

Unit: Countries Around the World

How can art from different countries as influence our own work? How can we use different cultures/country's art to make our own versions?

Lesson Title: My Family Cartouche- What symbols would you put on your family cartouche to tell us about your family?

Grade Level: 3rd Grade

Time: 4-5 40 minute class periods

Central Focus/Rationale: Students are learning about different countries and cultures in their 3rd Grade social studies curriculum. In this lesson students will look at Ancient Egyptian cartouches. A cartouche is a kind of nameplate, or identity piece that were used by many kings, queens, and other high ranking people in Ancient Egyptian kingdoms. Cartouches consist of different hieroglyphs and symbols used to represent the person. Students will become familiar with Ancient Egyptian terms and begin to think about what symbols represent his or her family.

Students will create their own nameplate out of clay that represents their family. Students will create symbols just as the Egyptians did to put on their nameplates. The form of the object will stay true to what the Egyptians used, however the content will change based on each individual. Students will have to think of alternative ways to represent their family, rather than simply writing their name. This lesson teaches students that other countries practices can still be used today. Students will see that, although this practice derived from another country long ago, it can be used in any culture by adjusting the symbols.

Learning Objectives:

- Students will understand that a cartouche can be used as way to express ones identity.
- Students will understand that symbolism can be used to represent interests or ideas.
- Students will learn that clay can be manipulated and transformed into many different forms.
- Students will understand that other countries and cultures can have an impact on what we make.

Language Demands:

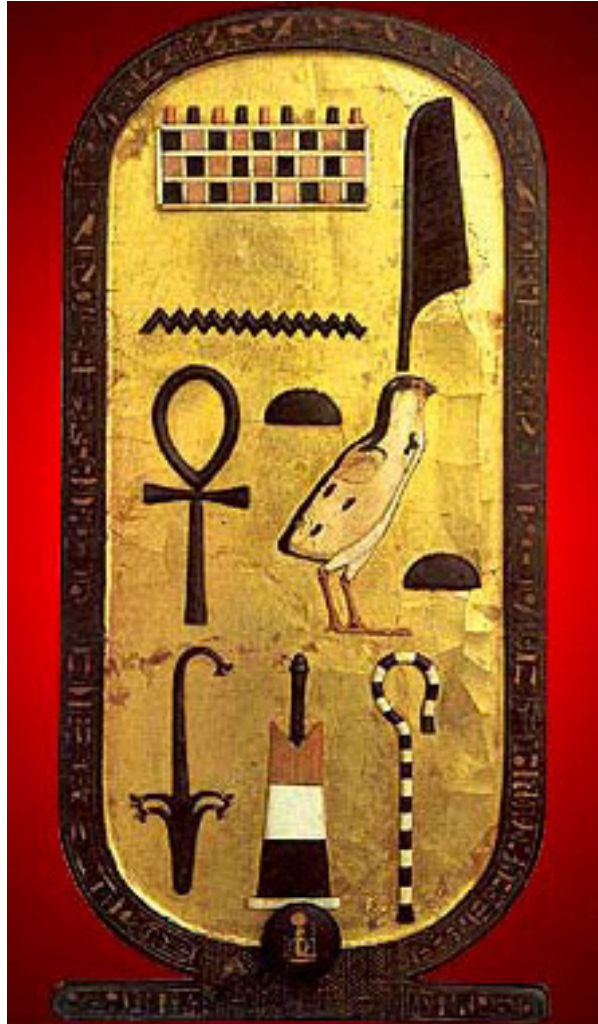
Students will analyze the symbols they see in the Ancient Egyptian cartouches. Students will interpret what certain symbols mean and why they might have been used. Students will learn how to use symbolism as a way to show identity. After students are finished with their cartouches each student will be asked to write a gallery label in their sketchbooks. The gallery label will include information about each student's cartouche, what symbols the students used and why, and how it represent his/her family. The class will also participate in a gallery walk around the room. Students will have time to reflect on their own work as well as their classmates.

Instructional Resources & Materials:

