

# It's All Heiroglyphs to Me



Julie Stone

## Objectives

Students will:

- Explore and discover Egyptian hieroglyphics as an important part of art history.
- Draw Egyptian gesture poses.
- Create Egyptian hieroglyphics demonstrating the use of symbols to tell a story without the use of words.

## Preparation

Students will practice drawing symbols to tell a story, and use tracing paper to copy the hieroglyphic format they will use to draw on scratch-foam board.

Have students turn the tracing paper upside-down on the scratch-foam and trace over the symbols. Students should firmly press down with their pencils while, at the same time, keep the tracing paper

from moving.

Tape the tracing paper firmly to the form board. Be sure students trace the symbols backward, so when the hieroglyphics are printed out it will be facing forward. Have students ink the scratch-foam boards and print them on construction paper.

## Day 1—Learning, Discussing, and Looking:

### Where is Egypt?

Looking at a world map (CD-Rom Macintosh Windows program: With *Open Eyes: Images from the Art Institute of Chicago* by Voyager), the students will locate Egypt and discuss the terrain and climate (dry, sandy, Nile River, other bodies of water).

## When did the Egyptian civilization begin?

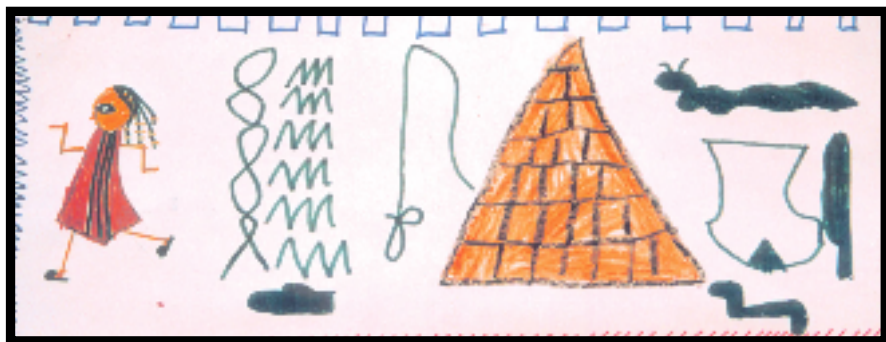
On a drawn timeline, the students will be able to date Egyptian civilization back to 3000 BC. (There is a timeline on the CD program, *With Open Eyes: Images*, that dates specific artwork. Example: Egyptian XXI Dynasty Mummy Case of Paankhenamun c. 945–715 BC )

## Who were the artists in 3000 BC?

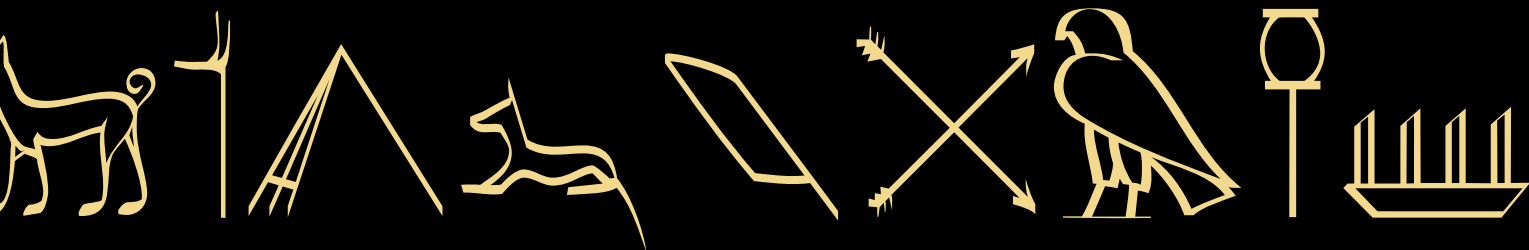
Students will discuss how Egyptian artists and crafts people created their artwork. The Egyptians worked hard to create what their rulers, known as pharaohs, requested. These were things like masks, stone carvings, coffins, pyramids, gold jewelry, and hieroglyphics.

