces to draw on in future.● Record the process of making papyrus paper in their sketchbooks, creating a set of instructions with diagrams, and small scaled-down examples with leftover brown paper and glue.● Revisit their designs from the previous lesson, and consider any improvements or changes they may want to make in preparation for painting the paper in the next lesson. <p>Once tidy-up is complete, finish the lesson by evaluating the process as a class. Discuss what it may have been like to create paper in Ancient Egyptian times compared to the modern alternative they have created.</p> <ul style="list-style-type: none">● How easy was the process?● What was difficult?● What would you do differently next time?● What do you like about the paper you have made?
4	<p>Deeper learning question: Would it have been difficult for the Ancient Egyptians to make papyrus?</p> <p>Reconnection from previous learning: Arrange the children into pairs. Display the <i>Presentation: Speak like an expert</i> and ask the children to recall any information they can remember about making paper. Take feedback from the children.</p> <p>Answers could include:</p> <ul style="list-style-type: none">● Ancient Egyptians used papyrus to make paper as it grew in abundance along the River Nile.● It was known as the gift of the Nile.● The steps to making paper:

Pioneer Federation
Medium term plan
UKS2 Cycle 1, Term 3
Art

- remove the green outer layer;
- the white stem was cut into thin strips;
- removal of the moisture;
- layering the thin strips;
- pressing and drying it;
- smoothing it out with a stone;
- writing and drawing on it.

LO: Let's learn to apply drawing and painting skills in the style of an ancient civilisation

- sc I can use a design and accurately translate it to a new surface.
- I can use materials and tools carefully to show precision in my work.
- I can mix and use colours that are appropriate to the style of work.
- I can suggest improvements in my own and other people's work.

Core vocabulary: composition, layout, style, translate

Aspirational vocabulary: Convey, imagery, papyrus, scroll, zine (pronounced zeen)

Activity:

In this lesson, children should evaluate their work against the learning throughout the unit. They should evaluate how they have considered the composition and perspective in their work. They could compare their work with examples of work from famous artists as well as the work of their peers. This should be recorded in their sketchbooks.

- Encourage children to look at each others' work Ask the children to take their sketchbooks to another child in the room and ask them to show one another their designs. While they are talking with their peers, display the following questions:
- What do you like or not like about the composition?
- What patterns work well?
- Is the message being shown clearly?
- Are there any improvements that could be made to the design?

Pioneer Federation
Medium term plan
UKS2 Cycle 1, Term 3
Art

Give the children some time to reflect on any feedback they have been given and to make any last amendments to their design.

Explain that they are going to translate their design onto the handmade paper they made in Lesson 3 Making paper

Before they start to do any drawing, model the process yourself or show the *Pupil video: Scroll making* which highlights key things to think about, such as:

- The scale of the design to make sure they utilise the full size of their paper.
- Lightly sketching out the design to plan the space.
- Looking at different materials and how best to use them.

Once the children have the design planned on their paper, they can begin to add more detail and colour. Where possible, allow the children some autonomy to decide which materials they would like to use.

While the children are working, display the questions so that when the children have completed the drawing and painting, ask them to refer to these to make improvements. (The success criteria could also be shared at this point.)

- Which areas need to be painted or coloured more carefully?
- What improvements can you make to the colours you have used?
- Which areas look too empty that you could add some more patterns to?

As an optional finishing touch to the children's work, they could stick on some textural or metallic papers, highlighting specific areas. Alternatively they could outline some of the imagery with a black fine liner when the painting is dry.

To finish, the children make their completed paper design into a scroll (only once they are fully dry if wet materials have been used).

- Simply roll the papers and tie them with string.

Display the children's scrolls to allow everyone to look at each other's work. As a class, take time to evaluate the designs and the process by discussing what has been successful – which designs are more effective than others? Why?

Perhaps brainstorm together a creative way you could display them in the classroom, or in a shared area.

Pioneer Federation
Medium term plan
UKS2 Cycle 1, Term 3
Art

	<p>Now that the children have created something using ancient techniques, what modern applications can the children think of that they could apply the Ancient Egyptian style to?</p>
5	<p>Deeper learning question: What are the key elements of ancient Egyptian art?</p> <p>Reconnection from previous learning What designs were effective on the scrolls? OR Reconnect: Arrange the children into pairs. Hand out a copy of the <i>Resource: Knowledge organiser: Art and design – Craft and design</i> and a whiteboard and pen to each child. Display the <i>Presentation: Using the knowledge organiser</i>.</p> <p>Ask the children to write some questions about the unit. Then ask them to ask their partner their questions. Their partner needs to answer them without looking at their own <i>Knowledge organiser</i>.</p> <p>LO: Let's apply an understanding of Egyptian art to develop a contemporary response.</p> <p>sc I can follow instructions to create a zine. I can use a variety of images, text and materials to make my zine interesting. I can inform my audience about my subject with relevant information</p> <p><i>Core vocabulary:</i> layout, style, translate audience, fold, images, inform, subject, text. <i>Aspirational vocabulary:</i> Convey, imagery, papyrus, scroll, zine pronounced 'zeen'</p> <p>Activity: Display the slides of the <i>Presentation: What is a zine?</i> In turn to explain what a zine is with some examples.</p> <p>Explain to the children that they are going to create their own zine to share something about what they have learnt about Ancient Egyptian art. Zines are a personal response to a subject so the children can decide what they want their zine to be about.</p> <p>Discuss possible topics, such as:</p> <ul style="list-style-type: none">● My favourite things about Egyptian art.● How to make papyrus paper.

Pioneer Federation
Medium term plan
UKS2 Cycle 1, Term 3
Art

- The patterns and colours of Egyptian art.
- What we can learn about the Ancient Egyptians from their art.

You could add a purpose for the zines by setting an audience, such as for parents to read at an open evening or to be kept in the library.

The children begin by making the zine booklet itself.

Encourage them to be creative with the paper they use to create their zines from, for example, leftover handmade paper from the scroll making, pre-painted paper or stained papers.

Share the *Pupil video: Making zines* to show the children how to create a zine, or model the process yourself. (You can leave the video playing for the children to refer to as they work as the video is set to loop).

There is an optional *Activity: Zine template* with printed guidelines (see Adaptive teaching).

Once the basic zine is constructed, the children fill the pages with images and text about their chosen theme.

This may be a project that you want the children to spend more time on and can come back to at a later time to develop further.

Set out all the children's zines, like a library and allow them to browse the collection, choosing some to sit and read.

6 **End of unit assessment:** There is an optional quiz- as there is no initial assessment piece to compare with at the end.

In sketchbooks, create a pocket to store their zine - then children to reflect on their final piece of work.

What was difficult?

What have you learned to do that you couldn't do?

What new things have you learned?

End points:

Recognise and discuss the importance of Ancient Egyptian art.

Pioneer Federation
Medium term plan
UKS2 Cycle 1, Term 3
Art

Consider the suitability of a surface for drawing.

Record colours, patterns and shapes through observational drawing.

Choose and use tools and materials confidently.

Begin to experiment with drawing techniques.

Create a selection of sketches that show idea exploration.

Produce a final design with a clear purpose.

Follow instructions with minimal support.

Discuss and evaluate the process and outcome of their work.

Produce a complete painted or drawn piece from a design idea.

Use colours and materials appropriately, showing an understanding of effective composition.

Have a clear idea of the subject of their zine, including a range of images and information.