Title/Description of Lesson
Egyptian Clay Carving

Grade Level:
6th

Lesson Links
Objectives/Outcomes
Materials and Resources
Vocabulary
Procedures
Criteria for Assessing Student Learning
California Standards in Visual & Performing Arts
California Standards for Integrated Subject
Other Resources

Objectives/Outcomes (Return to Links)
• Students will be able to draw an Egyptian design on paper.
• Students will be able to transfer their Egyptian drawing onto clay.
• Students will be able to carve their Egyptian design into clay.
• Students will be able to paint their Egyptian clay carvings.

Materials and Resources (Return to Links)
• Bond paper
• Pencil
• Ballpoint pen or colored pencil
• Air dry clay or kiln fired clay
• Clay carving tools or deli toothpicks
• Acrylic paints or glaze
• Paint brushes
• Photographs, pictures, books, and other visuals of Egyptian Art.

**Vocabulary** *(Return to Links)*

**Clay** – wet fine grained dirt art medium used for making pottery and sculpture

**Carving** - An design cut into a material as an artistic work.

**Egyptian Mythology** – Ancient Egyptian religion was a complex system of beliefs and rituals which were integral to ancient Egyptian society. It centered on the Egyptians' interaction with a multitude of deities. The myths about these gods were meant to explain the origins and behavior of the forces they represented.

**King Tutankhamun** - Egyptian pharaoh of the 18th dynasty (ruled ca. 1333 BC – 1323 BC), during the period of Egyptian history known as the New Kingdom.

**Golden Age of the Pharaohs** – The name given to the New Kingdom era of Egypt that ran from Approx. 1560 BC – 1079 BC. It was the time during which Egypt obtained and held its greatest power.

**Hieroglyphic Alphabet** – A pictographic alphabet used in Ancient Egyptian to write. It uses more than 2,000 hieroglyphic characters. Each hieroglyph represents a common object in ancient Egypt. Hieroglyphs could represent the sound of the object or they could represent an idea associated with the object.

**Pyramid tombs** - When a pharaoh died he was buried in a tomb designed to protect his body forever. This tomb was called a pyramid and has the shape of a 4 sided pyramid.

**Sarcophagus** - a funeral receptacle for a corpse, most commonly carved or cut from stone.

**Sphinx** - a mythical creature with a lion's body and a human head or a cat head. The most famous Egyptian sphinx is located in the north and below the great pyramids. They are considered benevolent. It became traditional for pharaohs to have a sphinx with his carved head placed at the burial site.

**Procedures** *(Return to Links)*

• Introduce the vocabulary to the students that relates to the Egyptian art work that the students will be viewing.
• Let students look at photographs and pictures of Egyptian artwork to develop their ideas.
• Demonstrate how to make a rectangular slab of clay approximately 3 inches x 6 inches and ½ inch thick.
• With a pencil, draw an Egyptian design on a 3 inch x 6 inch piece of paper.
• Place the pencil drawing over the clay.
• Trace over the pencil drawing with a ballpoint pen or a colored pencil that will show up to transfer the design onto the clay.
• Lift the paper drawing off of the clay to reveal an impression of the design set into the clay.
• With a carving tool, carve over the design that is set into the clay.
• Let the clay air dry or fire in a kiln.
• When the clay is dry, paint or glaze the Egyptian carving.

**Criteria for Assessing Student Learning**  
- The students will demonstrate their ability to draw an Egyptian design on paper.
- The students will demonstrate their ability to carve their Egyptian designs into clay.
- The students will demonstrate their ability to paint their Egyptian carvings.
- The students’ work at each step of the lesson, will serve as assessments of their understanding of the art lesson.

**California Standards in Visual & Performing Arts**  
**Grade Six:**

2.4 Creative Expression: Create increasingly complex original works of art reflecting personal choices and increased technical skill.

5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.

**California Standards for Integrated Subject**  
**6th Grade Social Studies**

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

5. Discuss the main features of Egyptian art and architecture.

9. Trace the evolution of language and its written forms.

**Other Resources**