

Egyptian Wall Art Lesson Plan

Unit Title and Big Idea: Egyptian Wall Art People tell stories through the use of sequential pictures or art.	Grade: <p style="text-align: center;">2</p>
Lesson Summary: Students will use oil pastels on a brown paper to create their own Egyptian wall artwork after listening to an Egyptian story.	
Subject/Genre: Egyptian Wall Art	Media: Pencil, Sharpie, and Oil pastels
Time/Duration in class periods: One 50 minute class period	

Desired Results: Standards, Goal and Objectives

National Visual Arts Content Standards:

- ❖ ART.VA.I.2.1 Identify and use various materials and techniques using a sequential process.
- ❖ ART.VA.I.2.2 Demonstrate the safe use of a variety of materials, tools, and processes with environmental awareness.
- ❖ ART.VA.II.2.4 Use symbols to create artwork that expresses and communicates meaning
- ❖ ART.VA.III.2.4 Evaluate personal artwork using art terminology
- ❖ ART.VA.III.2.5 Reflect on how art expresses ideas, feelings, and opinions
- ❖ ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures
- ❖ ART.VA.IV.2.2 Discuss the subject matter of artwork from particular cultures at specific times
- ❖ ART.VA.IV.2.3 Debate images of a past or present culture

Common Core Language Arts Content Standards:

- ❖ CCSS.ELA-LITERACY.SL.2.2
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- ❖ CCSS.ELA-LITERACY.RL.2.2
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- ❖ CCSS.ELA-LITERACY.RL.2.5
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- ❖ CCSS.ELA-LITERACY.RL.2.7
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Objectives	Enduring Understandings
<ul style="list-style-type: none"> ❖ Students will be able to use oil pastels on brown paper to create an Egyptian wall art piece. ❖ Students will be able to explain that ancient Egyptians used wall art to tell stories. ❖ Students will be able to describe their Egyptian wall art drawings. 	<ul style="list-style-type: none"> ❖ Students will understand that retelling stories require key ideas or details. ❖ Students will understand that Ancient Egyptians used wall art as a method of storytelling.
<p>Resources:</p> <ul style="list-style-type: none"> -Ancient Egypt book 	<p>Materials Needed:</p> <ul style="list-style-type: none"> -Pencils -Oil pastels -Brown paper -Ancient Egypt book -Hassan the Camel story -Ancient Egypt Art PowerPoint

Daily Instruction:

Aesthetics- Display the picture of Egyptian wall art from the Detroit Institute of Art on the projector. Give students a minute or two to look and observe the different aspects of the piece of art. Ask students the following questions to engage the class in a discussion about the wall art.

Questions:

- What do you like? Why?
- What don't you like? Why?
- What if this piece of art was the size of your hand?
- What if this piece of art covered the entire wall?
- Would color matter?

Art History- After the students participate in a discussion of aesthetics, introduce the piece of art that they are talking about. Present the history and background knowledge that is necessary for the art making portion of the lesson to take place. Background knowledge and history is provided in the PowerPoint. Introduce students to Egypt and the geological location, Egyptian civilization, Egyptian pyramids, Egyptian jewelry and amulets, Egyptian sculptures, and Egyptian wall art.

Art Production- Students will then produce their own wall art with the brown craft paper that will be posted on the walls. Students will first create their drawings with pencil, then go over the lines with Sharpie, and lastly fill in with oil pastels.

Before beginning the art production, students will be read the story, *Hasan the Camel*.

They are to use this story to create a beginning, middle, and end with their wall art. The brown paper that students will use will be sectioned off into three different segments. Students will first listen to the story being read, and then can go back and revisit the story if they are missing any key details in their wall art. Students will understand that storytelling and art making requires sequence.

Art Criticism- Once students have created their wall art; the class will be split into groups. Each group will be given four popsicle sticks that will say line, shape, color, or emphasis. Students will discuss each element/principle for each of the four wall art pictures displayed. Then, students will place each wall art picture in one category that portrays each element discussed, the most. One element/principle will be given to each painting presented. Once each group has discussed their findings about the wall art in their small group, they will be asked to share with the larger group.