

Art- Scrolls



Egyptian scrolls

Essential Knowledge

By the end of this unit children will

Pupils who are **secure** will be able to:

- 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.

Vocabulary

- Ancient design
- Egyptian
- fold
- imagery
- inform
- layout
- material
- painting
- papyrus

Painting Intention

Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.

Lesson 1-

FOCUS: To investigate the style, pattern and characteristics of Ancient Egyptian art.

- 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.

Watch Teacher video: Ancient Egyptian art Pupil video: Ancient Egyptian art

Have ready Presentation: Ancient Egyptian art. Presentation: Ancient Egyptian art patterns. Glue sticks or PVA with pots and spreaders (one per pair).

Sketchbooks (one each). A range of drawing materials, such as different pencil grades, pastels, colouring pencils (a selection per table group). Large sheet of paper (optional). Visualiser (optional). A selection of the following (depending on the technique chosen): water-based paints; teabags or coffee; papers (newspaper, sugar paper, tissue paper). Link: Assessment - Art and design Year 3 - Craft and design (optional - see Attention grabber).

Print in advance Activity: Ancient Egyptian art and patterns (pre-prepared - one image each child as needed). Resource: Knowledge organiser: Art and design - Craft and design (one each). Recap and recall Before starting this unit

Lesson 2-

To apply design skills inspired by the style of an ancient civilisation.

- 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.

Display the Presentation: Ancient Egyptian art and ask the children what patterns and shapes could be represented in the image. Ask them to share with a partner what they observe. Presentation: Ancient Egyptian art! Take feedback from the children. Attention grabber The intention behind the following task is to set the context for the children's design work in the Main event. The activity illustrates what information can be gleaned from looking at pictures and artwork. Place one image from the Activity: Ancient Egyptian pictures on each table. Display the questions on the

Presentation: Questions. Ask each group to look at their image and

you might want to check the children can recall: How to try out a variety of ideas for adapting prints into 2D or 3D artworks.

How to further demonstrate increased control with a greater range of media. How to make choices about which materials and techniques to use to create an effect. How to use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Attention grabber Display slides 1 to 6 of the Presentation: Ancient Egyptian art. Presentation: Ancient Egyptian art1 Explain that we have learnt what the Ancient Egyptians looked like, how they lived and what was important to them from the sculpture, pottery and paintings they left behind. Discuss the questions as a class to consolidate the children's understanding of what the Ancient Egyptians created and how and why it is important. Who do you think made this art? How do you know? Why do you think they made it? How do you think they made their artwork?

Main event Creating the surface Explain that the children are going to draw Egyptian patterns and shapes in their sketchbooks but before they start, they are going to create some interesting surfaces to draw on. Explain to the children that the Egyptians did not work on white, pristine paper but on papyrus paper. Having decided on the surface you wish the children to create (see suggestions in the

discuss what they think the image is showing and what can be learned from the picture, using the questions from the slide to help them. Presentation: Questions2 Invite each group to share with the class the picture they looked at and what they think it depicts. Main event Display slide 1 of the Presentation: Designing Ancient Egyptian scrolls (a picture of papyrus). Ask the children if they know what the image shows.

Presentation: Designing Ancient Egyptian scrolls3 Use slides 2 and 3 to help explain to the children that the Ancient Egyptians made paper from papyrus plants, which they could then draw, paint and write on. Sometimes paintings or writing on papyrus would be rolled up like a scroll and placed next to the sarcophagus in a tomb. Explain that the children are going to make their own Ancient Egyptian-inspired scroll and in this lesson, they are going to design it. Display slide 4 to show what a scroll is. You could set the children a design brief, giving a specific purpose for their scrolls, such as to convey a story or give information about their school or themselves. Alternatively, allow them to choose their own ideas. Allow time for talk partners or groups for the children to express their ideas aloud and respond constructively to each others' ideas.

