

Hieroglyphic Alphabet

Date: April 23-24, 27-30 May 1-3

Big Concepts: symbols

Teks: Art Grade 3:

Perception: 3.1A Identify sensory knowledge and life experiences as source for ideas about visual symbols, self, and life events. **3.1B Identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.**

Creative Expression/Performance: 3.2A Create artworks based on personal observations and experiences. **3.2B Develop a variety of effective compositions, using design skills. 3.2C Produce drawings, paintings, prints, constructions, ceramics, and fiberart, using a variety of art materials appropriately.**

Historical/Cultural Heritage: **3.3A Compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions.** 3.3B Compare selected artworks from different cultures. 3.3C Relate art to different kinds of jobs in everyday life.

Response/Evaluation: **3.4A Identify general intent and expressive qualities in personal artworks.** 3.4B Apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists.

Materials: paper, pencil, crayons

Content Objective:

- Students compare and contrast different ways people have used words as art throughout history,

Vocabulary Objective:

- Students learn about symbols and variety.
- Students learn about calligraphy.

Project Objective:

Students will create their name in Hieroglyphics and a secret message of their own.

Activities:

Introduction:

Read page 126-127; discuss symbols and variety. Discuss Egyptian writing and how they used symbols in their animal.

Project:

- Using a variety of color and designs students will illustrate their name in Hieroglyphic alphabet.

Checks For Understanding:

Students reflect on their variety of designs and show their Hieroglyphics.