Title of Unit: Ancient Egyptian Kingdoms

Period of History: Ancient Egyptians, on the Northwestern part of the continent of Africa from 3500 – 1070 BCE

Subject Area Focus: Art

Grade Level: 7th - 8th

Next Generation Sunshine State Standards:

VA.68.C.1.3 Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. e.g., personal, cultural, historical

VA.68.C.2.1 Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.

VA.68.C.2.3 Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.

VA.68.C.2.4 Use constructive criticism as a purposeful tool for artistic growth.

VA.68.S.3.4 Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. e.g., ethics, plagiarism, appropriation from the Internet and other sources.

VA.68.O.1.1 Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.1.2 Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.

VA.68.O.1.3 Combine creative and technical knowledge to produce visually strong works of art.

VA.68.O.1.4 Create artworks that demonstrate skilled use of media to convey personal vision.

VA.68.O.3.1 Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. e.g., digital, presentation, artworks, video/motion

VA.68.H.1.1 Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.

VA.68.H.1.3 Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.

VA.68.H.2.3 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

VA.68.H.3.3 Create imaginative works to include background knowledge or information from other subjects. e.g., from history, environment, literary works

Essential Learning:

**Big Idea C: Critical Thinking and Reflection:** Critical and creative thinking, self-expression, and communication with others are central to the arts.

*Enduring Understanding 1:* Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

*Enduring Understanding 2:* Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

*Enduring Understanding 3:* The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

**Big Idea S: Skills, Techniques, and Processes:** Through dance, music, theatre, and visual art, students learn that beginnings, amateurs, and professionals benefit from working to improve and maintain skills over time.

*Enduring Understanding 3:* Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Big Idea O: Organizational Structure:** Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.
Enduring Understanding 1: Understand the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

Big Idea H: Historical and Global Connections: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

Infusion Point in Standards and Curriculum Scope and Sequence:

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Cultural Content/Contextual:

The ancient Egyptians thrived as a society that left the world with numerous wonders of art and architecture. Their works were built to transcend time, using the stone from the cliffs of the Libyan and Arabian deserts to erect temples and statues of their immortal god-kings. This imperishable nature of the art they have left behind speaks volumes as to the sense of timelessness created for thousands of years within their world.

Life in Egypt centered and flourished around the Nile River. The longest river in the world, it is responsible for Egypt’s renowned fertility. During the time of the pharaohs, the land around the Nile was filled with thriving crops and island ridges where the Egyptians hunted amphibians. The Nile was the center of civilization, which is why at the end of the 18th century, when Napoleon Bonaparte led an expedition to Egypt
they started there. This expedition led to the accidental discovery of the Rosetta Stone (British Museum), the key to later deciphering hieroglyphics.

During the pre-dynastic and early dynastic periods in Egypt, there are several events or discoveries to take note of. The first being the Palette of King Narmer, this palette was not only important as a depiction of the unification of Upper (south) and Lower (north) Egypt, but also as evidence of the pharaoh’s divine rule as state policy. King Narmer’s palette was a functional palette used for the application of eye makeup, which protected Egyptian’s eyes from the harsh rays of the sun. Depicted on this surface, were relief sculptures, which showed Narmer with symbolism from both Upper and Lower Egypt, showcasing their unification that happened over centuries as a single event. Within these reliefs, Narmer was shown as being much larger than his contemporaries that allude to his superior rank and divine nature. In addition to the palette, the creation of the step pyramid of Djoser was erected. The builder for the king Djoser was named Imhotep and he is the first named artist in history. It is important to note that the majority of monuments left behind by the Egyptians were dedicated to ensuring the security and happiness of the buried in the next life. Imhotep designed and built a tomb for Djoser, which resembles the ziggurats of Mesopotamia while the subterranean design resembled a palace. This massive tomb is one of the oldest structures in Egypt and has the earliest known columns in its design in the history of architecture.

The Old Kingdom is most noted for the creation of the Great Pyramids at Gizeh. The pyramids show the pharaoh’s connection to the god of the sun, Re, as they represent the pharaoh’s ascent into heaven upon the rays of the sun, or the slant of the pyramid’s shape. In addition, the Great Sphinx was erected near the pyramids and it is debated whether or not it was created before or after the pyramids. The Sphinx depicts a lion with a pharaoh’s head atop it, symbolizing that the pharaoh has the immense strength and authority of a lion in tandem with the intelligence of a human. The art of this time period shows the beginning of the proportion norms within the Egyptian depiction of the human form. The same canon of proportions that was seen within Narmer’s Palette shows up again throughout relief sculptures. In addition to these pre-disposed nuances of height, features, and appendages, pharaohs in particular are notably shown as ageless, perfect beings of exaggerated height. This difference from other depicted human forms shows, once again, the divinity of the pharaoh, while the media of stone alludes to the timeless nature of their being.

