

CAEA Lesson Plan Format

LESSON TITLE: Ancient Icons, Talking Shapes

Name of Presenters: Liz Dentzer & Valrie Jensen

Grade Level: Elementary & MS

Background Information:

Egyptian art plays a vital role in learning about who the Egyptian people were and what was important to them. Egyptian art and history is rich with information that comes alive in the hands of scholars and artists. Scholars will investigate Egyptian art and history with a special emphasis on sarcophagi & gods as well as cartouche and hieroglyphs. Scholars will also explore ideas of border, Golden Rectangle, pattern/emphasis, shape/space and harmony/unity.

Content Standards:

Visual Arts Grade 6 content standards:

- 1.1 Identify and describe *all* the elements of art found in selected works of art (e.g., color, shape/form, line, texture, space, value).
- 1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.
- 1.3 Describe how artists can show the same theme by using different media and styles.
- 2.1 Use various observational drawing skills to depict a variety of subject matter.
- 2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.
- 2.5 Select specific media and processes to express moods, feelings, themes, or ideas.
- 3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).
- 3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.
- 4.3 Develop specific criteria as individuals or in groups to assess and critique works of art.
- 5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.

Common Core Content Standards addressed with the lesson:

CCSS.ELA-LITERACY.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain a topic

CCSS.MATH.CONTENT.6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities

Demonstrate independence; build strong content knowledge; comprehend as well as critique; come to understand other perspectives and cultures

Learning Objectives/Goals/Essential Understandings:

To explore Egyptian art and culture and create a foil relief cartouche using

hieroglyphs, the Golden Rectangle, a border and the elements and principles of art.

To explore Egyptian art and culture and create multiple prints using a foam printmaking technique in which the drawing will show knowledge of Egyptian sarcophagi and Egyptian gods.

Vocabulary:

Sarcophagi, cartouche, Egyptian Gods, Golden Rectangle, hieroglyphs, papyrus, border, pattern, emphasis, shape, space, harmony, unity

Materials:

Tooling foil, wooden stylus, black paper, foam sheets, construction paper in various colors, printmaking ink, brayers, trays, reference sheets

Motivation:

Aligned with 6th grade study of Egypt to enhance lesson, reference sheets available for inspiration, slide show of Egyptian art to bring the culture alive, short videos of Egyptian history to motivate scholars

Procedure:

Step-by-step instructions for foil carving:

- **Distribute packets** with reference sheets for translating Egyptian hieroglyphics
- **Explain that “hieroglyph” comes from the Greek word, *hieroglyphikos*—“hieros” meaning “sacred”, and “glypho”, which means “to carve” or “engrave”; hieroglyphs were generally written on clay, stone or even on papyrus: paper made by smashing together pieces of stems from the papyrus plant**
- **Refer to the reference sheet** and explain the unique characteristics of reading ancient Egyptian writing: characters can represent words or sounds for individual letters of an alphabet, they are read in any direction (left-right, right-left, up-down)
- **Distribute pencils and papers, with a phrase** written in hieroglyphics
- **Explain that we will be doing a little translating**--scholars translate their phrase using the reference sheet
- **Review the word “cartouche”** and describe a cartouche: oval with a line at one end surrounds someone’s name; the oval represents a rope and the line is the ends of the rope; the ancient Egyptians believed that writing their name in a cartouche protected them in this life and the next and that they would not disappear after their death
- **Present slide show of Egyptian art**, scholars to watch for and raise hands and explain when they recognize a hieroglyph
- **Using 6 or less letters, scholars write their names** in hieroglyphic writing on the paper (the paper with the phrase—the back of the paper is ok)
- **Explain that the ancient Egyptians are believed to have used math** to help them be very careful when they created a work of art and that they are believed to have used math to design works of art such as a cartouche
- **Scholars will be writing their Egyptian names** in a special cartouche
- **Distribute blank papers and rulers** and ask scholars to place their paper

