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Visual Arts and World Social Studies**

Lesson Title: Clay Stories

Grade: 6

Purpose: In this lesson students will learn about Egyptian clay panels (funerary stelea) in the Ancient collection of the Walters Art Museum and create their own stories on clay.

Fine Arts Standard: 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.

Fine Arts Indicator: 2. Interpret and communicate the meaning of art works

Fine Arts Objective: 2.1.b Create and describe thematic artworks that communicate personal stories

Social Studies Content Standard: 2.0 Peoples of the Nation and World
Student will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.
TOPIC A. ELEMENTS OF CULTURE

Social Studies Indicator:

1. Describe characteristics that historians use to organize people into cultures

Social Studies Objective:

- a. Describe how location and environment influenced early world cultures
- b. Describe and compare elements of culture such as art, music, religion, government, social structure, education, values, beliefs and customs, from civilizations in early world history

Arts Integrated Objective:

Students will:

- Learn about Egyptian funerary stele
- Describe ways that people have used to communicate in the past and the present
- Recognize how the elements and principles of design are used in works of art

In order to make a clay slab with a picture in the style of early Egyptian artists.

Vocabulary: relief, line, shape, color, form, funerary stele, clay, archaeology

Materials & Resources for the Class:

- Air-dry clay (divided into pieces and placed in plastic bags)

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- clay tools, guide sticks
- pencil, paper (6"x9"), colored pencils, tempera
- rolling pins, burlap/cloth
- water color paints
- brushes, water containers
- newspapers

Materials & Resources for the Teacher:

- objective chart
- reproduction
- teacher made PowerPoint about funerary stele
- student hand-out- pictures from Power Point
- art elements chart
- sample work
- sequence chart- graphic organizer
- assessment tool- rubric included

Museum Resources: Funerary Stele of Merneith Wahibre, Funerary Stele of Tembu
(found on www.thewalters.org)

Prior Knowledge:

A stele is a stone slab, erected for funerary or commemorative purposes, usually decorated with the names and titles of the deceased or living or pictures inscribed, carved in relief or painted onto the slab.

Funerary objects attest to ancient Egyptians' sense of the continuity of life through death and beyond. Egyptians placed stelae in tombs to ensure the availability of the necessities that a person's soul, would use in the afterlife.

<http://www.150.si.edu/150trav/remember/r118a.htm>

The ancient Egyptians believed that nature and all the events in their lives were controlled by the actions and powers of gods and goddesses. In artworks, these *deities* were shown as both people and animals—and sometimes as combinations of the two. Their powers were linked to special abilities of the animals or of the forces of nature. Deities were thought to live inside statues carved to look like them. Egyptian temples were built as houses for the gods and goddesses. Only the pharaoh and the priest could enter the part of the temple where the statues were placed.

The ancient Egyptians had no word for art and no concept of art for art's sake. For them, the images had a more important purpose - representing the life of the tomb's occupant and forming the basis of their life after death.

<http://www.pbs.org/empires/egypt/newkingdom/architecture.html>

Discuss what is culture.

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Procedures:

Motivation-

The Teacher will:

Lead discussion

- Ask students, “What are some ways people have used to communicate in the past and the present?”
- Explain:
 - Students will observe Egyptian clay panels (stelae).
 - Design, draw and sculpt to create stories in clay in the manner of the Egyptian artists.
- Show a PowerPoint
 - Discuss the use of elements in the ancient works seen (How are the elements organized, etc.)
 - Ask “What do you think is going on in the work of art?”
 - Ask what the pictures tell about the time in which the people lived and the people themselves.
 - Ask “Is it successful; do you like it? Why? Why not?”
 - “Describe the pictures.”

Modeling –

The Teacher will:

- Discuss the characteristics of the stele seen in the Power Point and those in the student handout. It would help to show the *Archaeologist’s Notebook*, found under Integrating the Arts/Ancient/Language Arts.
- Point out the characteristics of Egyptian art.
- Explain that the stele tell us about how people lived long ago. If you wanted people in the future to know about your life, what could you draw? Think about objects and activities in your life (food, clothing, jewelry, hairstyling, furniture, household items, recreation, games, entertainment, occupations).
- Explain that students will draw pictures of their families engaged in everyday activities. They will begin by creating several drawings in the style of the Egyptian artist and will chose one of them for the final project.
- Direct students to draw three pictures on the (6”x9”) paper provided.
- Demonstrate how to roll out the clay to make a slab.
- Show students how to place the selected picture on top of the clay slab and go over the lines to transfer picture.

Guided Practice-

The Teacher will:

- Demonstrate how to create a relief with drawings as students observe and ask questions

Independent Practice

The Teacher will:

- Circulate around the room and monitor students as they work.

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The Students will:

- Work to complete their clay reliefs.
- After clay dries allow students to apply color using water color paints.

Assessment:

Use rubric for assessment for visual arts.

Artwork Assessment Form					
Category	Description	Excellent(4)	Good(3)	Average(2)	Needs work (1)
Creativity	How original and innovative is the work?				
Fulfills Assignment	How well does the work solve the problems outlined in this assignment? Objectives?				
Composition And Design	Did the student use the principles of design and composition to make the visual elements work well?				
Care - Effort	Is the making of the work appropriate for the style of art being made? Craftsmanship?				
	Didn't rush to get it done, but paid attention to consistency in the work. Conscientious?				

Assessment (continued):

Lead a discussion about how the stele communicates the beliefs of the ancient Egyptians.

Closure:

Students are asked to explain their artwork to the class, then all work is displayed.

Thoughtful Application:

Students can write stories that tell about their artwork.

Lesson Extension:

- Students may be provided opportunities to view narrative art in a museum visit.

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- Would they like to know more? Students can research Egyptian tombs on the Internet or at the library and present their research.
- Students can work together in groups on a large relief.
- Students can study Egyptian life in greater detail.

Lesson Adaptations:

Younger students could benefit from this lesson. The idea of pictures that tell us about people living at a certain time and place is a common theme.

Resources:

Ancient collection of the Walters Art Museum

University of Chicago- <http://oi.uchicago.edu/museum/highlights/>

EDSITEment- http://edsitement.neh.gov/view_lesson_plan.asp?id=349