Lesson Title: Protected, Preserved, Painted and Symmetrical

Does everyone qualify for a coffin? Or is this coffin good enough for you?

Grade Level: Grades 3, 4, 5, and Middle School

Session/Time: 6 classes, one hour each

Objectives:

- Design a cover for an Egyptian coffin using historical Egyptian coffin designs, themes, Egyptian gods, simple shapes, lines, colors and patterns. The students will be using a variety of painting techniques on different painted surfaces. Color theory will also be discussed.

- Explore aspects of Egyptian mummification and burial customs including both historical and religious influences. Identify the connection between burial customs, including the importance of preserving the body, and the Egyptian belief in an afterlife. Discuss the many aspects of the mummification process and the reasons it took so long to mummify the body.

- Through classroom discussion and art reproductions, identify and discuss different themes and design elements and principals that were part of the Egyptian coffin. Look at line, color, pattern, shape, texture, repetition, and symmetry.

DBAE Standards:

Production  With a template provided by the teacher, have the student trace the shape of a coffin on a material provided by the teacher. (The media can be clay or a variety of paper from watercolor to cardboard; use wood or styrofoam for printing.) The students then draw a variety of lines, shapes and patterns on the coffin keeping it symmetrical in design. When the drawing is finished, add color using basic painting techniques and color theories (warm/cool colors, tints, shades, metallic, complementary). Have the students finish the coffin by going over the lines with black paint or a permanent black marker/paint marker. (Note: when wood burning the design, it is not necessary to go over the lines with black paint or a permanent black marker/paint marker.)

Aesthetics  Discuss the finished coffin, looking for a sense of balance in the placement of the lines shapes and colors. How does their coffin compare with the Egyptian coffin? Is color an important element and what part does it play in the overall feeling when viewing the coffin? Does going over the lines, shapes and patterns with black paint or a permanent black marker/paint marker emphasize the shapes, lines and patterns?

Criticism  Compare and contrast final work in a peer group discussion. How does their coffin compare with an Egyptian coffin?

Art History  Discuss the influence religion and the burial practices played in the Egyptian belief in the spirit world after death, and the importance of providing a container (coffin) to preserve and protect the body. Students should know the many aspects of the mummification process.
Vocabulary: Sarcophagus, soul or ka, burial chambers, tomb, archeologist, mummy, Land of the Dead, pharaoh, beliefs, religion, natron, embalmed, scarab, balance, unity, linen, Opening of the Mouth, emphasis, warm colors, cool colors, complementary colors, tints, shades

Materials: White drawing paper or mat board or cardboard, glue, magazines, catalogs, newspapers, small items from home, photos, markers (Note: If done on mat board or cardboard the collage could be free standing for display purpose.)

Resources: Art History books; books on Egyptian life, culture and religion; Odyssey Online http://www.carlos.emory.edu/ODYSSEY

Closure: Students’ work will be displayed after teacher and peer discussion on what we have learned from Egyptian art objects found in their tombs.

Assessment: Rubric on content, creativity, composition and craftsmanship
Lesson Title: Looking good for the afterlife
Grade Level: Grade 3, 4, 5, or Middle School
Session/Time: 3 classes, one hour each

Objectives:
• Create an Egyptian necklace based on common historical Egyptian themes and including cartouches, scarabs, lotus leaves, the wedjat-eye, heh, hieroglyphs, and the ankh. Students will be using ceramic jewelry techniques to make their jewelry. After the jewelry is glazed and fired it will be strung on a leather lace.
• Explore aspects of Egyptian culture and identify the geographical and environmental influences, religious influences, and historical influences on Egyptian people and their art.
• Discuss the common repeating themes and stylistic elements in the jewelry: Identify the patterns, symmetry, exaggeration, and emphasis.

DBAE Standards:
Production Create an Egyptian necklace using historical references, clay, and glazes.
Aesthetics Discuss the finished products and aspects of representation in the work.
Criticism Compare and contrast final pieces in a peer group discussion.
Art History Discuss the importance and use of jewelry in Egyptian culture.

