




LKS2 - Cycle A Summer 2 – Why did the Ancient Egyptians build pyramids?		Skills focus: Drawing, Painting, 3D work- sculpture		
Summary of activities	1) Creativity/ Generating ideas	2) Making skills/techniques	3) Factual knowledge and understanding	4) Evaluating/ reflecting
<p>Drawing – Explore hieroglyphics =- design their own name in hieroglyphics in sketchbooks – explore using different grades of pencil or create parchment paper. Could extend this to work on material. Contrast this to the work of contemporary artist Alaa Awaad murals.</p> <p>Create a collaborative large mural as a class in the style of Alaa Awaad on large rolls of paper.</p> <p>Research what the different animal heads represent on canopic jars in sketchbooks and the children to design their own.</p> <p>Explore effects of using different types of paints on clay. E.g. using watercolour, using pre mixed, metallic paints. Which is most effective and why?</p> <p>Make Egyptian canopic jar lids using clay – explore how to join the clay using slip techniques. See example of the heads of animals below. Finish with paint.</p>  <p>e.g.</p>	<p><u>Develop and share ideas</u></p> <ul style="list-style-type: none"> - To use sketchbook as a very personal space.- to create records of the world around them, their ideas, thoughts, feelings and discoveries. - To develop ideas from starting points throughout the curriculum and apply techniques. - To collect information, sketches and resources. - To annotate, adapt and refine ideas as they progress. - To explore ideas in a variety of ways. - To comment on artworks using visual language. <p><u>Experiences/ Imagination</u></p> <ul style="list-style-type: none"> - To make art from things they can see from observation, their environment, photographs etc. then translate into new materials. <p><u>Develop ideas</u></p> <ul style="list-style-type: none"> - To make art for expression, imagination, and pleasure. 	<p><u>Drawing –</u></p> <ul style="list-style-type: none"> - To continue to familiarise with drawing exercises (recap/reminders). - Work on a variety of scales and surfaces (e.g. smaller, larger scale drawings) <p><u>Lines/Shape:</u></p> <ul style="list-style-type: none"> - To demonstrate growing technical skill and knowledge, developing intricate marks/patterns using a variety of media. - To experiment/ know how to use different grades of pencil to create lines/ marks. - To experiment with including increased surface detail within work - To begin to show an awareness of objectives having a 3D dimension and perspective - To begin to consider scale and proportion <p><u>Tone:</u></p> <ul style="list-style-type: none"> - To create sketches; sketching lightly (no need to use a rubber). - To experiment/ know how to use different grades of pencil to create variations in tone. <p><u>Painting –</u></p> <ul style="list-style-type: none"> - To use a range of brushes/ brush strokes to create different effects in painting. <p><u>Scale/surfaces:</u></p> <ul style="list-style-type: none"> - Paint on new surfaces, work on a range of scales (smaller, larger) <p><u>Colour:</u></p> <ul style="list-style-type: none"> - To mix colours effectively – mix secondary and tertiary colours to paint with. <p><u>3D Sculpture</u></p> <ul style="list-style-type: none"> - Design and make forms in 3D dimensions - To use clay and other mouldable materials. 	<p><u>Significant artists, crafts people, designers</u></p> <ul style="list-style-type: none"> - Study and describe the work of significant artists, crafts people and designers learning how and when they were made. <ul style="list-style-type: none"> ○ How has the artist produced this work? ○ What is the background to this art? ○ Who made, where were they from? ○ Why was it made? - To give more complex personal opinions about their work. <p><u>Formal elements</u></p> <ul style="list-style-type: none"> - To make copies of small areas of the artist's work to study their techniques: colour, tone, textures, patterns used. - To study how other artists make art, including the work of other peoples and cultures, past and present. - To look at art for pleasure and purpose: Why do they like it? 	<p><u>Increasing understanding of purpose and intention of art</u></p> <ul style="list-style-type: none"> - To replicate some of the techniques used by notable artists, crafts people and designers. - To recognise when art is from different cultures and historical periods. - To verbally describe their work and the work of others: - To describe the formal elements of colour, line, tone, shapes, textures and patterns. - To develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> ○ Describe what you see in the artwork ○ What do you like/dislike? Why ○ What other senses can you bring to this artwork? ○ What is the artist saying to us in this artwork? ○ How does it make you feel?

Neville's Cross Primary School and Nursery – Art Knowledge and Skills

Children to design and make their own hieroglyphic paper to wrap around recycled tubes (pringles sized) to attach their clay heads to. Could use paper mache techniques and paint, drawing with sharpie pens.
e.g.



- To work from memory or imagination to reimagine what they know.
- To develop initial ideas into final work, adapting work as it progresses.

- To create and combine shapes to create recognisable forms.
- To develop confidence working with clay adding greater detail, intricate surface patterns and texture
- To finish work using paint – (adding colour once clay is dried)
- To investigate ways of joining/ securing clay to continue at a later date- scratch and slip
- To work in a safe, organised way caring for equipment.

- To develop their use of the language of art (formal elements)

Suggested artists, craftspeople, designers/ art movement:

Ancient Egyptian art – canopic jars



Hieroglyphics



Alaa Awaad murals



- How might it inspire you in making your own art?
- If you could take this art home, where would you put it and why?
- To develop skills in oracy, describing their thoughts, ideas and intentions.
- To take photos of their own work to place in Seesaw. To use this documentation as a chance to use digital media and a discussion about how to present work to others.

Awareness of choices and decisions

- To use evaluation to understand what they need to do to improve and that all artists do this.
- To talk about how they can improve their work and learn that it is normal to feel anxious about the outcomes.
- To offer advice, confidence and praise to others.
- To use evaluation to understand what they need to do to improve and that all artists do this.