Between the Old and middle Kingdoms was a time of civil war when the people rebelled against the pharaohs. But in 2040 BCE, Mentuhotep united Egypt again and so began the Middle Kingdom. Sculptures during this time adhered to the same canon as the previous kingdom’s artists did. In addition, the rock-cut tombs became increasingly popular during this time. These tombs were hollowed out from the cliffs and often have a columnar porch, leading to a columned hall, and then to the burial chamber. We can
still see reference to the eternal nature of life in these tombs, as importance is greatly placed on the afterlife within these remains.

The New Kingdom was a brilliant period in the long history of Egypt. During this time, Egypt extended its borders East to the Euphrates and South, into Nubia and the capitol was moved across the Nile to Thebes. The architecture created were primarily large temples that were build to worship the gods and then later the pharaohs who commissioned them. One of the temples created is the Temple of Hatshepsut, which was built as the first large-scale tribute to a woman’s achievements in the history of art. Also notable are the Temple of Ramses II, and the Temple of Amen-Re. While many of these temples were decorated with statues and painted reliefs, these forms of art were still seen in the typical tombs found throughout Egyptian culture.

**Timelines Related to African American/ American History:**

**Pre-dynastic and Early Dynastic Periods, ca. 3500-2575 BCE**
- Upper and Lower Egypt was unified under the rule of a divine pharaoh around 3000-2920 BCE. This was commemorated on the earliest preserved work of narrative art, the palette of King Narmer, which also has established the basic principles of Egyptian representational art for 3000 years.
- Imhotep, the first artist in history whose name is known, established the tradition of monumental stone architecture in Egypt in the funerary complex and Stepped Pyramid he built for king Djoser at Saqqara.

**Old Kingdom, ca. 2575-2134 BCE**
- The first golden age of Egyptian art and architecture. The Great Pyramids at Gizeh were erected, the oldest of the Seven Wonders of the World. The pyramids are representations of the sun as the pharaohs were said to ascend into heaven on the sun’s rays.
- Old Kingdom sculptors created seated and standing statuary types in which all movement was suppressed in order to express the eternal nature of the pharaoh’s rule. This proportion type dominated Egyptian art for 2000 years.

**Middle Kingdom, ca. 2040-1640 BCE**
- After civil war, Mentuhotep reestablished central rule.
- Major artistic innovation was the tomb that was hewn out of living rock to create the facade and inner chambers. The columns used in this tomb resemble the columns later used by the Greeks.

**New Kingdom, ca. 1550-1070 BCE**
- Egypt extended its borders to the Euphrates River (east) and far to the South (Nubia).
The axially planned pylon temple was created during this time. The temple included a huge gateway, courtyards with columns, and a hypostyle hall.

Both pharaohs Hatshepsut (r. 1473-1458 BCE) and Ramses II (r. 1290-1224 BCE) built large temples to honor their gods and later to honor themselves once they died.

Pharaoh Akhenaton (r. 1353-1335 BCE) favored a new religion called Aton, the sun disk. This began a short-lived artistic revolution where curves and anecdotal content replaced the static forms of earlier Egyptian art.

In addition, here are links to other timelines of Egyptian History:

http://www.ancientegypt.co.uk/time/explore/main.html
http://www.history.com/topics/ancient-history/ancient-egypt

Here is a link to a synopsis of Egyptian Culture:

https://www.flocabulary.com/ancient-egypt/

**Vocabulary Words:**

African Art: (Sub-Saharan) dominance of sculptural human forms that are utilitarian, use geometric abstraction or exaggerate proportion for meaning.

Analysis: identify how the artist used structural elements of art and organizational principles of design in an artwork; "The artist used…"

Art Criticism: systematic discussion of an artwork involving four stages; Describe, Analyze, Interpret, Judge

Cartouche: An oval tablet or drawing with a group of Egyptian hieroglyphs, typically representing a name.

Craftsmanship: The quality of neatness and attention to detail.

Composition: The intentional arrangement of objects to create a focal area, visual movement and unity.

Contour: Simple outline that defines edges of objects

Critique: Analysis of a work of art.