Model yourself or use the Pupil video: Designing scrolls to

Teacher video: Ancient Egyptian Art), demonstrate to model the process yourself or use the Pupil video: Ancient Egyptian art. The children then create their own surfaces in their sketchbooks. Pupil video: Ancient Egyptian art Drawing the patterns Once the children have prepared their sketchbook pages, display slides 1 to 6 of the Presentation: Ancient Egyptian art patterns in turn to look more closely at the patterns, colours and shapes with your class. This is also an opportunity to allow some drying time if wet materials have been used.

Presentation: Ancient Egyptian art patterns² Discuss what they see using the questions. What patterns do you notice: On the people's clothing? In the background? On objects in the paintings? Get the children to try making the shapes by drawing in the air and/or ask children to come up and draw the shapes on a large sheet of paper for the class to use as a reference for their own work. Show the children how they can record these in their sketchbooks, drawing on the surfaces made earlier by modelling it yourself or showing the Pupil video: Ancient Egyptian art. Explain that they need to decide: What they want to draw. Where they want to draw it on their page. Whether to draw a close-up of an object or the whole thing. Whether to draw on a large scale or small and intricate. The children can use the Activity: Ancient Egyptian art and patterns to reference imagery as they work. Wrapping up Share some examples of the children's work by using a visualiser or setting it out on the tables. Remind the children why Egyptian art is so important (because we have been able to learn about their lives from the artwork). Looking at each other's

demonstrate to the children the process of designing their scroll. The Pupil video: Designing scrolls is a stimulus to illustrate an example of what their design could look like but encourage the children to work creatively in their sketchbooks, if possible, allow them access to a range of materials so that they can sketch, paint and stick as they wish. Pupil video: Designing scrolls Show the Presentation: Sketchbook pages to illustrate the aim of the task, which is for children to show in their sketchbooks: The purpose of their scroll (a story, to give information etc). A range of sketches to explore Egyptian imagery. Experimentation of colours and patterns reflecting the style of ancient art. A range of designs to illustrate experimentation of different composition ideas.

A final design idea. The slide could be left on display for the children to refer to as they begin work. Presentation: Sketchbook pages⁴

Wrapping up Repeat the activity from the Attention grabber but instead of using the image provided, the children use their own final design ideas. As a class, discuss what is being depicted and what message is being conveyed using the questions. What can you see? What do you think the artist (pupil) is trying to tell you? Why? How do you know?

artwork, ask the children to discuss the images and patterns they have chosen to draw. Why did you draw this pattern/ item? What do you think it represents? What could you represent through patterns and shapes? (They could choose things such as their hobbies, pets or favourite things.) What imagery, patterns and colours would you use?

Vocabulary

Ancient In historical terms it is something from a long time ago and no longer exists.

Civilisation A society or culture showing how people live.

Colour A feature of everything in the world that is seen through the way it reflects light.

Composition Putting different elements together in a pleasing way.

Egyptian Someone or something that is a descendant from Egypt.

Painting A picture made using paint.

Papyrus A riverside plant used to make paper.

Pattern Pattern is a design in which shapes, colours or lines are repeated.

Pharaoh The title of a king of Ancient Egypt.

Sculpture Art in three dimensions; walk all around it to look at it.

Shape The form of something made by a line around the edge.

Tomb A large stone structure or underground room where someone, especially an important person, is buried.

Assessing progress and understanding Pupils with secure understanding indicated by: recognising the importance of Ancient Egyptian art through discussion and questioning; considering the suitability of the surface for drawing when creating their backgrounds; being able to record colours, patterns and shapes through observational drawing; choosing and using tools and materials confidently; beginning to demonstrate a level of experimentation, pushing their knowledge and skills in drawing techniques.

