

Papyrus and Hieroglyphics

Subject	Age level	Time
Arts	9 – 10 years old	<ul style="list-style-type: none"> - 2h for hieroglyphs - 3h for papyrus

Teaching and learning aims

At the end of the lesson pupils will be able to:

- Discover the features of hieroglyphic writing.
- Discover the features of Egyptian painting.
- Use spatial markers correctly to read a hieroglyphic writing.
- Obtain information from written and iconographic sources.
- Design a graphic-pictorial elaborate with themes related to Egyptian culture.
- Produce a papyrus with your name in hieroglyph.
- Reproduce iconographic images from models chosen respecting the characteristics of the original.
- Develop problem solving skills

Equipment and material

- lwb
- Books, historical magazines, cards and photocopies with images and writings to be reproduced;
- A4 blank sheets of different weights,
- Pencils, uni posca and fine-tipped markers,
- White glue
- Scissors,
- Paintbrush
- Masking tape
- Carbon paper
- Unused surgical gauze or masks,
- Instant coffee,
- Fixing spray can for drawing

Learning outcomes (4 Cs)

Content

- Knowing significant aspects of Egyptian culture
- Knowing the symbolic value of hieroglyphic writing
- Appreciate the value of works of art
- Love and respect the national and international artistic heritage

Cognition

- Identify basic elements, historical periods, cultures and materials

Culture

- Strengthen the skills that derive from the comparison between ancient painting techniques

Communication

Language Function:

- Egyptian history, hieroglyphs, Egyptian pyramids

Vocabulary:

- Spatial and orientation commands on the sheet, names of the gods reproduced

Verbs:

- Cut, paste, play, color, observe, listen, write, draw

Language structure:

- Present simple, prepositions of place

Activities

Hieroglyphic writing

Step 1: On the IWB, view of hieroglyphic writings and video on writing modes: [Egyptian Hieroglyphics](#)



Step 2: The teacher gives the pupils the blank sheets and the photocopy with the hieroglyphs.

"Now try to write your name using hieroglyphs"

They must use the signs corresponding to the letters of the alphabet

Step 3: After creating their name the teacher proposes to paste it on a colored cardboard

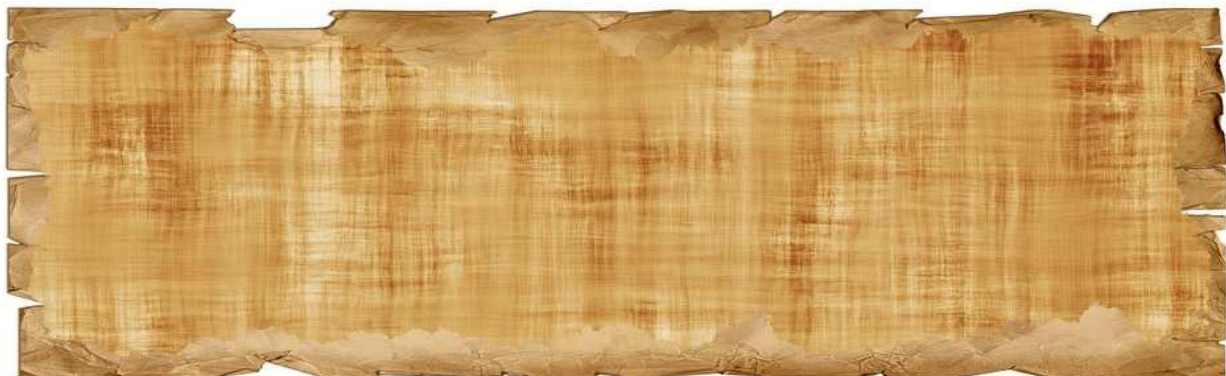
Step 4: The teacher proposes to create a frame to surround the pictures that will be made later on the papyrus

Step 5: "Now it is coloring, be careful to use the same colors" children will take care of the pencil coloring by comparing given images

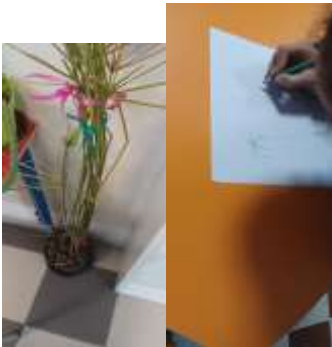
Step 6: divided into groups the students will produce signs, on which there'll be the name of the class, of the library, the canteen, the entrance using colors and writings learned

Papyrus

Step 1: The teacher proposes to the class the vision on the IWB of some papyrus, from the plant to the formation of the sheet to its decoration.



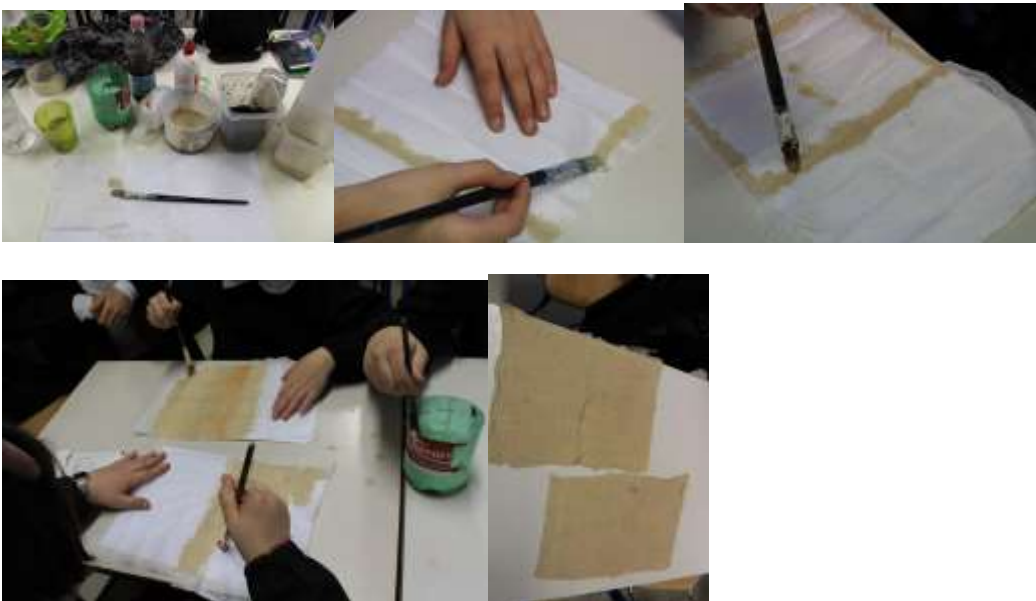
Step 2: The teacher brings a papyrus plant into the classroom for a close-up viewing and the children will draw and describe it: roots, stem and leaves.



Step 3: Students bring gauze, a paintbrush, white glue and instant coffee to school.

"Now we make the papyrus:

- Take layers of gauze and brush them with white glue"
- Spread on A4 sheets of gauze or layers of masks cut and wet with white glue
- With the brush alternate layers of glue and instant coffee on the gauze.



Step 5: While waiting for them to dry, let the pupils choose the images to be reproduced on the papyrus

Step 6: "Attach the copied paper and the chosen design with adhesive tape" and the drawing is reproduced on the gauze.



Step 7: Once completed, the teacher asks the students to remove the paper from the papyrus and they observe the drawing.



"Now color the drawing following the colors in the book" and proceed with the coloring, observing the original colors from the books

Step 8: After coloring, finish the papyrus by cutting the excess gauze and fixing the color with the fixing spray.



Evaluation

- Collective evaluation through the observation of the elaborate products and exhibits on display in school spaces. Conversation about difficulties encountered and knowledge learned.