

THE WINTERTON FEDERATION MEDIUM TERM PLAN ART Autumn Term YEAR 3

Ancient Egypt	Learning Objective	Activity	Success Criteria
Session 1	<p>I can draw details carefully.</p> <p>I can use my sketchbook</p> <p><i>Sketching/observational drawing</i></p>	<p>Complete an observational drawing of their own faces in sketchbooks/on paper using pencil.</p> <p>Compare different drawings of faces. Pick out good examples of observational detail. What do Ancient Egyptian faces look like? How did the Ancient Egyptians represent faces? Look at the representations of different Egyptian faces.</p>	<p>I can draw details showing that I have looked many times in a mirror.</p> <p>I can draw the shape of my face accurately.</p> <p>I can look back at my drawings and discuss my ideas.</p> <p>I can record a drawing in my sketchbook.</p>
Session 2	<p>I can draw details carefully.</p> <p>To learn about great artists, architects and designers in history in the context of David Hockney.</p> <p>I can tell you about the artist David Hockney.</p> <p><i>Artist study/charcoal</i></p>	<p>All About David Hockney: discuss David Hockney's work and life. Give the children a picture of one of Hockney's drawings to answer the Prompt Questions with their partner. Playing With Charcoal: Can the children make a bold mark? A smudged mark? A soft mark? Who can make a sharp mark, so sharp that it could cut your hand? Make a fast mark, a slow mark, a lively mark, an angry mark... How is the charcoal used differently to achieve these different marks? Compare the three drawings of faces. Complete self portrait drawings in charcoal. What do Ancient Egyptian faces look like compared to our own? Compare the style of today's faces to the Egyptian faces saw in the last lesson.</p>	<p>I can use charcoal to show light and dark marks.</p> <p>I can produce a drawing that shows I have looked many times at my face.</p> <p>I can tell you the names of at least two pieces of Hockney's artwork.</p> <p>I can tell you two interesting facts about Hockney's life.</p> <p>I can share something interesting about his work.</p>
Session 3	<p>To create sketch books to record observations and use them to review and revisit ideas in the context of recording observations as a pen drawing.</p> <p>To learn about great artists, architects and designers in history in the context of Man Ray.</p> <p><i>Artist study/pen/ink</i></p>	<p>Discuss Man Ray's work and life. Give the children a picture of Noire et Blanche, 1926 to answer the Prompt Questions with their partner. Different Masks: Look at the images of masks. Ancient Egyptian Death Masks: Read about how the Ancient Egyptians used masks after death. Look at the standard of detail that children should be aiming for. The children draw a mask from the Masks Photopack. Encourage the children to do large drawings that almost fill the paper.</p>	<p>I can look back at my drawings and discuss my ideas.</p> <p>I can record a drawing in my sketchbook.</p> <p>I can tell you two interesting facts about one of Man Ray's photographs.</p> <p>I can tell you two interesting facts about Man Ray's life.</p>

Session 4/5	To create an Egyptian Death Mask. <i>Collage/painting</i>	Children to create an Egyptian Death mask. Use mixed media- collage (squares cut from coloured paper and materials), printing (using wood to print square shape). Consider placement of shapes – position in slight curves to suggest cheekbones and a more 3d effect. Self and peer assessment.	I can create an Egyptian death Mask. I can consider how I place colour to suggest a d effect. I can evaluate my work and the work of others.
Session 6	To create a shabti. <i>Clay</i>	Discuss the Ancient Egyptian belief in the afterlife. Introduce and discuss the idea of a shabti and why they were important. Model own shabti out of clay – consider facial details that can be incorporated, carvings etc.	I know why shabtis were found in Ancient Egyptians tombs. I can mould my clay in to a shabti. I can use tools to carve additional details into my shabti. I can evaluate my work and the work of others.
Session 7	To create salt dough amulets. <i>Salt dough/painting</i>	Discuss why the Ancient Egyptians had amulets. Look at some examples of Egyptian amulets. Popular designs are scarab beetles, ankh and Udjat eyes (also known as the eye of of Horus). Design/recreate an amulet. Using salt dough, mould amulet and paint once baked.	I know why amulets were worn in Ancient Egyptians tombs. I can mould my salt dough in to an amulet. I can explain the purpose of my amulet. I can evaluate my work and the work of others.