Adaptive teaching 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 benefit from being provided with a malleable material such as playdough to make the shapes and

Pupils working at greater depth indicated by: recognising the importance of Ancient Egyptian art through discussion and questioning, possibly raising questions of their own; demonstrating an understanding of composition to create an aesthetically pleasing arrangement of drawn elements within their sketchbook pages; considering connecting and linking drawn elements together; demonstrating dexterity and developed fine motor skills and experimenting with tearing or cutting paper to represent patterns, patterns (they could then use these models to draw around or photograph). 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 paper.

Lesson 3:

FOCUS: To apply understanding of ancient techniques to construct a new material

Success Criteria:

Lesson 4:

FOCUS: To apply drawing and painting skills in the style of an ancient civilisation.

Success Criteria:

- 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.

Display the *Presentation: Quizmaster* and ask the children to think of a question about designing Ancient Egyptian scrolls from the previous lesson to quiz their classmates. Explain to the children that they must also know the answer to the question.

Allow time for the children to ask their questions.

Questions and answers could include:

- What is papyrus? (A plant that is used to make paper.)
- What is a scroll? (A long roll of paper or similar material with usually writing on it.)
- What does a scroll show? (A story or information about something)

Display the *Presentation: Making paper* to show how and why the Ancient Egyptians used paper but also the process they used to make it. You might find some videos online to show the process in action!

Explain to the children that they are going to make their own version of the

- 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.

Arrange the children into pairs. Display the *Presentation: Speak like an expert* and ask the children to recall any information they can remember about making paper.

Presentation: Speak like an expert

Take feedback from the children.

Answers could include:

- Ancient Egyptians used papyrus to make paper as it grew in abundance along the River Nile.
- It was known as the gift of the Nile.
- The steps to making paper:
 - remove the green outer layer;

papyrus paper, applying the traditional techniques to produce a new material.

Note: this handmade paper can also be used in [Lesson 5: Making zines](#) so you may want to ask the children to make extra sheets.

When the classroom is set up and ready, demonstrate or show the children the *Pupil video: Making paper* to explain the steps to making paper.

Making paper

1. Rip the paper into strips about one inch wide and roughly the same length (ripping against a ruler edge helps to keep the strips straight).
2. Dip a paper strip into the bowl of watery PVA, making sure it is fully immersed. As you lift it out, run your index finger and thumb down the strip of paper to take off any excess glue.
3. Lay the strips side by side vertically onto your working area, making sure the edges are slightly overlapping. Keep going across to the end of the working area.
4. Apply a second layer of strips but at a right angle, laying them horizontally on top of the first layer.
5. Leave your paper on the backing surface and put it somewhere to completely dry.

If you have time left the children could:

- Cover more pages in their sketchbooks in the same way to create some

- the white stem was cut into thin strips;
- removal of the moisture;
- layering the thin strips;
- pressing and drying it;
- smoothing it out with a stone;
- writing and drawing on it.

Ask the children to take their sketchbooks to another child in the room and ask them to show one another their designs. While they are talking with their peers, display the following questions:

- What do you like or not like about the composition?
- What patterns work well?
- Is the message being shown clearly?
- Are there any improvements that could be made to the design?

3: Main event

Give the children some time to reflect on any feedback they have been given and to make any last amendments to their design.

Explain that they are going to translate their design onto the handmade paper they made in [Lesson 3: Making paper](#).

interesting paper surfaces to draw on in future.

- Record the process of making papyrus paper in their sketchbooks, creating a set of instructions with diagrams, and small scaled-down examples with leftover brown paper and glue.

Once tidy-up is complete, finish the lesson by evaluating the process as a class. Discuss what it may have been like to create paper in Ancient Egyptian times compared to the modern alternative they have created.

- How easy was the process?
- What was difficult?
- What would you do differently next time?
- What do you like about the paper you have made?

Before they start to do any drawing, model the process yourself or show the *Pupil video: Scroll making* which highlights key things to think about, such as:

- The scale of the design to make sure they utilise the full size of their paper.
- Lightly sketching out the design to plan the space.
- Looking at different materials and how best to use them.

