

0Art & Design Year 3- Medium Term Planning.
Craft and Design – Ancient Egyptian Scrolls
Lent I

National Curriculum Objective

National Curriculum:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example soft metals & modelling clay]
- about how artists recalled events and successes through art in history from the ancient Egyptian period.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning intention	I can investigate the style, pattern and characteristics of Ancient Egyptian art.	I can apply design skills inspired by the style of an ancient civilisation.	I can apply understanding of ancient techniques to construct a new material.	I can apply drawing and painting skills in the style of an ancient civilisation.	I can apply drawing and painting skills in the style of an ancient civilisation	I can apply an understanding of Egyptian art to develop a contemporary response.
Recall and Retrieval		<ul style="list-style-type: none"> • I know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). 	<ul style="list-style-type: none"> • Artists have different materials available to them depending on when they live in history. • Art from the past can give us clues about what it was like to live at that time. • Artists experiment with 		<ul style="list-style-type: none"> • I know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. (Tone) • I know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, 	<ul style="list-style-type: none"> • I know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. (Tone) • I know that shading is used to create different tones in an artwork and can include hatching, cross-hatching,

			different tools and materials to create texture.		scribbling and stippling. (Tone)	scribbling and stippling. (Tone)
Key Knowledge <i>Sequence of knowledge throughout the lesson</i>	<ul style="list-style-type: none"> I know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). (Pattern) 	<ul style="list-style-type: none"> Artists have different materials available to them depending on when they live in history. (Knowledge of Artists) Art from the past can give us clues about what it was like to live at that time. (Knowledge of Artists) Artists experiment with different tools and materials to create texture. (Knowledge of Artists) The meanings we take from art made in the past are influenced by our own ideas. (Knowledge of Artists) 		<ul style="list-style-type: none"> I know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. (Tone) I know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. (Tone) 	<ul style="list-style-type: none"> I know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. (Tone) I know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. (Tone) 	

Key Skills	<ul style="list-style-type: none"> • I can discuss Ancient Egyptian art to understand more about it. • I can look closely to identify colours, patterns and shapes. • I can record what I see in my sketchbook, trying out: different drawing materials, working on different surfaces, experimenting with composition. • I can generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process (Generating Ideas) 	<ul style="list-style-type: none"> • I can make decisions about how I want to represent information through images. • I can plan a design for a scroll thinking about key features of the artwork of the Ancient Egyptians. • I can apply my knowledge of their style to plan appropriate colours and patterns for my design. • I can use sketchbooks as part of the problem-solving process and make changes to improve their work. (Using Sketchbooks) • 	<ul style="list-style-type: none"> • I can use knowledge of an ancient process to make a modern alternative. • I can follow instructions carefully. • I can review what worked well and what I could improve on. 	<ul style="list-style-type: none"> • I can use a design and accurately translate it to a new surface. • I can use materials and tools carefully to show precision in my work. • I can mix and use colours that are appropriate to the style of work. • I can suggest improvements in my own and other people's work. • I know how to mix colours with greater accuracy and begin to consider how colours can be used expressively. • I can develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • I can confidently use of a range of 	<ul style="list-style-type: none"> • I can use a design and accurately translate it to a new surface. • I can use materials and tools carefully to show precision in my work. • I can mix and use colours that are appropriate to the style of work. • I can suggest improvements in my own and other people's work. • I know how to mix colours with greater accuracy and begin to consider how colours can be used expressively. • I can develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • I can confidently use of a range of 	<ul style="list-style-type: none"> • I can follow instructions to create a zine. • I can use a variety of images, text and materials to make my zine interesting. • I can inform my audience about my subject with relevant information.
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				<p>materials and tools, selecting and using these appropriately with more independence.</p> <ul style="list-style-type: none"> I can use hands and tools confidently to cut, shape and join materials for a purpose. 	<p>materials and tools, selecting and using these appropriately with more independence.</p> <ul style="list-style-type: none"> I can use hands and tools confidently to cut, shape and join materials for a purpose. 	
Disciplinary Knowledge <i>Evaluate/Analyse</i>	<ul style="list-style-type: none"> Know that people can make art to express their views or beliefs. Know that people can have their own opinions about art, and sometimes disagree. Know that one artwork can have several meanings. 	<ul style="list-style-type: none"> Know that people can make art to express their views or beliefs. Know that people can have their own opinions about art, and sometimes disagree. Know that one artwork can have several meanings. 	<ul style="list-style-type: none"> Know that people can make art to express their views or beliefs. Know that people can have their own opinions about art, and sometimes disagree. Know that one artwork can have several meanings. 	<ul style="list-style-type: none"> Know that people can make art to express their views or beliefs. Know that people can have their own opinions about art, and sometimes disagree. Know that one artwork can have several meanings. 	<ul style="list-style-type: none"> Know that people can make art to express their views or beliefs. Know that people can have their own opinions about art, and sometimes disagree. Know that one artwork can have several meanings. 	<ul style="list-style-type: none"> Know that people can make art to express their views or beliefs. Know that people can have their own opinions about art, and sometimes disagree. Know that one artwork can have several meanings.
Main teaching activity: <i>Summary</i>	Success Criteria <ul style="list-style-type: none"> I can discuss Ancient Egyptian art to understand more about it. 	Success Criteria <ul style="list-style-type: none"> I can make decisions about how I want to represent information through images. 	Success Criteria <ul style="list-style-type: none"> I can use knowledge of an ancient process to make a modern alternative. 	Success Criteria <ul style="list-style-type: none"> I can use a design and accurately translate it to a new surface. I can use materials and tools carefully 	Success Criteria <ul style="list-style-type: none"> I can use a design and accurately translate it to a new surface. I can use materials and tools carefully 	Success Criteria <ul style="list-style-type: none"> I can follow instructions to create a zine. I can use a variety of images, text and