Vocabulary: Ceramics, jewelry, beads, glazes, firing, kiln, exaggeration, symmetry, balance, emphasis, geometric, shapes, texture, cartouche, scarab, lotus leaf, wedjat-eye, heh, hieroglyphs

Materials: Earthenware clay (low fire), glazes, clay tools, Egyptian jewelry handouts, brushes, leather laces

Resources: Art History books; books on Egyptian life, culture and religion; Odyssey Online http://www.carlos.emory.edu/ODYSSEY

Closure: Students’ work will be displayed after a teacher and peer discussion that demonstrates knowledge of vocabulary and ideas.

Assessment: Rubric on content, creativity, composition and craftsmanship

*Third grade lesson prepared and presented by Lauren E. Scherer, RIT student teacher, Spring 2003, cooperating teacher James Clark, Geneseo Central School
*Illustrations by Emily J. Clark

October 2003
**CARTOUCHE**
— symbolized a loop of rope with a knot in one end, represented the universe and with the Pharaoh’s name written on the inside represented his rule over the universe

**SCARAB**
— the beetle symbolized the sun god

**LOTUS**
— lotus plant used as a decoration in temples, homes, and jewelry

**HEH**
— god of “millions of years” symbolizing long life

**ANKH**
— the Egyptian symbol of life, only kings, queens, and gods were allowed to carry this sign (the beholder had the power)

**WEDJAT-EYE**
— said to protect everything behind it

October 2003
Lesson Title: A Place to Store Organs or No Place to Store the Brain – The Canopic Jar
Grade Level: Grades 3, 4, 5, or Middle School
Session/Time: 4 classes, one hour each

Objectives:

- Create a canopic jar out of clay using the coil technique for the main part of the container and pinching and sculpting for the lid. During the New Kingdom, four internal organs were removed from the body in the mummification process and placed in four separate canopic jars. Each organ was protected by its own special god, one of the four sons of Horus: Hapy, the baboon-headed protector of the lungs; Imsety, the human-headed protector of the liver; Dua-mut-ef, the jackal protector of the stomach; and Qebeh-senu-ef, the hawk-headed protector of the intestines. (Note: In the Late Dynastic Period the internal organs were no longer placed in canopic jars, they were returned to the body.)

- Discuss Egyptian burial beliefs. Explore the many aspects of the mummification process and the time it took to mummify a body. Why did the Egyptians feel that more and more objects were needed for burial? How did this process help them prepare for their next life? What happened to the brain and the heart? What materials were these jars made out of?

- Identify and discuss the four different sons of Horus and why each one was the protector of a specific internal organ. Discuss the changes in the Middle Kingdom where the lids were often the shape of the human head. Discuss burial beliefs and customs today in the United States and around the world. Maybe a visit from your local funeral director could provide some interesting discussion.

DBAE Standards:

Production Create a canopic jar using clay and glazes. Note: the coil technique is the best way to make the base and a ball of clay using pinching and basic sculpting techniques for the lid.

Aesthetics Discuss the finished canopic jar; should we remove the coils and smooth the sides of the canopic jar? Think of the coils as a 3D line; does it take away from the sculpted lid? Should the lid of the jar conform to the form of the base or do they look like two separate parts?

Criticism Compare and contrast final work in a peer group discussion. How do their canopic jars compare with the Egyptian ones? Did the students successfully use the coiling, pinching and sculpting techniques?

Art History Discuss the influence the mummification process played in the Egyptian burial beliefs. Why was preserving the body after death so important to the Egyptians? What benefit did this belief play in our understanding Egyptian life long ago? You might want to compare the Egyptians burial customs with other western and non-western burial customs.
Vocabulary: Ceramics, coil technique, sculpting, pinch technique, clay, firing, glaze, canopic jar, four sons of Horus, (Duamutef, Quebehsenuf, Imset, Hapy), organs, mummification, kingdom, dynastic, tomb, canopic chest, linen, natron, embalming, form, 3-D, balance, unity, and emphasis

Materials: Earthenware clay (low fire), glazes, clay tools. (Note: Paper-mache could be used and self-hardening clay if kiln is not available.)

Resources: Art History books; books on Egyptian life, culture and religion; Odyssey Online http://www.carlos.emory.edu/ODYSSEY

Closure: Students’ work will be displayed after teacher and peer discussion on the importance of what we have learned from Egyptian art objects found in their tombs.