- horizontally; then draw a 3" square as close as they can to the middle of the paper; scholars put dots in each corner of their square
- **Scholars then mark the half-way point** on the top and bottom of the square
 - **Distribute compasses** and guide scholars through a Golden Rectangle, starting with a 3" square in the middle of the paper (not necessary to be precise)
 - **Explain that every Golden Rectangle** contains another Golden Rectangle
 - **Guide scholars through another a Golden Rectangle** on the opposite side
 - **Scholars connect dots**—at arc/line intersections and half-way points
 - **Round off the edges of the rectangle** and place a long line at a short end of the rectangle; draw another line close to the first line, to resemble a rope
 - **Using the lines** of the square (and middle), draw name in Egyptian hieroglyphics, placing characters on the lines
 - **Cut out the cartouche**
 - **Distribute metal foil**; place paper cartouche on foil, trace; cut metal cartouche
 - **Use pencil to trace hieroglyphics** (through paper); deepen lines as needed
 - **Distribute black construction paper**; staple metal cartouche to black paper
 - **Write name in pencil on black paper** under cartouche

Step-by-step instructions for printmaking:

- **Review what scholars have learned** in class about Egyptian art and history. **Present information, inspiration photos** and reference sheets of Egyptian gods, sarcophagi and hieroglyphics.
- **Using a ruler, measure out a 1 inch border** all the way around sketch paper
- **In the center of the paper draw the outline** of a sarcophagus
- **Add simple and bold shapes, patterns and details** to your sarcophagus. **Focus on symmetry in your design.** Remember not to draw too small since you will have to carve everything later.
- **Along your border and in any open spaces draw images** of Egyptian gods and/or Egyptian hieroglyphics.
- **Tape your sketch paper to your foam printing plate** so it won't move around.
- **Use your wooden stylus** to carve carefully into your foam plate.
- Roll ink out on your tray with your brayer.
- Roll the ink onto the foam plate.
- Print your image multiple times on contrasting colored paper

Assessment and/or Evaluation:

Example of rubric attached to end of lesson

Extensions:

Follow-up lessons, connections to the performing arts, and other core subjects

Links to photos of works

K-6**ART ASSESSMENT RUBRIC**

A+ (98-100%)	Follows all directions given for the assignment and uses all criteria. Always does high quality work that goes above and beyond in skill, neatness, creativity and uniqueness. All materials are used correctly and in new and creative ways. Work is always neat and clean. Name is written neatly on back. Work is always complete and has harmony/unity. Always goes above and beyond in exhibiting the 10 Core Values in creation of work, participation and behavior in class and in all interactions with peers and adults.
A (93-97.9%)	Follows all directions given for the assignment and uses all criteria. Always does quality work. Work is creative and unique. All materials are used correctly. Work is always neat and clean. Name is written neatly on back. Work is always complete. Always exhibits the 10 Core Values in creation of work, participation and behavior in class and in all interaction with peers and adults.
A- (90-92.9%)	Follows directions given for the assignment and uses most criteria. Does quality work which is creative. Most materials are used correctly. Work is neat and clean. Work is complete. Exhibits the 10 Core Values in creation of work, participation and behavior in class and in interactions with peers and adults.
B+ (88-89.9%)	Follows most directions given for the assignment and uses most criteria. Sometimes needs reminders to do quality work and be creative. Some materials are used correctly. Work is usually neat and clean. Work is usually complete. Sometimes needs reminders to exhibit the 10 Core Values in creation of work, participation and behavior in class and in interactions with peers and adults.
B (83-87.9%)	Follows some directions given for the assignment and uses some criteria. Sometimes needs reminders to do quality work and be creative. Some materials are used correctly. Sometimes needs reminders to keep work neat and clean. Sometimes needs reminders to complete work. Needs reminders to exhibit the 10 Core Values in creation of work, participation and behavior in class and in interactions with peers and adults.
B- (80-82.9%)	Follows some directions given for the assignment and uses some criteria. Needs reminders to do quality work and be creative. Needs reminders to use materials correctly. Needs reminders to keep work neat and clean. Needs reminders to complete work. Needs reminders to exhibit the 10 Core Values in creation of work, participation and behavior in class and in interactions with peers and adults.
C (70-79.9%)	Needs reminders to follow directions and use criteria. Needs constant reminders to do quality work. Needs constant reminders to use materials correctly. Needs constant reminders to complete work. Needs constant reminders to exhibit the 10 Core Values in creation of work, participation and behavior in class and in interactions with peers and adults.
D (60-69.9%)	Does not follow directions or use criteria. Does not do quality work. Does not use materials correctly. Does not complete work. Does not exhibit the 10 Core Values in creation of work, participation and behavior in class and in interactions with peers and adults.