

Egyptian Headdress

Date: February 11-15

Big Concepts: Nature and Environment

Teks: Art Grade 1:

Perception: 1.1A Identify similarities, differences, and variations among subjects, using the senses. 1.1B Identify color, texture, form, and emphasis in nature and in the human-made environment.

Creative Expression/Performance: 1.2A Invent images that combine a variety of colors, forms and lines. 1.2B Place forms in orderly arrangement to create designs. 1.2C Increase manipulative skills, using a variety of materials to produce drawings, paintings, prints and constructions.

Historical/Cultural Heritage: 1.3A Identify simple ideas expressed in artworks through different media. 1.3B Select artworks that show families and groups. 1.3C Identify the use of art in everyday life.

Response/Evaluation: 1.4A Express ideas about personal artworks. 1.4B Identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.

Materials: Crayon and Metallic paint

Content Objective:

- Students learn about Egyptian Art and King Tutankhamen.
- Students review how to make a portrait.
- Students learn about emphasis, subject, and self-portrait.

Language Objective:

- Students will create patterns through lines and color on an Egyptian headdress.
- Students will draw a face balancing the proportions of eyes, nose, mouth, and ears to create symmetrical balance.

Project Objective:

Students will create King Tutankhamen Death Mask.

Activities:

Introduction:

Discuss King Tutankhamen and his importance in Egyptian art and history. Show the video King Tut – The Boy King’s Treasure. Discuss the iconography of Egyptian art.

Project:

1. Students fold the paper in half vertically so that the face can be centered easily. Start by showing them how to draw a large "U" in the middle that is centered on the fold. A line closes the top, and another parallel line is added below.
2. The face may be filled in next. This can be a good time to review proportions of most faces. A key addition to making the Egyptian look is to add the lines on the outside of the eyes.

3. Add necklines below the head, and a headpiece that curves in at the bottom.
4. Stripes are added to the headpiece. Encourage the students to draw one side and then do their best to make a symmetrical copy on the other.
5. Students create a pattern border headdress.
6. Students make a border around the mask.

Checks for Understanding:

Students show their masks and talk about how they made patterns and symmetry.