Assessment: Rubric on content, creativity, composition and craftsmanship

* Prepared by James Clark, Geneseo Central School
Lesson Title: Art of the Pharaohs – Will the Ka have a body to live in?
Grade Level: Grades 4, 5, and Middle School
Session/Time: 3 classes, one hour each

Objectives: Students will …

- Create an Egyptian painting, clay sculpture or clay relief based on common rules that were strictly followed by all Egyptian artists. The paintings/scultures/reliefs can be based on a number of Egyptian themes: Osiris, god of the underworld; Isis, goddess of mourning; Horus, god of the rising sun; Anubis, god of mummification; Amun, the most powerful god of the New Kingdom; Thoth, god of scribes, wisdom and the moon; or Egyptian servants performing certain tasks. After the drawings/clay sculptures/clay reliefs are complete, the clay objects will be fired and all art pieces will be painted and placed on display.

- Explore and identify aspects of an Egyptian painting, sculpture and relief and the strict rules used by an Egyptian artist to produce these works of art. Include religious and historical influences on Egyptian people and their art.

- Identify and discuss the strict set of rules placed upon the Egyptian artist. These rules of Descriptive Perspective for drawing and paintings, and Law of Frontality for sculpture, required that every part of the body must be shown from the most familiar point of view. Head, arms, legs and feet were always shown in profile, while the eyes and shoulders were presented as if seen from the front. The rule of Hierarchic Proportions required that rank in society determined the figure's size in the art work, the most important person being shown as the largest.

- Participate in a peer group discussion on the Egyptian Rules of Art and demonstrate knowledge of vocabulary and style through class discussion.

DBAE Standards:

Production
Create a clay sculpture or clay relief using an Egyptian god, a theme such as weighing the soul, or yourself in the Egyptian pose using the strict rules that were placed upon the Egyptian artist.

Aesthetics
Discuss the finished drawing and explore how the Egyptian rules of art were applied to your finished work.

Criticism
Compare and contrast final work in a peer group discussion. Did the work meet the standards set forth in the Egyptian rules of art?

Art History
Students should know that these drawings, sculptures and reliefs were placed in the tomb to act as a substitute in case the body was destroyed so the ka could identify it or that all parts of the body were shown to make sure that the ka would not be forced to spend eternity in a deformed body. The Egyptian artist did not lack the skills to make his figures more lifelike but was guided by a strict set of rules that governed his art.

Vocabulary: Pyramid, sarcophagus, soul or ka, burial chambers, tomb, relief, profile, frontal, sculpture, portrait, perspective, distortion, unnatural, mummy, Isis, Osiris (other Egyptian gods), ceramic terms, hieroglyphics, substitute, realistic, proportion, hierarchic
Materials: Earthenware clay, white drawing paper, pencil, eraser, permanent marker, paint, red, glaze, ceramic stains, ceramic colorants, reproductions of Egyptian gods, wall paintings and Egyptian themes and imagination

Resources: Art History books; books on Egyptian life, culture and religion; Odyssey Online http://www.carlos.emory.edu/ODYSSEY

Closure: Students’ work will be displayed after a peer discussion that demonstrates knowledge of Egyptian rules of art.

Assessment: Rubric on content, creativity, composition and craftsmanship

* Prepared by James Clark, Geneseo Central School

Memorial Art Gallery
500 University Avenue ♦ Rochester, NY 14607 ♦ (585) 473-7720 ♦ http://mag.rochester.edu

October 2003
Lesson Title: Fool the Tomb Robbers – Hide the Sarcophagus
Grade Level: Grades 3, 4, or 5
Session/Time: 3 classes, one hour each

Objectives:
• Create an Egyptian Pyramid. Identify that each side of a pyramid is an equilateral triangle and have the students draw one side of a pyramid. Students are then to create their very own secret dead-end passages, false burial chambers and a special hiding place for a sarcophagus in order to preserve and protect the pharaoh’s body from being destroyed by the tomb robbers. Students will use simple drawing techniques/tools and the finished drawing will be completed in pen and ink or permanent marker.

• Explore and identify aspects of an Egyptian pyramid and the reasons it is used to house and protect the body of the pharaoh and the treasures he would take with him to his next life. This discussion would include geographical, environmental, religious and historical influences on Egyptian people and their art. Questions to think about: What purpose did they serve? What was inside? How were they built?