	<ul style="list-style-type: none"> • I can look closely to identify colours, patterns and shapes. • I can record what I see in my sketchbook, trying out: different drawing materials, working on different surfaces, experimenting with composition. 	<ul style="list-style-type: none"> • I can plan a design for a scroll thinking about key features of the artwork of the Ancient Egyptians. • I can apply my knowledge of their style to plan appropriate colours and patterns for my design. 	<ul style="list-style-type: none"> • I can follow instructions carefully. • I can review what worked well and what I could improve on. 	<p>to show precision in my work.</p> <ul style="list-style-type: none"> • I can mix and use colours that are appropriate to the style of work. • I can suggest improvements in my own and other people's work. 	<p>to show precision in my work.</p> <ul style="list-style-type: none"> • I can mix and use colours that are appropriate to the style of work. • I can suggest improvements in my own and other people's work. 	<p>materials to make my zine interesting.</p> <ul style="list-style-type: none"> • I can inform my audience about my subject with relevant information.
Scaffolding	Pupils needing extra support could attempt the colour wash and staining methods which are more straightforward; could have the printable Activity: Ancient Egyptian art and patterns next to them and trace the shapes and patterns with their fingers first to help them visualise drawing the patterns before doing so; may	Pupils needing extra support may need support with images to use and could use the Activity: Ancient Egyptian symbols to copy from or to cut out and stick into their designs.	Pupils needing extra support may need support with the paper strips and may benefit from these being ready to use; could benefit from the pupil video played on a loop that will provide repeated instructions.	Pupils needing extra support could trace their design from the sketchbook onto their handmade paper; may find it helpful to have some templates or images to stick on from the Resource: Ancient Egyptian symbols.	Pupils needing extra support could trace their design from the sketchbook onto their handmade paper; may find it helpful to have some templates or images to stick on from the Resource: Ancient Egyptian symbols.	Pupils needing extra support may need help to construct their zine (could have some zines prepared for those that may not manage to create their own having attempted to) ; could provide them with the pupil video on a laptop so they can pause it after each step and use the Activity: Zine template; may need to have the subject of their zine decided for them or options provided; could use

	benefit from being provided with a malleable material such as playdough to make the shapes and patterns (they could then use these models to draw around or photograph).					printed copies of the Activity: Ancient Egyptian symbols to cut up and stick into their zines; could use a keyword list to either copy from or stick into their zine.
Challenge	Pupils working at greater depth Should be encouraged to record more complex patterns, using a mix of media within one section; could try to tear the shapes from paper and try creating patterns with torn pieces.	Pupils working at greater depth should include more details in their design ideas and be encouraged to annotate their design to explain the decisions.	Pupils working at greater depth should be encouraged to write the process down in their sketchbooks, with diagrams and suggest ways they could change the process to create different effects.	Pupils working at greater depth should be expected to add fine details as part of their work; should ask them to pick out specific areas where highlighting would have the greatest effect – they can do this by either sticking on special papers or mixing a bold and bright colour that is unique to these areas of their work.	Pupils working at greater depth should be expected to add fine details as part of their work; should ask them to pick out specific areas where highlighting would have the greatest effect – they can do this by either sticking on special papers or mixing a bold and bright colour that is unique to these areas of their work.	Pupils working at greater depth could be challenged further by giving them a specific question as a title for their zine; can be encouraged to be more creative with their pages, using a mixed media approach to each page.
		Democracy – I can explore different ways to express my opinions.				
Key vocabulary:	ancient, civilisation, colour, composition, Egyptian, painting	convey, design, imagery,	material, paper, process, technique	layout, style, translate	layout, style, translate	audience, fold, images, inform, subject, text,

	papyrus, pattern, Pharaoh, sculpture, shape, tomb	information, scale, scroll				zine - pronounced 'zeen'
End of Unit Outcomes:	<ul style="list-style-type: none"> • Recognise and discuss the importance of Ancient Egyptian art. • Consider the suitability of a surface for drawing. • Record colours, patterns and shapes through observational drawing. • Choose and use tools and materials confidently. • Begin to experiment with drawing techniques. • Create a selection of sketches that show idea exploration. • Produce a final design with a clear purpose. • Follow instructions with minimal support. • Discuss and evaluate the process and outcome of their work. • Produce a complete painted or drawn piece from a design idea. • Use colours and materials appropriately, showing an understanding of effective composition. • Have a clear idea of the subject of their zine, including a range of images and information. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. <p>(Evaluate/Analyse)</p> <ul style="list-style-type: none"> • Begin to carry out a problem-solving process and make changes to improve their work. (Evaluate and Analyse) 					
Resources						