

Subject: Art, Craft and Design: Ancient Egypt Art: Pencil + Paint	Year: 4 – Spring Term 1
<p>National Curriculum objectives</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials learn about great artists, architects and designers in history to create sketch books to record their observations and use them to review and revisit ideas 	
<p>To begin this unit, the children should have already learnt:</p> <p><u>Line/Detail + Observation);</u> Show increased control over lines. Encourage children to look carefully, to observe and include more detail (YR2) Use experience of line to practise close observation to add detail to drawing (YR3)</p> <p><u>(Texture/Pattern):</u> Show increased control creating different marks to form patterns and different textures to create effects, for example dots, lines, shapes, hatching. (YR3)</p> <p><u>(Shading);</u> Experiment with the potential of various pencils to shade and create light and dark. (YR3)</p> <p><u>(Perspective);</u> An attempt to show some 3D qualities to an object. (YR3)</p> <p><u>(Recording/Self Governing/Evaluation);</u> Self-reflect on created pieces of art (YR3)</p> <p><u>(Colour Mixing/Knowledge);</u> Colour Wheel: primary to secondary colours mixing, contrasting colour. (YR2) Tertiary colours. Tones of colour adding light and dark. (YR3)</p> <p><u>(Application of paint);</u> Paint applied with greater variety of brushes to try and copy effects including washes. (YR3)</p>	<p>The learning in this unit will prepare the children to learn these things in the future: Year 5 Progression of Skills.</p> <p><u>(Line/Detail + Observation);</u> Continue to practise observation while drawing to form increasingly detailed, accurate drawings.</p> <p><u>(Texture/Pattern):</u> Interpret the texture of a surface and make own decision how to represent this, use pattern for a purpose.</p> <p><u>(Shading);</u> Show the effect of light on objects and people from different directions with increasing skill using tone, shade and shadow.</p> <p><u>(Perspective);</u> Use scale and proportion to begin to add perspective to drawing.</p> <p><u>(Recording/Self Governing/Evaluation);</u> Use initial sketches as a way of recording ideas, planning work, record work in a clear sequence in sketchbooks, reflecting on own work.</p> <p><u>(Colour Mixing/Knowledge);</u> To continue experiment colour matching to real objects Experimenting with intensity of colour to create depth. To begin to add to colour for effect or to add emotion.</p> <p><u>(Application of paint);</u> Paint applied in a series of layers and techniques to achieve a planned effect.</p>
<p>Key Enquiry Question How did the Ancient Egyptian’s decorate their tombs?</p>	<p>The Big Idea: Studying Ancient Egyptian decorative motifs, practise drawing and paint mixing skills.</p>
<p style="text-align: center;">To achieve ARE, pupils will need to be secure in the following knowledge:</p>	
<p>By the end of this unit, children will know: How to select and use relevant resources and references to develop their ideas. Use a sketchbook, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. Investigate the nature and qualities of different materials and processes systematically.</p>	<p>Vocabulary: Line: pencil, crayon, thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, sketching, observation. Texture: pattern texture, proportion, smooth, rough, hatching, media marks, techniques, stippling, blending, rubbing, shading, pressure.</p>

Apply the technical skills they are learning to improve the quality of their work. (For example, mixing tones in watercolour, drawing Egyptian decorative motifs e.g. hieroglyphics).

Regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve.

Know about and describe some of the key ideas, techniques and working practises of a variety of artists, craftspeople, architects and designers that they have studied. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.

(NSEAD Assessment framework)

By the end of this unit, children will be able to do:

Drawing Skills:

(Line/Detail + Observation);

Continue to practise close observation to add detail and texture to form accurate drawings.

(Texture/Pattern):

Explore environmental and manmade patterns and textures for example tessellation for desired effects.

(Shading);

Identify and draw the effect of light including tone and shadow.

(Perspective);

Begin to look at scale and proportion in drawing

(Recording/Self Governing/Evaluation);

Use sketches as a way of recording ideas, planning other work, record work in a clear sequence in sketchbooks.

Colour Skills:

(Colour Mixing/Knowledge);

Beginning to experiment colour matching, Self-lead colour mixing

Experimenting with intensity of colour.

(Application of paint);

Paint applied taking greater care. Using a greater variety of brushes or applicators to achieve a planned effect.

Shape: form, grades, shapes, proportion, 2D/3D, parallel, vertical, horizontal, straight, curved, rigid, static, movement, symmetry

Tone: variations, tone, grade.

Colour wheel, primary, secondary colours, mix, tints, tones, shades, experiment, effects, textural effects, blocking, washes, layering, brush, texture, evaluate, compare, review, reflect.

Ancient Egypt, hieroglyphs, tomb, inspire, represent, decorative, names of Ancient Egyptian Gods and materials eg. papyrus, murals, Alaa Awad.

Artists:

Range of unknown Ancient Egyptian craftspeople and artist.

Contemporary reference; Alaa Awad (1981-) Egyptian mural artist and painter



Media:

Pencil + Pen + Crayon

Watercolours

Digital Art

Useful Resources:

Lesson sequence ideas;

<https://romeromac.com/wp-content/uploads/2020/02/Year-3-Egyptians-Art-Overview.pdf>



The Met: Paint like an Egyptian;

<https://www.metmuseum.org/blogs/metkids/2020/paint-like-an-egyptian>

