

Yale 2013 PIER Summer Institutes

Sponsored by the Yale Programs in International Educational Resources (PIER)

TITLE OF UNIT: How did Ancient Egypt impact the world of art?

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AP Art History
11 & 12th grades
5-7 days
New Rochelle H.S.*

Introduction:

This lesson is *one lesson* of a unit study on the art of Ancient Egypt. It encompasses the ideas of afterlife, hieroglyphs, political power, and human form. It will be part of the unit study on Ancient Egypt for AP Art History.

Vocabulary: Terms, Concepts and Actors

register	sunken relief	hypostyle hall
ka	colonnade	goundline
sarcophagus	hieroglyph	necropolis
temple complex	cartouche	engaged column
rock cut tomb	papyrus	mastaba
faience	canon of proportion	
demotic hieroglyphs	ziggurat	
pylon	hieratic hieroglyph	
obelisk	peristyle	
Imhotep		
Hatshepsut		
Akhenaton		
Khafre		
Menkaure		

Stage 1 – Desired Results

Common Core Content Standard(s):

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text,

including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Understanding (s)/Goals:

Students will understand that:

- *Culture is exhibited in art forms*
- *Egyptian canon remain unchanged for 3000 yrs.*

Essential Question(s) Related to Theme(s):

- How was Egyptian culture reflected in sculpture, architecture, painting?
- How did the Egyptian canon of the human form remain unchanged for 3000 years?

Student Objectives (Outcomes):

Students will be able to:

- Gain an understanding of how ancient Egyptian art changed over time and why
- Use specific works of art as evidence of Egyptian canon and stylistic conventions through three main periods: Old, Middle & New Kingdoms
- Understand how art reflected beliefs of Egyptian afterlife
- Understand an overview of the evolution of Egyptian culture and its relationship to the Nile
- Gain understanding of specific vocabulary terms
- Compare and contrast Ancient Egyptian art with that of other cultures and why those similarities/differences exist
- Identify examples of ancient Egyptian art across time and in their present lives

Stage 2 – Assessment Evidence

Performance Task(s):

- Students will complete note handouts/organizer which define their understanding of the vocabulary/art terms and specific themes
- Students will complete a choice of summary activities for the unit

Other Evidence:

- Teacher will use questions throughout the lesson and unit
- Students will be completing summary activities for each component lesson
- Students will complete practice AP exercise

Stage 3 – Learning Plan

Learning Activities:

Students will be using interactive PowerPoint and videos with the following questions:

1. *Pop up exercise* (recap from previous lessons): Give 1 fact you found interesting in your study of ancient Egypt.
2. How do these images differ? How are they similar? What do you think these images tell us about the Egyptian idea of body? (slide 1)
3. What do we know about Khafre? Using elements of art terms, how can we describe this sculpture? Why do you think Khafre is presented in this way? (slide 4)
4. Discuss with students slides 5-6.
5. What does the iconography on the statue tell us about Khafre? (slide 7)
6. How do we define canon of proportion? How does this differ from art in other periods? (slide 7)
7. How does the sculpture of *Menkaure and Khmerenebty* depict Egyptian culture? How similar or different from the sculpture of *Khafre*? How are the conventions/canon of proportion similar/different in *Khafre/Menkaure & Wife*? (slide 8-9)
8. How do we define grid system? (slide 10)
9. Follow up with video and discuss (slide 11)
10. How does this figure differ from previous sculptures? Who might be? What tell us? (slide 12)
11. Why might...have sculpture? (slide 14)
12. How does *Ka-Aper* differ from *Seated Scribe* (slide 16)?

13. How do we detect the change in canon of proportion in the *Seated Scribe? Ka-Aper?* (slide 17)
- 14...*Menkaure & Wife?* (slide 18)
15. How do tomb paintings depict human body? Why include in tombs? (slide 20, then 21-22)
16. How does the iconography impact human form? How does the use of hieroglyphs contribute to the art context? (slide 23-26)
17. Why do you think ancient Egyptians were interested in sculpture and portraiture?
18. Exit Ticket

Resource List/Bibliography:

Kleiner, Fred. *Art Through the Ages*. Boston, Ma.: Wadsworth, 2013.

Manassa, Colleen. Lectures. July 8-11, 2014

Stokstad, Marilyn. *Art History*. New Jersey: Pearson, 2008.

Strickland, Carol. *The Annotated Arch*. Kansas City: Andrews McMeel Publishing, 2001.

Strickland, Carol. *The Annotated Mona Lisa*. Kansas City: Andrews McMeel Publishing, 2007.

youtube.com *The Style of Ancient Egypt*. 8:40 min.

<http://www.youtube.com/watch?v=rOUjDIX37o4>

MET Museum Thematic Essays

How Are You Going to Use This Unit?

11th & 12th grade AP Art History students will use this lesson as part of a broader unit study of Egyptian art that encompasses the following teaching schedule:

- What was the culture of Ancient Egypt? (an overview of geography, politics, history, belief systems, etc.)
- How did the architecture of Ancient Egypt reflect its belief in an afterlife?
- How did Ancient Egypt depict the human form (during 3 main periods)?
- How did the Amarna period attempt to change established Egyptian canon?
- How does Egyptian culture/art cross cultures and time/ permeate our lives today?