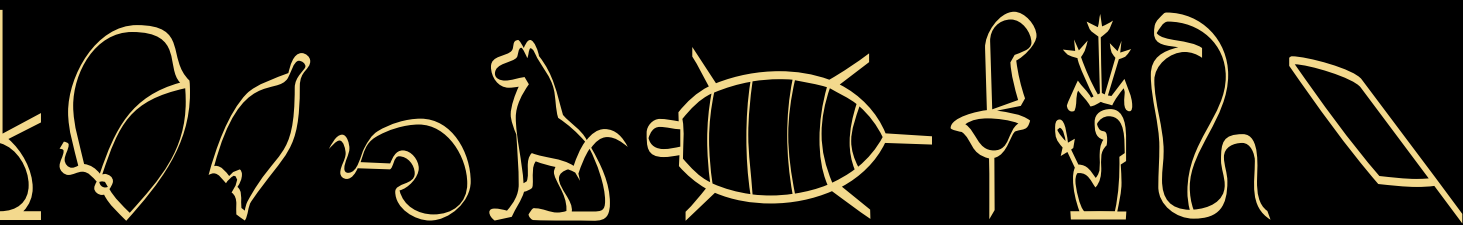
## What are hieroglyphics?

Reflecting on the hieroglyphic prints, students will study the picture/hieroglyphics and symbols that represented letters from the alphabet within the following Egyptian paintings: details from the *Nubian Wall Painting*, wall paintings from the tomb of pharaoh Horemheb, *Five Fowling Scene* from the tomb of Nebamun and coffin paintings (i.e., King Tut's miniature *Canopic Coffin*, 1360 BC). Students will recognize the writings as well as the gestures of the Egyptian people.



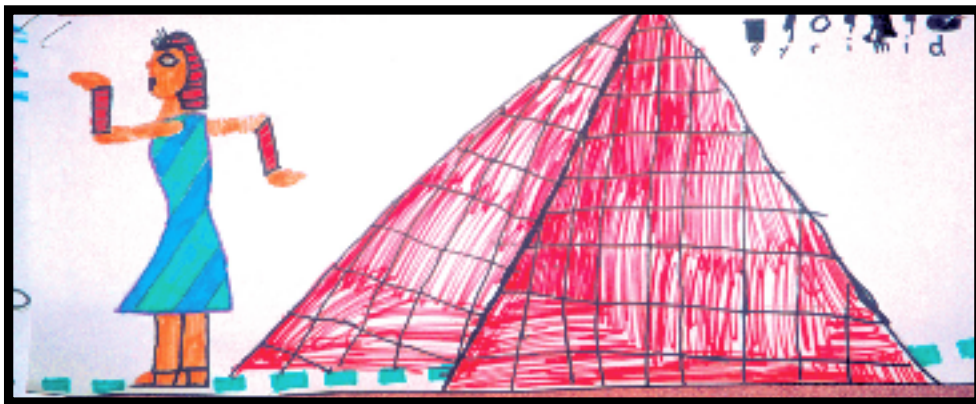
Student Work





In each artwork, students will look for:

1. the details and simplicity of lines within the artwork
2. the movement (gesture poses) of the people
3. the enlarged eyes (facial proportion)
4. the elaborate jewelry and headdresses
5. the natural colors painted on the walls
6. the stories written on the coffins and walls



Student Work

## Day 2—Gesture Poses

Materials needed: newsprint, drawing pencils, and kneaded erasers

Strike a pose! Before drawing five to eight timed (thirty-second) gesture poses, students will practice posing like the images seen in Egyptian hieroglyphics. Next, students will study one classmate's Egyptian pose. They will take turns pretending to outline the person using their imaginary pencil. (Hint: Alternate students after each drawing to make sure everyone is included. Remind students that it is important to look at what they see. It is helpful for beginning artists to draw stick figure poses. Later on, these artists can add more details such as fingers, clothes, etc. to their figure.)

## Day 3—Hieroglyphics

On a 6 x 18" (15 x 46 cm) sheet of white drawing paper, students will copy the gesture poses from day two.

As you display the hieroglyphics, students will copy the symbols to create their name or a story. Students can color their drawings with Crayola's Multicultural colored crayons and colored markers. (Hint: Have students create a border around the edge to give a complete look to their work.)

## Reflecting

Students will:

- Share their hieroglyphics drawings with their classmates
- Recognize the different costumes, detailed lines, and movement within each student's artwork.

## Extending

Students will develop their own hieroglyphic symbols for letters in the alphabet or write a story about a wall painting of a pharaoh they created. 🌀

*Julie Stone is an art teacher at Cleveland Court Elementary School in Lakeland, Florida.*

## NATIONAL STANDARD

*Students use subject, themes, and symbols that demonstrate knowledge of context, values, and aesthetics that communicate intended meaning in artwork.*

