

Subject: Art & Design. Summer 1 Year 3.

Unit: Ancient Egyptian scrolls

NC POS:

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- To know about great artists, architects and designers in history.
- To create sketch books to record their observations and use them to review and revisit ideas.

Expected Prior Learning (what pupils already know and can do)

- Sort map images into groups, explaining their choices.
- Draw a map of their journey to school, including key landmarks and different types of mark-making.
- Follow instructions to make a piece of felt that holds together and resembles their map.
- Decide how to place 'jigsaw' pieces to create an abstract composition.
- Make choices about which details from their map to include in a stained glass.
- Cut cellophane shapes with care and arrange them into a pleasing composition.
- Design a print with simple lines and shapes, making improvements as they work.
- Follow a process to make and print from a polystyrene tile.
- Choose a favourite artwork, justifying their choice.
- Annotate their favourite artwork with relevant evaluation points.

End Points (what pupils MUST know and remember)

Intended outcome of the unit

- Recognise and discuss the importance of Ancient Egyptian art.
- Consider the suitability of a surface for drawing.
- Record colours, patterns and shapes through observational drawing.
- Choose and use tools and materials confidently.
- Begin to experiment with drawing techniques.
- Create a selection of sketches that show idea exploration.
- Produce a final design with a clear purpose.
- Follow instructions with minimal support.
- Discuss and evaluate the process and outcome of their work.
- Produce a complete painted or drawn piece from a design idea.
- Use colours and materials appropriately, showing an understanding of effective composition.
- Have a clear idea of the subject of their zine, including a range of images and information.
- considered the effect created by their choice of materials and composition in their final piece.

Key Vocabulary:

See individual lessons for vocabulary.

Lesson 1: Exploring Ancient Egyptian art

Focus on drawing Egyptian art to understand how and why it was created; responding through mixed-media, experimental sketchbook drawing.

Learning objective:

To investigate the style, pattern and characteristics of Ancient Egyptian art.

Success criteria:

I can discuss Ancient Egyptian art to understand more about it.

I can look closely to identify colours, patterns and shapes.

I can record what I see in my sketchbook, trying out: different drawing materials, working on different surfaces, experimenting with composition.

Vocabulary:

- ancient
- civilisation
- composition
- Egyptian
- papyrus

Examples of Children's Work



Lesson 2: Designing scrolls

Creating a brief to explore design ideas for an Ancient Egyptian-inspired scroll.

Learning objective:

To apply design skills inspired by the style of an ancient civilisation.

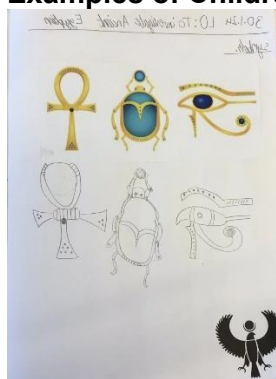
Success criteria:

- I can make decisions about how I want to represent information through images.
- I can plan a design for a scroll thinking about key features of the artwork of the Ancient Egyptians.
- I can apply my knowledge of their style to plan appropriate colours and patterns for my design.

Vocabulary:

- convey
- design
- imagery
- scale
- scroll

Examples of Children's Work:



Lesson 3: Making paper

Making a modern-day version of papyrus style paper.

Learning objective:

To apply understanding of ancient techniques to construct a new material.

Success criteria:

- I can use knowledge of an ancient process to make a modern alternative.
- I can follow instructions carefully.

Vocabulary:

- process

Lesson 4: Scroll making

Translating scroll designs from sketchbooks onto the paper made in the previous lesson.

Learning objective:

To apply drawing and painting skills in the style of an ancient civilisation.

Success criteria:

- I can use a design and accurately translate it to a new surface.
- I can use materials and tools carefully to show precision in my work.
- I can mix and use colours that are appropriate to the style of work.
- I can suggest improvements in my own and other people's work.

Vocabulary:

- translate

Lesson 5: Making zines.

Creating a contemporary response (zine) to share learning about the Ancient Egyptians and their art.

Learning objective:

To apply an understanding of Egyptian art to develop a contemporary response.

Success criteria:

- I can follow instructions to create a zine.
- I can use a variety of images, text and materials to make my zine interesting.

Vocabulary:

- zine - pronounced 'zeen'

Future learning this content supports:

Year 4 Unit: Fabric of nature:

- Describe objects, images and sounds with relevant subject vocabulary.
- Create drawings that replicate a selected image.
- Select imagery and colours to create a mood board with a defined theme and colour palette.
- Complete four drawings, created with confident use of materials and tools to add colour.
- Understand the work of William Morris, using subject vocabulary to describe his work and style.
- Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it.
- Identify and explain where a pattern repeats.
- Follow instructions to create a repeating pattern, adding extra detail.
- Understand different methods of creating printed fabric in creative industries.
- Use sketchbooks to evaluate patterns.
- Produce ideas to illustrate products using their designs.

Note this unit will be changed once we move over to 2025/6 Scheme.