Description: identify objects or people in an art work; "I see…"

Egyptian Art: (2500 BCE – 300 BCE) Images were made for practical use, for communication, or for religious purposes. Hieroglyphics was their picture alphabet.
Elements of Art: (line, shape, form, color, space, texture, value)

Hieroglyphics: The picture alphabet used in Egypt during 2500 BCE until 300 BCE.

Interpretation: Discuss personal and/or possible meanings of an artwork supported by evidence from the artwork; "I think…"

Judgment: Identify personal decisions about the quality of an art work based on evidence from the art work; "I like/dislike, because…"

Principles of Design: (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity)

**Recommended Teacher Activities:**

- Ancient Egyptian Kingdom Advertisements

**Specific Objectives:**

In groups, S/W research about varying time periods in Egyptian history and their art and master that information using the Cornell Note Taking system.

S/W create a summary of their assigned Period/ Kingdom in Ancient Egyptian History that includes political, artistic, and religious content by using their pertinent notes form their research.

S/W use their research regarding the kingdoms of Ancient Egypt to create an advertisement to promote the location using emphasis to grab the “tourists” attention.

S/W assess both their peer’s and their own advertisement by using the given rubric to hold themselves accountable to the standards/ requirements.

S/W jigsaw into new groups, one from each of the original, and each teach what they studied. Students take Cornell Notes on the new info they learn from one another.

**Research Skills:**

Big Idea S: *Skills, Techniques, and Processes*: Through dance, music, theatre, and visual art, students learn that beginnings, amateurs, and professionals benefit from working to improve and maintain skills over time.

*Enduring Understanding 3*: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

VA.68.S.3.4 Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. e.g., ethics, plagiarism, appropriation from the Internet and other sources
Skills that students need to use for research make reference to the above standard. During the course of this lesson, students will be shown images where sources are cited and be expected to cite their own sources for the information they gathered. They will be discovering new information and discussing it with their social network of peers all the while respecting the ownership of this information and determine its relevancy as a primary/ secondary source.

**Technology Skills:** Students will be using numerous technology resources that range from electronic devices for search engines to tangible media needed to construct their artwork.

**Costa’s Levels of Thinking:** Researching intrinsically allows students to answer their own Level 1/ Level 2/ Level 3 questions about a subject matter. Once they have collected their own information, students will use a Level 2/3 mindset to create their advertisements. They need to utilize previous knowledge to draw upon current advertisements to apply these skills to their own kingdom. When students break out of their first groups and jigsaw out to their new groups, they will be explaining to their peers the information they received and essentially being the teacher to their small group. This activity is squarely in the level 2 of Costa’s levels of inquiry and has the potential to be level 3 based on student interaction with one another and the discussions that spawn from this information. In addition, while each student is presenting their new information, their peers are taking Cornell Notes, which include the creation of “teacher-minded” level 2 and level 3 questions.

**Lesson:**

**Days one/ two**

Objectives:

In groups, S/W research about varying time periods in Egyptian history and their art and master that information using the Cornell Note Taking system.

S/W create a summary of their assigned Period/ Kingdom in Ancient Egyptian History that includes political, artistic, and religious content by using their pertinent notes form their research.

Materials Needed:

Computers/ smart phones, sketchbooks (or notebooks), pencils, elmo/ projector
1) Show students images from the various periods/kingdoms in Ancient Egypt. Discuss what they see, what they expect it to be used for, how it was made, why it was created, etc. to prompt any background knowledge they may have.

2) Break students into small groups, one for each of the time periods that will be studied (Recommended: Pre-Dynastic and Early Dynastic periods, the Old Kingdom, the Middle Kingdom, and the New Kingdom).

3) Think aloud with students the process of researching their time period and give examples of what they may be searching for. Also model the creation of Cornell Notes, using the AVID strategy to thoroughly research their subject matter. This should include notes, lingering questions, and a summary.

4) Once in their small groups, allow students to research information on their chosen time period in the library, computer lab, or on their smart phones. Students should search for important historical events, political happenings, religious norms, art or architecture built during that time period, as well as how that art may have been affected by the current events of that time. Citing their sources is key! Encourage students to not only take notes, but also to sketch examples or print images that they find useful.

5) Circulate to ensure validity.

6) At the end of the period, have students write their group summaries on a separate piece of paper to turn in. This allows you to check in with the work they completed to determine if they need more research time.

**Days three/four**

Objectives:

S/W use their research regarding the kingdoms of Ancient Egypt to create an advertisement to promote the location using emphasis to grab the “tourists’” attention.

