

Grade: 12th
Teacher: Ms. Jennifer Johnston

Subject: Humanities
Date: August 9, 2010

Unit #5 /Title: The Art of Ancient Egypt

Time Frame (calendar and # of weeks): 15 class meetings

Standard(s): 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and response to dance, music, theater and the visual arts.
1.2 (Creation and Performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and the visual arts.
1.3 (Elements and Principles of Design) All students will demonstrate an understanding of the elements and principles of dance, music, theater and the visual arts.
1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.
1.5 (World Cultures, History and Society) All students will understand and analyze the role, development and continuing influence of the arts in relation to the world cultures, history and society.

Big Idea(s): 1) SWBAT identify the three major historical periods of ancient Egypt and their relationships with religion in order to discuss how religion affected the development of architecture.
 2) SWBAT discuss the uses of sculpture and paintings in ancient Egypt in order to explain and identify the strict set of rules Egyptian artists had to follow and how their works reflected their religious beliefs.

Essential Questions	Enduring Understandings
<p>How does a geographic location influence daily life and artwork?</p> <p>How does religion influence artwork and architecture?</p> <p>How did the Egyptians use art to communicate?</p> <p>What are the similarities and differences between Egyptian painting and sculpture?</p>	<ul style="list-style-type: none"> ➤ Students will understand how ancient Egyptian law influenced artwork and architecture. ➤ Students will understand why the pyramids were constructed. ➤ Students will understand how the construction of the pyramid evolved. ➤ Students will understand how religion influenced Egyptian sculpture and painting. ➤ Students will understand that ancient Egyptian artists had to follow a strict set of rules when creating art and how these rules characterized Egyptian artwork.
Areas of Focus	Suggested Instructional Strategies

Prioritized CPIs

1.1 A (Knowledge)

1. Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.

2. Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.

3. Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.

1.1 B (Skills)

1. Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.

2. Formulate a personal philosophy or individual statement on the meaning(s) of art.

1.2 D (Visual Arts)

1. Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art.

2. Perform various methods and techniques used in the production of works of art.

3. Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.

4. Outline a variety of pathways and the requisite training for careers in the visual arts.

TOPIC/TEXT: The Growth of Egyptian Civilization

Tier 1 → Activities/Strategies (Knowledge/Comprehension)

- 1) Drawing on experience questions: Have you ever seen a picture of the Great Pyramids? (If so where?) What do you know about King Tutankhamen? What other things make you think of Egypt?
- 2) Vocabulary definitions: pharaoh, dynasty, sarcophagus, mastaba, obelisk
- 3) Key point notes and artwork discussion questions: settling along the Nile, three kingdoms, pyramid evolution, construction, purpose, temple evolution
- 4) Lesson guided reading questions
- 5) Ancient Egyptian settlements, government and architecture though organizer
- 6) Three kingdoms classification chart and pyramid ID sheet
- 7) End of lesson quiz: multiple choice and artwork picture identifications.

Tier 2 → Activities/Strategies (Application/Analysis)

- 1) Imhotep the Renaissance man activity: Students will be given background information on what makes an individual a Renaissance man and how Imhotep fits into this category. Students will think about and list career goals and interests for the future. They will then plan out how they might pursue these interests and ways to expand their knowledge of these areas. Interests will be shared with the class and commonalities will be discussed.
- 2) Egyptian architecture influences in your community activity: After looking at Egyptian architecture, students will create a list of characteristics. Students will look at an example of a modern day building that uses such characteristics (storage company in Illinois) Students will take this information and look for three building examples in their own community or in magazines. Information concerning building name, architectural influences will be charted. One structure of the three will be selected and paragraph written about the structure in terms of Egyptian influence and form vs. function.
- 3) *The Sphinx of Amenhotep III* artwork analysis: group and individual critique questions (describe, analyze, interpret, judge); background reading, annotation and questions

Tier 3 → Activities/Strategies (Synthesis/Evaluation)

- 1) My life as a pharaoh story: Students will select one of the three kingdoms to write about. They will write from the perspective of a pharaoh during this time. The writing should include personal information about family, age and living conditions as well as major accomplishments and art work produced during their rule. They will also include what the population thought of them as a pharaoh.

