

**Year 4- Ancient Egypt- death masks**

<b>Inspiration</b>	<b>Partnership with parents</b> Pop-up art gallery for parent to attend/children could wear the masks and create a dance/parade/catwalk linking their art with the historical facts learnt.
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<b>Key Questions</b> - What are death masks and why did the Ancient Egyptians use them? - How do we draw faces? - Why have you chosen to use this colour? Shape? Embellishment?  -What links can you make between your work and that of the ancient Egyptians?	<b>Concepts</b> <b>Formal elements</b> - Line, shape, colour, texture, pattern	Also covered in: -
	<b>Skills</b> -Generally, appropriate techniques are used to achieve a variety of interesting effects -Appropriate techniques are generally chosen to achieve some good effects -Generally, appropriate styles are selected to produce artworks -Create original pieces that show a range of influences and styles	<b>By the end of this unit, children will be able to:</b> -understand the purpose behind the craft. - explore composition -create an Egyptian death mask showing texture, pattern and embellishment -talk about the creations of the ancient Egyptians and make links with their own work

**Knowledge**  
**Artist-** Ancient Egyptians- death masks, historical knowledge covered in history unit. When someone died in Ancient Egypt, their body would have been preserved by being mummified. This meant that the soul would have somewhere to return to after death. A death mask was created so that the soul would recognise its body, and return to it safely. Death masks were also believed to help to guard a dead person from evil spirits in the afterlife. If the dead person was important, their mummified body would have been put into a special wooden coffin called a sarcophagus. These were highly decorated with bright paint, gold and gems, and often featured hieroglyphics. For the richest and most important Egyptians, the death mask would have been made of gold!

**Art-reasrech-** <https://www.slideshare.net/LRoseH/egyptian-burial-masks>  
 -teacher to share PowerPoint on creation and purpose of death masks and explain the reasons behind material, colour and embellishment choice.  
 -chn to record their knowledge of the death masks creation and purpose.  
 - whos who? chn to label images of masks in their sketch books.  
 -to complete a range of pencil sketches of masks using pencil, focus on line, shape and creating texture.

**Art –** design a death mask or mask of the gods, annotating reasons for colour shape, pattern and texture.

**Final piece-** to create a paper mache Egyptian masks. Using a plastic mask as a starting point and adding cardboard for the headdress to create a base then covering it with vaseline. Layer the base with paper mache and then paint in gold or yellow and decorate with mixed media once dried. <https://www.yac-uk.org/activity/make-an-ancient-egyptian-death-mask>

**Prior to the lesson ask children to bring in cereal boxes.**



<b>Topic Specific Vocabulary</b> drawing, media, medium, line, shape, embellishment, jewel tones, death masks, ritual, culture, annotate, pattern	<b>NC Subject content</b> - To create sketchbooks to record observations and use them to review and revisit ideas - Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials - About great artists and designers in history
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**Subject Specific/Academic Vocabulary**

**This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.**

Year 3	Year 4	Year 5	Year 6
Area, response, source	Concept, period, process,	Cultural, specific, theory	Complex, interpretation, significance,

**We are artists/Being an artist/I am an artist**  
*Audience: parents invited after school (other possibilities invite expert etc.)* Pop-up gallery – to show and share work.