S/W assess both their peer’s and their own advertisement by using the given rubric to hold themselves accountable to the standards/requirements.

Materials: poster board, paints, markers

1) Still in their groups from the day before, students will create an informational poster that advertises the kingdom they researched.

2) On a power point or elmo, show students examples of effective advertisements for certain tourist locations. Discuss what makes them effective by having students write their thoughts after watching each advertisement and turning to talk to their neighbors.

3) Students will be given poster paper/markers/paints to create their advertising posters that try to entice tourists to visit by using the historical information they
gathered. To differentiate, allow students to work in smaller groups or individually if requested.

4) During production of these advertisements, have students complete a “Wish, Wish, Star” for a peer to receive feedback on their design effectiveness and to check for accuracy. This is where you give each student a post-it and have them switch projects with a peer and refer to the rubric while giving two things they “wish” the peer would do to improve their work and a “star” for what they are doing well, according to the rubric.

5) Once advertisements are completed, have them self-assess on the back of their project using the rubric. Be sure to encourage substantiation by having students not only give a numerical value to their score, but reasons why for each section of the rubric.

**Day five**

**Objective:**

S/W jigsaw into new groups, one from each of the original, and each teach what they studied. Students take Cornell Notes on the new info they learn from one another.

**Materials:**

Sketchbooks (or notebooks), pencils

1) Have students get into original groups and review the information they gathered together.
2) Break the students into new groups that contain one from each of the original groups. This way, there is one “master” for each of the time periods studied.
3) Model for students how to appropriately teach the information to their peers.
4) Chunk out the period to allow students to each take turns teaching their peers in small groups all they learned the day before. At the end of the period, all students will be have been given the information on each of the kingdoms from ancient Egypt and will have thorough background knowledge to begin their artistic studies on Egypt.

**References:**

**Text:**

Gardner’s Art Through the Ages: A Global History, Thirteenth Edition Volume 1

**Images Cited:**

Great Pyramids at Giza
Rosetta Stone, British Museum
http://www.britishmuseum.org/visiting/galleries/ancient_egypt/room_4_egyptian_sculpture.aspx

Temple of Hatshepsut
http://www.ancient.eu/hatshepsut/

Web:
http://www.ancientegypt.co.uk/time/explore/main.html
http://www.history.com/topics/ancient-history/ancient-egypt
https://www.flocabulary.com/ancient-egypt/

**CCCS or Any District State Strategies Assessment:**
Use the rubric listed below to assess all of the artistic projects. Change the needed “Criteria” as it applies.
| LEVEL          | 4 - EXCELLENT                                                                 | 3 - ACCOMPLISHED                                         | 2 - EMERGING                                             | 1 - LOW QUALITY                                                                                                           | 0 - INSUFFICIENT                                                                 |
|---------------|--------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| CRITERIA      | Outstanding understanding of instruction, technique, design, and image sources | Above average understanding of instruction, technique, design, and image sources | Beginning to understand and apply instruction, technique, design, and image sources | Needs more instruction, understanding, and practice                                                                       | Insufficient attempt and/or didn't show effort to meet guidelines of performance-based assessment |
| Composition   | Exceptional solutions to compositional choices                                 | Inventive solutions to compositional choices             | Average and/or simplistic solutions to compositional choices | Poor compositional choices                                                                                               |                                                                                |
| Craftsmanship | Meticulous attention to detail and craftsmanship                              | Close attention to detail and craftsmanship              | Satisfactory attention given to detail and craftsmanship | Lack of attention to detail and craftsmanship                                                                           |                                                                                |
| Elements of Art & Principles of Design | Deliberate and successful use of elements of art and principles of design to express an original idea | Plans and uses elements of art and principles of design to begin to express an idea | Understands and starts to apply the use of elements of art and principles of design in a simplistic or basic way | Poor understanding of elements of art and principles of design                                                            |                                                                                |
| Imagery       | Imagines and produces complex, and/or self-expressive imagery                  | Shows evidence of experimentation with original imagery   | Moderately resembles copyrighted images, resources, and/or provided examples | Relies heavily on copyrighted images, resources, and/or provided examples                                                  |                                                                                |
| Materials, Tools, Techniques | Comprehensive use of tools, media, and techniques                          | Skillful use of tools, media, and/or techniques          | Moderate skill using media, tools and/or techniques        | Low skill using media, tools, and/or techniques                                                                         |                                                                                |