

Subject: Art, Craft and Design: Ancient Egypt Art: 3D and collage	Year: 4 – Spring Term 2
<p><b>National Curriculum objectives</b></p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>learn about great artists, architects and designers in history</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	
<p><b>To begin this unit, the children should have already learnt:</b></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>(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>(Construction/Form);</u> Shape, form, model, and construct (malleable and rigid materials) Develop understanding of different adhesives + methods of construction (YR3)</p> <p><u>(Surface + Texture);</u> Experiment with materials and the effect of tools or fingers to change surface and texture (YR1) Begin to experiment with more intricate surface patterns/ textures and use them when appropriate. (YR3)</p> <p><u>(Research + Planning / Evaluation);</u> Begin to plan design of object based on its purpose. Awareness of natural and man-made forms and how some are represented in sculpture. (YR3)</p>	<p><b>The learning in this unit will prepare the children to learn these things in the future:</b> 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>(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.</p> <p><u>(Construction/Form);</u> Use range of equipment and materials e.g., recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p><u>(Surface + Texture);</u> Make choices using experience how to create surface pattern and texture and when to use</p> <p><u>(Research + Planning / Evaluation);</u> Select a best design for a 3D object from initial ideas to most successful meet a purpose. Use sketchbooks to plan, develop and collect ideas to inform 3D artworks. Adapt work as and when necessary and explain why.</p>
<p><b>Key Enquiry Question</b> Can you research, design and create a 3D Egyptian structure? (pyramid/obelisk)</p>	<p><b>The Big Idea:</b> Practise designing and constructing and decorating 3D architectural models (pyramids/obelisks) and decorative collars, inspired by Ancient Egyptian research.</p>
<p><b>To achieve ARE, pupils will need to be secure in the following knowledge:</b></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. (Designing, planning and creating Egyptian inspired 3D structure). Investigate the nature and qualities of different materials and processes systematically. Apply the technical skills they are learning to improve the quality of their work. 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.

(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.

**3D Design Skills:**

(Construction/Form);

Use range of equipment and materials e.g., recycled, natural and manmade materials with increasing confidence.

Continue to develop experiential knowledge of how to attach materials +shape media.

(Surface + Texture);

Produce more intricate surface patterns/ textures and when to use.

(Research + Planning / Evaluation);

Continue to plan design of object based on its purpose.

Use sketchbooks to plan, develop and collect ideas to inform 3D artworks.

**Vocabulary:**

Line: pencil, pattern, line, shape, detail, bold, sketching, represent.

Texture: pattern texture, proportion, inspired, smooth.

Shape: form, grades, shapes, proportion, 2D/3D, parallel, vertical, horizontal, straight, curved.

Colour wheel, primary, secondary colours, mix, tints, tones, shades, experiment, collage, effects, evaluate, compare, review, reflect.

Record, observe, revisit, manipulate, improve, mastery, design techniques, surface patterns, materials, create, textures, join, construct, create, modelling, develop, construct, stable, fragile, attach.

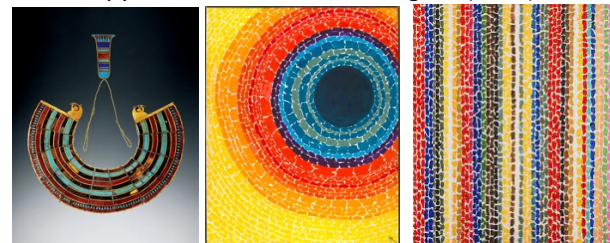
Ancient Egyptian, pyramid, obelisk, collar ('usekh'), hieroglyphs, carving, frieze, decoration, sculpture, architects. Ioh Ming Pei. Alma Thomas.

**Artists:**

Range of unknown Ancient Egyptian craftspeople and artists.



Modern pyramid: architect Ioh Ming Pei (1989) Louvre



Alma Thomas (1891-1978); collage artist for usekh/ bead inspiration.

**Media:**

Pencil + crayon

Paint

Collage/ Carboard + paper plates/ Recycled materials

**Useful Resources:**

<https://www.twinkl.co.uk/resource/ancient-egyptians-make-your-own-egyptian-collar-craft-instructions-t-h-724>

List of modern examples of obelisks;

[https://en.wikipedia.org/wiki/List\\_of\\_modern\\_obelisks](https://en.wikipedia.org/wiki/List_of_modern_obelisks)

