

**Jamesburg Public Schools**  
**Grace M. Breckwedel Middle School**

**Teacher:** Ms. Morgart

**Grade Level:** 6

**Unit: Proportion and Scale**

**Lesson:** Hieroglyphic Design

(Lesson) Objective: Students will create a design for their own hieroglyphic based off of examples of actual hieroglyphics and will recreate their design to scale two additional times on three dimensional pyramids created in a previous math lesson.

**Standards:**

Based on New Jersey Curriculum Content Standards (Visual and Performing Arts)

Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.

**1.15.D.1-** Identify elements of art and principles of design that are evident in everyday life. Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.

**1.1.8.D.1-** Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.

**1.3.8.D.1-** Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.

**1.3.8.D.6-** Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

Based on National Core Curriculum Content Standards (Visual and Performing Arts) Content Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas

*Achievement Standard:*

- Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
- Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

### *Lesson Outline:*

#### Materials:

Original Design Grid Worksheet  
Rulers  
Pencil  
Colored pencils  
Card Stock

#### Introduction/Class Opener:

Examples of actual hieroglyphics will be passed around the class. Students will discuss what qualities they notice about the way they are drawn (i.e. simple). The project will then be explained, including a short lesson on scale. Students will then take the remainder of the class period to brainstorm their design.

#### Activity:

Prior to their art lesson students will have had Social Studies lessons about Egypt and the ancient art form/communication form known as hieroglyphics. Students will also be discussing the ancient Egyptian Pyramids in a math lesson.

Using grid paper, students will create two templates to create 3 dimensional pyramids, one that is 7 x 7 and one that is 4 x 4. Students will cut out the pyramid structure from their grid paper and trace it onto a piece of card stock. These pyramids will be used as the base for their scaled down version of their original hieroglyphic design which will be completed on 14 x 14 grid.

Scaled down versions of each design will be transferred onto each pyramid and neatly colored in. Students will then put the pyramids together by raising the side flaps and fixing them with a piece of tape inside. The flap containing the hieroglyphic design will be left down. The finished pyramids will then be mounted onto a matte board (display board). Students will be encouraged to add additional details to their final presentation, though it is not required. Students who finish early will assist in completing some signage for the final work display.

#### Closing of Lesson/Wrap up notes and clean up:

Students will review what the concepts of design were as they apply to hieroglyphics. They will assure that their work is finalized and turn it in to be displayed.

#### Tentative schedule:

Day 1- Intro lesson/sample work presentation/Brainstorm  
Day 2- Final Brainstorming/Large Hieroglyphic design  
Day 3- Transfer designs to pyramid templates and color  
Day 4- Continue transferring designs and coloring neatly.  
Day 5- Finalize and mount pyramids to base paper.