<p>1.3 D (Visual Arts) 1. Compare and contrast innovative applications of the elements of art and principles of design. 2. Analyze how a literary, musical, theatrical, and/or dance composition can provide inspiration for a work of art.</p> <p>1.4 A (Knowledge) 1. Examine the artwork from a variety of historical periods in both western and non-western culture(s). 2. Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art. 3. Determine the influence of tradition on arts experience, as an arts creator, performer, and consumer.</p> <p>1.4 B (Skills) 1. Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique. 2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.</p> <p>1.5 A (Knowledge) 1. Parallel historical events and artistic development found in dance, music, theater, and visual art. 2. Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.</p>	<p>2) Personal pyramid: Students will create a 3-d paper pyramids with 7-10 drawn objects inside that are of personal importance and needed for the after life. A written summary of the items importance will accompany the finished product.</p> <p>3) Artist trading card: baseball card size artwork created reflecting what the student takes away from the lesson. Will be kept along with other cards created throughout the semester in protective sleeves to be viewed and traded at the end of the semester.</p> <p style="text-align: center;">TOPIC/TEXT: Egyptian Sculpture and Painting</p> <p>Tier 1 → Activities/Strategies (Knowledge/Comprehension)</p> <p>1) Drawing on experience questions: Have you ever seen a picture of the Great Sphinx? (If so where?) Have you ever seen a display of Egyptian art in a museum? What comes to mind when you think of Egyptian art? 2) Vocabulary definitions: hieroglyphics 3) Key point notes and artwork discussion questions: sculpture in the round, relief sculpture, painting rules and tools, painting examples 4) Main topics of lesson graphic organizer 5) Lesson guided reading questions 6) Sculpture and painting characteristic classification chart 7) Journey up the Nile artwork ID sheet: students will have to identify artworks, time frames and cultural/religious significance of pieces based upon descriptions given. 8) End of lesson quiz: true/false and artwork identifications in picture format.</p> <p>Tier 2 → Activities/Strategies (Application/Analysis)</p> <p>1) Artistic rules of my kingdom activity: After reviewing the rules Egyptian artists had to follow students will select an Egyptian painting from their text and analyze the artwork in terms of application of the rules. They will then write about how they would change the work if they were a pharaoh back then. First they will list their own set of rules and then address how those rules would change the existing artwork. 2) Guardian composite animal drawing and legend: After learning about the Great Sphinx, students will be asked to create their own guardian composite animal. They will have to incorporate three animals of choice, thinking about the characteristics each animal portrays. Students will create a color drawing of the animal and write a legend to go along with the artwork. Focus should be on its importance and symbolism.</p> <p>Tier 3 → Activities/Strategies (Synthesis/Evaluation)</p> <p>1) Clay canopic jar project: After discussing the purpose and decorative quality of a canopic jar students will be asked to create their own. They will incorporate the guardian animal image for the lid to the jar and pharaoh story information for text to be written in hieroglyphics on the piece. The jar will be made from clay, whether hand formed or wrapped around a plastic bottle base.</p>
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1.5 B (Skills)

1. Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and visual art stylistically representative of the times.

2. Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.

The dried works will be painted using an Egyptian color palette.
2) Artist trading card: baseball card size artwork created reflecting what the student takes away from the lesson. Will be kept along with other cards created throughout the semester in protective sleeves to be viewed and traded at the end of the semester.

Performance Tasks/Assessments

Egyptian artwork presentation boards: Students will create presentation boards that display typed up pharaoh stories, personal pyramid paper sculptures and pictures of canopic jar sculptures. The presentation board will be decorated with Egyptian motifs and will include the pharaoh name they have used in their story as the title to work.

Egyptian style class mural: After discussing and viewing Egyptian tomb paintings the class will select an important school event to create their own mural of. (prom, graduation etc.) Each group of students will create a scene specific to the event that when joined with the others will tell a story. The drawings will be done following ancient Egyptian art rules and will incorporate decorative borders. Large bulletin board paper will be used and the final works will be painted and then displayed together on the classroom wall. A class critique of the finished work will then take place.

Group Archaeological Excursion: Students will work in groups of four to plan their own archaeological excursion to a destination of their choice. They will have to make travel arrangements, equipment lists, chart maps, research the history of the location and keep track of finds. A journal will be kept of events as well as a plan for where the found artifacts will end up. Journal entries, all arrangements, maps and photos of uncovered artifacts will be created and placed into small wooden boxes that will be decorated to look like suitcases representative of where they have traveled. Group presentations will take place at the end of the project.

Written Comprehensive Test: Students will be tested on the information from the unit in the following format: matching, fill in the blank, critical thinking short answer and artwork picture identifications.

Resources:

Text: *Art in Focus*, Egyptian art resource books from personal art library

Technology: Laptop and projector for teacher, Lap tops for students

Video: Discovery of King Tut's tomb DVD

Lesson wide worksheets: Drawing on experience starter question sheets for each lesson, Vocabulary sheets for each lesson, Key point and art work discussion questions packets for each lesson, Guided reading questions for each lesson, Major topic thought organizers for each lesson

Individual activity worksheets: Three kingdoms classification chart and pyramid ID sheet, Imhotep the Renaissance man activity sheet, Egyptian architecture influences in your community worksheet, My life as a pharaoh story outline, Sculpture and painting characteristic classification chart, Journey up the Nile artwork ID sheet, Guardian composite animal drawing and legend directions and outline

Artwork print: *The Sphinx of Amenhotep III*

- *The Sphinx of Amenhotep III* critique questions and background story with questions

Art supplies: 12 x 18", 9x12" white drawing paper, bulletin board paper, pencils, colored pencils, fine and regular tip markers, crayons, rulers, colored construction paper, poster board, acrylic paint, water cups, paint palettes, round and flat brushes, glue, scissors, magazines, black Sharpies markers, clay, plastic bottles, pyramid template, hieroglyphics reference sheet, variety of collage materials, Student artwork samples, Blank trading cards

Written assessments: Project grading rubrics, End of lesson quizzes (2), End of unit test