Clay, sculpting tools, rolling pin, ruler, bronze, black, white paint

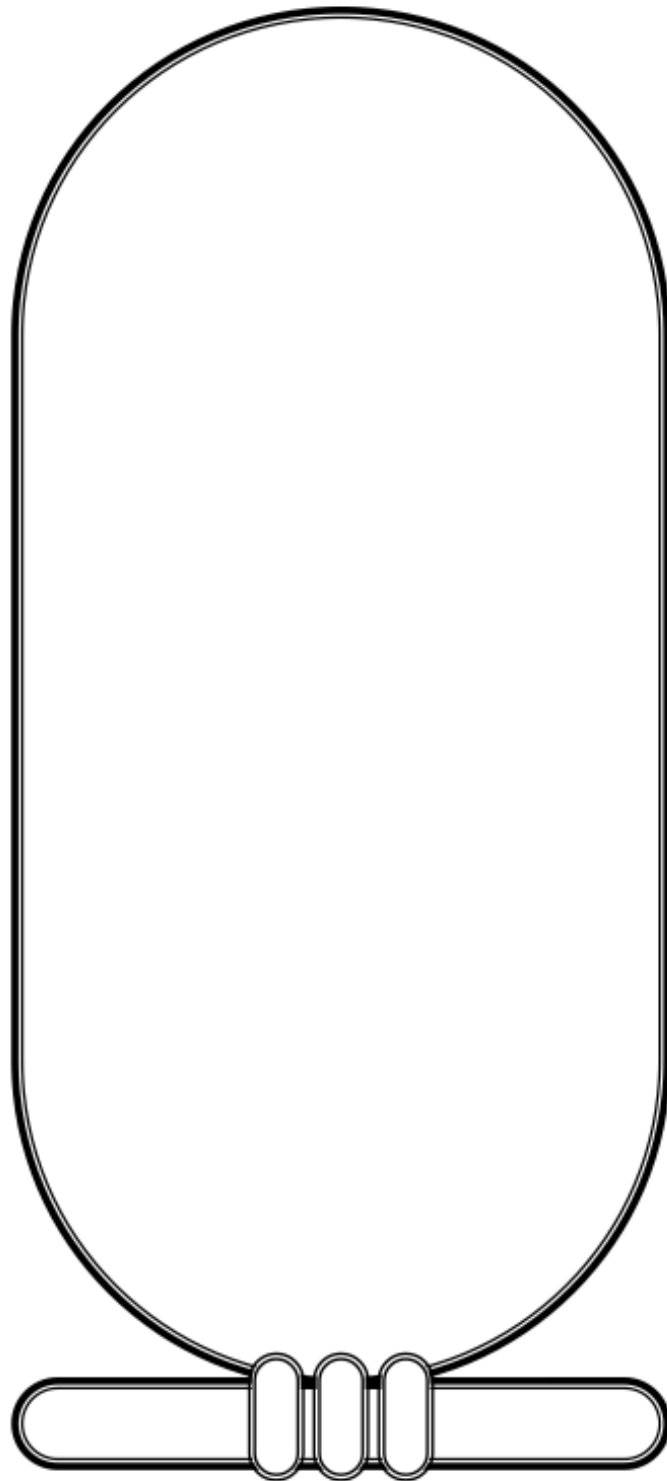
Artwork/Media: (need to find books in my classroom)

www. Metmuseum.org (handout on hieroglyphs)



www.touregypt.net/featurestories/cartouches.htm

Ancient Cartouche Template



Instructional Strategies and Learning Tasks:

Day 1: Students will gather on the rug to begin talking about Ancient Egypt. They will be reminded that because they are learning about different countries and cultures in their social studies class, they will also be studying different types of art from around the world. Students will look at a visual of a cartouche held by the teacher. The teacher will then ask students if someone could describe some of the objects they see on the cartouche. After the teacher will explain what a cartouche is and ask students to describe what a symbol is. He/She will then explain the assignment to the students and ask the students if they have some examples to share of what symbols they could put on their family cartouche. After choosing a few students, all the students will turn to the person next to them and share some of their ideas for what symbols they will choose to put on their cartouche. The class will regroup and students will share what their partner said.

The teacher will show students a handout of a cartouche that they will use to design their cartouches. Students will be required to draw at least 4 symbols that represent their family. Once students are done with the first design they will be asked to try and make a total of three designs.

Day 2: Students will gather on the rug as one student reminds the class what they did last week. The second class will be experimenting with clay and ceramic tools. Students will learn and discover what they can do with clay. They will be encouraged to make specific clay forms that might be useful when actually making the cartouche. Students will learn how to carve into clay, and take clay away with ceramic tools. They will be introduced to the art vocabulary word, relief sculpture. They will also learn how to roll out clay to create a slab. Students will be encouraged to practice these skills and experiment with the clay.

Day 3: Students will gather on the rug and the teacher will begin a demonstration on how to start the cartouche. The teacher will refer to the steps written on the board and will ask one student to read each step aloud. For inclusion classes, there will be handouts of the steps on each table. The teacher will go over rolling the clay out, and how to use the templates on the table to cut out the form of the cartouche. Students will then be able to use the carving skills from the previous class on their cartouches. Students will refer to their drawings for reference on what to carve into their cartouche.

Day 4: Students will gather on the rug and the teacher will have students remind the class of what the class did the previous week. One student will share their work thus far, while the rest of the class reminds the student about what they still need to do or give suggestions for the sharer. The teacher will briefly have students remind the class of how to use certain ceramic tools. If necessary the teacher will repeat steps for students who did not get up to that point individually. The teacher will introduce acrylic paint to the class and have students help remind each other proper ways of

using paints. The teacher will explain to the students why they are only getting five colors. Students who are ready will begin painting and students who need to finish carving symbols will finish that step.

Day 5: Students will gather on the rug and the teacher will pick one student to sit in front of the class and share his/her work. Students will be reminded to finish painting their cartouche. Students who finish early will begin working on a gallery label for their cartouche. After clean up the whole class will make a large circle around the tables and begin a gallery walk. The teacher will ask students to remind the class of the proper way to have a gallery walk. Once students have done two laps around the room the teacher will ask if any students wanted to point out a piece they really liked or had a question about.

Depending on the class, students may need an extra day to complete the project.

Informal and Formal Assessment: Students will have many opportunities to share his/her work throughout the classes. Students will also have time to ask questions to one another or make comments. Each student will write a gallery label for his/her work, which will be reviewed by the teacher. The gallery label will show understanding of the assignment and the techniques taught. During the last class students will all participate in a gallery walk and will have a discussion about the different work. This also gives students a chance to ask questions and make comments based on what they see.

Visual Art Standards:

Standard 1: Creating, Performing and Participating in the Arts.

Standard 2: Knowing and Using Materials and Resources

Standard 3: Responding to and Analyzing Works of Art

Standard 4: Understanding the Cultural Contributions of the Arts