

Unit 2: The Art of Ancient Egypt Weeks 11-22

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

This unit serves as the second unit of the world's art history timeline. Ancient Egyptian art is distinguished by specific motifs, patterns, and design elements. We will focus on hieroglyphics as well as Ancient Egyptian belief systems, which dictated motifs in their artwork. We study Ancient Egyptian art because we understand and gain knowledge about ancient cultures through the artworks and artifacts they leave behind. Civilizations from the past have a direct impact on the culture of our lives and the world today. Knowledge of world history informs our understanding and our ability to anticipate in an increasingly global society.

ESSENTIAL QUESTIONS

What were the great achievements of the ancient Egyptians?

What are the characteristics of ancient Egyptian art?

How has the culture and artwork of ancient Egypt influenced our culture today?

How do people express ideas through art?

Why is the preservation of world heritage sites important today?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 6-8 - Visual and Performing Arts (2020) - Visual Arts

1.5.8.Cr2a:

Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8.Cr2c:

Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

1.5.8.Cr3a:

Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

1.5.8.Re7b:

Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

1.5.8.Re8a:

Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

1.5.8.Cn11a:

Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

VA.6-8.1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
VA.6-8.1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
VA.6-8.1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
VA.6-8.1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
VA.6-8.1.5.8.Re8a	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
VA.6-8.1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.6-8.8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
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PRE-ASSESSMENTS

Ask students what they know about the art of ancient Egypt.

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	Draw using grid measuring techniques Painting in watercolor and tempera paints. Creating a self-portrait with an ancient Egyptian background. Creating designs using scratchart techniques. Shading using hatched and cross hatched lines on scratchart board. Critical analysis of visual art. Interpretation of cultural similarities/differences. Logical reasoning. Writing, editing, and typing short narratives.
Student Learning Strategies	<ul style="list-style-type: none">- lecture- class discussion- class critique- visual art project assignments- small group work- teacher demonstrations- EdPuzzle quizzes- student research- teacher feedback during class period- questioning to check for understanding
Success Criteria	The definitions to the following vocabulary words: background contour line cross hatching hatching hieroglyphic horizon line motif pattern self-portrait

	<p>symmetry wash</p> <p>Students will be able to identify motifs, patterns, and design elements specific to ancient Egyptian art. How to draw using grid measuring techniques. How to mix colors in tempera and watercolor paints. How to create hatched and cross hatched shading in scratchart.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> - Edpuzzle quizzes - Egyptian Scratchart Visual Art Project - Life in Ancient Egypt written narrative assignment
<p>Activities and Resources</p>	<p>A Coloring Book of Ancient Egypt. Santa Barbara, CA. Bellerophon Books, 2000.</p> <p>Belanger Grafton, Carol. Egyptian Designs. NY: Dover Publications Inc.</p> <p>“Egyptian Sculpture: Working With Form.” <i>Scholastic Art</i>, vol. 44, no. 1060-832x, Mar. 2014.</p> <p>Gilbert, Rita. Living With Art. Boston, MA: McGraw-Hill, 1998.</p> <p>Green, John. Life in Ancient Egypt. NY: Dover Publications, Inc. 2001.</p> <p>Heller, Ruth. Designs for Coloring: Ancient Egypt. NY: Dover Publications, Inc. 1989.</p> <p>Marceau, Jo, ed. Art; A World History. New York NY: DK Publishing, Inc. 1997.</p> <p>Wilkins, David G., Bernard Schultz, and Katheryn M. Linduff. Art Present, Art Past. Englewood Cliffs, NJ: Prentice Hall, Inc., 1994.</p>
<p>Suggested Modifications</p>	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p>

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front-loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Classwork such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware

of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or

instructions are given in limited numbers. Give directions/instructions verbally and in a simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that

need to be done and ensure completion happens. Each day writes down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands-On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch, and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

SOC.6.2.8.HistoryCC.1.c

Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

SOC.6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
SOC.6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
SOC.6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
SOC.6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
SOC.6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.