Pupil video: Scroll making

Once the children have the design planned on their paper, they can begin to add more detail and colour. Where possible, allow the children some autonomy to decide which materials they would like to use.

While the children are working, display the questions so that when the children have completed the drawing and painting, ask them to refer to these to make improvements. (The success criteria could also be shared at this point.)

- Which areas need to be painted or coloured more carefully?
- What improvements can you make to the colours you have used?
- Which areas look too empty that you could add some more

patterns to?

As an optional finishing touch to the children's work, they could stick on some textural or metallic papers, highlighting specific areas. Alternatively they could outline some of the imagery with a black fine liner when the painting is dry.

To finish, the children make their completed paper design into a scroll (only once they are fully dry if wet materials have been used).

Choose one of these options to complete with your class:

- Simply roll the papers and tie them with string.
- Paint tubes of cardboard, glue one end of the paper to the tube, and roll the paper around it. There will need to be some string at the other end of the paper to tie it up. Wooden dowels can be used the same way.
- Apply the same idea as above but with two tubes, one at either end so that they roll up to the middle.

The *Pupil video: Scroll making* demonstrates these ideas from 2:10 to 2:34.

: *Wrapping up*

Display the children's scrolls to allow everyone to look at each other's work. As a class, take time to evaluate the designs and the

process by discussing what has been successful - which designs are more effective than others? Why?

Perhaps brainstorm together a creative way you could display them in the classroom, or in a shared area.

Now that the children have created something using ancient techniques, what modern applications can the children think of that they could apply the Ancient Egyptian style to?

Lesson 5:

FOCUS: To apply an understanding of Egyptian art to develop a contemporary response

Success Criteria:

- 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

Arrange the children into pairs. Hand out a copy of the *Resource: Knowledge organiser: Art and design - Craft and design* and a whiteboard and pen to each

child. Display the *Presentation: Using the knowledge organiser*.

Ask the children to write some questions about the unit. Then ask them to ask their partner their questions. Their partner needs to answer them without looking at their own *Knowledge organiser*.

2: Attention grabber

Display the slides of the *Presentation: What is a zine?* in turn to explain what a zine is with some examples.

Presentation: What is a zine?

Explain to the children that they are going to create their own zine to share something about what they have learnt about Ancient Egyptian art. Zines are a personal response to a subject so the children can decide what they want their zine to be about.

Discuss possible topics, such as:

- My favourite things about Egyptian art.
- How to make papyrus paper.
- The patterns and colours of Egyptian art.
- What we can learn about the Ancient Egyptians from their art.

You could add a purpose for the zines by setting an audience, such as for parents to read at an open evening or to be kept in the library.

The children begin by making the zine booklet itself.

Encourage them to be creative with the paper they use to create their zines from, for example, leftover handmade paper from the scroll making, pre-painted paper or stained papers.

Share the *Pupil video: Making zines* to show the children how to create a zine, or model the process yourself. (You can leave the video playing for the children to refer to as they work as the video is set to loop).

There is an optional *Activity: Zine template* with printed guidelines (see Adaptive teaching).

Once the basic zine is constructed, the children fill the pages with images and text about their chosen theme.

This may be a project that you want the children to spend more time on and can come back to at a later time to develop further.

4: Wrapping up

Set out all the children's zines, like a library and allow them to browse the collection, choosing some to sit and read.

Optional - provide each child with the *Quiz - pupil answer sheet* and display

the Unit quiz (see link: [Assessment - Art and design Year 3 - Craft and design](#)).

Read each question aloud and allow the children time to answer. Reveal the answers and ask them to self/peer mark their answer sheets.

Pupils with secure understanding indicated by: following step by step instructions with minimal help and support; having a clear idea for the subject of their zine; being able to fill each page using a range of images and information.

Pupils working at greater depth indicated by: following step by step instructions with little or no support; having a clear idea for the subject of their zine that may demonstrate deeper knowledge applied from other subjects and personal study; (each page will be detailed and executed with care).

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