• Identify and discuss different common themes in art/architecture and where the triangle/pyramid is used (i.e. the entrance to the Louvre, Paris, France – I.M. Pei). Make a connection between the triangle and other plane geometric shapes, and repeat and rearrange the simple triangle to see what other figures and shapes are derived from it (i.e. the six-pointed star, square). Use simple shapes to create space, pattern, movement, and emphasis.

DBAE Standards:
Production Draw one side of an Egyptian pyramid and create an interior floor plan that would baffle a tomb robber.

Aesthetics Discuss the finished drawing and how the interior space was used; in what ways did we limit our design? Could the Egyptians have used the interior space more creatively and not limited themselves to just the center of the pyramid?

Criticism Compare and contrast final drawings in a peer group discussion.

Art History Discuss the role that tomb building played in art and particularly in Egyptian culture. Discuss the important role of the triangle/pyramid has played in architecture.

Vocabulary: Pyramid, sarcophagus, mastaba, soul or ka, pharaoh, Khufu, equilateral, Giza, Egypt, solidity, permanence, space, interior, step pyramid, casing stone, polished lime stone, eternity, Kingdoms, dynasty, architect, burial chambers, tomb

Materials: White drawing paper, pencil, eraser, pen and ink, permanent marker and imagination.

Resources: Art History books; books on Egyptian life, culture and religion; Odyssey Online http://www.carlos.emory.edu/ODYSSEY

Closure: Students’ work will be displayed after a peer discussion that demonstrates knowledge of vocabulary and ideas.

Assessment: Rubric on content, creativity, composition and craftsmanship

* Prepared by James Clark, Geneseo Central School

October 2003
Lesson Title: Will we need it later? Can I take it with me?
Grade Level: Kindergarten, Grade 1 or 2
Session/Time: 3 classes, one hour each

Objectives:

- Create a collage of all the things they would want to take with them on their next journey. Based on ancient Egyptian beliefs that after they died their soul/ka would live forever in the land of the dead, the Egyptian pharaohs (and eventually all commoners who could afford to) stocked their tombs with gold, jewelry, clothing, furniture, games and all kinds of household goods. Priests and servants continued to bring food later on a regular basis. This allowed the pharaoh to maintain the same life he had in this world as he journeyed to his next life.

- Explore and identify aspects of Egyptian religious and historical beliefs. Explore why the Egyptians felt that their next life would even be better and why they spent so much time and effort preparing their tomb or House of Eternity. Explore how archaeologists and historians have learned about ancient Egypt from the huge collections of objects and drawings that have survived.

- Identify and discuss the many different items that were left in the tombs and how they were discovered and what happened to the many objects that were missing when the tomb was opened.

DBAE Standards:

Production
- On a triangular board/paper, using magazines, catalogs, small objects, photos from home and drawings, create a collage on the triangular space provided.

Aesthetics
- Discuss the finished collage; were the items placed in any certain way? Were the most important items placed at the top of the triangle/pyramid? Is there a sense of oneness (unity)? Is there a sense of balance to the placement of the items?

Criticism
- Compare and contrast final work in a peer group discussion. How do the items the students placed on their collage compare with the items the Egyptians placed in their tombs?

Art History
- Discuss the influence religion played in the Egyptian belief in the spirit world after death and the importance of providing all the necessities to sustain the ka in the next life. What benefit did this belief play in our understanding Egyptian life long ago?

Vocabulary:
- Pyramid, sarcophagus, soul or ka, burial chambers, tomb, archaeologist, mummy, Land of the Dead, pharaoh, beliefs, religion, collage, balance, unity, importance/emphasis

Materials:
- White drawing paper or mat board or cardboard; glue, magazines, catalogs, newspapers, small items from home, photos, markers (Note: If done on mat board or cardboard the collage could be free standing for display purpose.)

Resources:
- Art History books; books on Egyptian life, culture and religion; Odyssey Online http://www.carlos.emory.edu/ODYSSEY

Closure:
- Students’ work will be displayed after teacher and peer discussion on the importance of what we have learned from Egyptian art objects found in their tombs.

Assessment:
- Rubric on content, creativity, composition and craftsmanship

* Prepared by James Clark, Geneseo Central School

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