

Ancient Egypt	Art, Design and Technology	Years 5 & 6, Term 1	Year B
Key vocabulary: artefacts, excavations, painted box, grid, sketch, watercolours, design, spokes, platform, chariot, annotate, measure, Sphinx, pyramid, air drying clay, elongated, mixing, background			
Knowledge and skills: Develop different ideas which can be used and explain their choices for the materials and techniques used. (CA1) Adapt their own final work following feedback or discussion based on their preparatory ideas. (CA2) Evaluate their work against their intended outcome. (CA3) Use line, tone and shading to represent things seen, remembered or imagined. (CA6) Use techniques, colours, tones and effects in an appropriate way to represent things seen, eg brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. (CA7) Mix colours to express mood. (CA8) Explain and justify preferences towards different styles and artists. (CA12) Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. (CA13) Know some artwork from Ancient Egypt. (CA18) Create prototypes to show their ideas. (CD2) Produce step by step plans to guide their making, demonstrating that they can apply their knowledge of different materials, tools and techniques. (CD3) Make detailed evaluations about existing products and their own, considering the views of others to improve their work. (CD4) Make careful and precise measurements so that joins, holes and opening are in exactly the right place. (CD5) Build more complex 3D structures and apply their knowledge of strengthening techniques to make them stronger or more stable. (CD6) Use Year 5/6 vocabulary: design brief, user, purpose, design specification, mock up, prototype. (CD10) <i>Egyptian figures were painted side on. Howard Carter photographed all items that he excavated from Tutankhamun’s tomb. What the sphinx was. Egyptians used chariots to fight battles. Ancient Egyptians use 6 main colours derived from natural materials. How Ancient Egyptians buried their dead. What the process of mummification is. That the burial ceremonies changed over centuries.</i>		Possible activities: Make an observational drawing of an Egyptian artefact. Create a chariot from junk modelling. Create a Sphinx and a pyramid using air-drying clay. Make an observational drawing of Egyptian figures.	
Spiritual, Moral, Social and Cultural Education, and Promotion of British Values: Spiritual: The children will think about how the artefacts have survived for such a long time and think about the impact that these ancient artefacts still have on visitors to Egypt today. Moral: Children will think about how moral Egyptian society was. Were things right or wrong? Would we do these things today? Did pharaohs act responsibly? Was it right for Howard Carter to enter the tomb? Social: Children will consider the societal structure of Ancient Egypt and how it compares with today. Cultural: Children will learn about Howard Carter and his discoveries. They will examine images of artefacts from Ancient Egypt. They will learn about life in Ancient Egypt. They will learn about pyramids and burial rites and defences and chariots. British Values: We respect the beliefs and cultures of others. Children will show respect for the culture of Ancient Egyptians and the beliefs that they held. Equalities: Consider how society is more equal than in Ancient Egypt.			