

Lesson Plan

Year Group: **Y3-Y6** Subject: **Literacy/History** Topic: **Thuthmosis I relief sculpture**

Learning Objective: **I can write an accurate and informative description.**

Outcome/Purpose: **Email to World Museum** Audience: **Other archaeologists**

Curriculum links:

HISTORY:

Historical interpretation:

3. Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

Historical enquiry:

4. Pupils should be taught how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources.

ART AND DESIGN

Evaluating and developing work

3a. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

Knowledge and understanding

4a. Visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes.

4b. Materials and processes used in art, craft and design and how these can be matched to ideas and intentions.

4c. The roles and purposes of artists, craftspeople and designers working in different times and cultures.

Breadth of study

5d. Investigating art, craft and design in the locality and in a variety of genres, styles and traditions.

Curriculum links:

LITERACY

En 1 Speaking and Listening

Speaking 1. To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to use vocabulary and syntax that enables them to communicate more complex meanings.

Listening 2e. Respond to others appropriately, taking into account what they say.

Group discussion and Interaction 3a. Make contributions relevant to the topic and take turns in discussion, 3b vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions.

En 3 Writing

Knowledge, skills and understanding

Composition

1a. Choose form and content to suit a particular purpose.

Planning and drafting

2. To develop their writing on paper and on screen, pupils should be taught to:

a plan – note and develop initial ideas.

b draft – develop ideas from the plan into structured written text.

c revise – change and improve the draft.

d proofread – check the draft for spelling and punctuation errors, omissions and repetitions.

e present – prepare a neat, correct and clear final copy.

f discuss and evaluate their own and others' writing.

Artefact: Thuthmosis I relief sculpture (replica)

Artefact notes:

This sculpture represents the Pharaoh Thuthmosis I and the original is dated to the 18th Dynasty of the New Kingdom. The relief came from the mortuary temple of his daughter Queen Hatshepsut at Deir el-Bahri, Thebes. The original relief (now in the World Museum, Liverpool) is made from limestone. It shows the king wearing the long royal beard and linen head cloth. The coiled cobra on the king's forehead is the uraeus, which is a symbol of the king used to decorate royal crowns.

The sculptor changed plans in the middle of carving, as there are clearly two different positions for the front arm. The sculptor partly erased one of these arms and the traces we now see would have been disguised with plaster and paint when the relief was completed.



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Teaching/Learning:

Imagine that you are archaeologists in Egypt and you have just discovered this fragment of a sculpture from a temple.

Your teacher is another archaeologist on the dig and has some background information on the sculpture and its subject (share artefact notes).

The archaeologists at the World Museum in Liverpool want to hear all about your find.

You must investigate the object carefully and send an email to Ashley, the Egyptian specialist there, so he can research your amazing discovery.

Task:

1. Read through the 'Investigating an Object' procedure carefully.
2. In your group, examine the artefact thoroughly and choose someone to make notes about your thoughts.
3. Compose an email to Ashley which describes the artefact as accurately as possible.

Success Criteria:

- *Take turns so that everyone gets a chance to share their thoughts.
- *Use a range of adjectives to describe the artefact accurately.
- *Check and edit what you have written.

Differentiation:

Less able:

Provide a range of words which they can use. e.g. rough, creamy coloured.

More able:

Provide a limit to the number of words in the email to encourage prioritising the importance of information.

Plenary:

Group read the email to the class/ teacher.

Review Success Criteria:

- *Did you take turns so that everyone had a chance to share their thoughts?
- *Which adjectives did you use to describe the artefact accurately?
- *How did you check and edit what you have written? What did you improve?

Vocabulary/Glossary:

accurate: correct and factual

Thuthmosis I: an Egyptian king whose name means 'born of the god Thoth'.

New Kingdom: the period 1570 BC – 1070 BC which was Egypt's most prosperous and powerful time.

limestone: a rock formed from the remains of tiny shells and micro-skeletons deposited on the sea bed.

Uraeus: an upright Egyptian cobra snake spitting, royal symbol of the pharaohs.

fragment: a small part of something bigger.

dig: an archaeological excavation!

Possible follow up activities:

LITERACY: Write a press release to the Liverpool Echo highlighting the exciting aspects of your find.

ICT: Research Thutmosis I more fully using internet searches.

ART AND DESIGN: Look at the object for a given period of time. Remove the object and draw it. Look at the object again. Remove it and add to the drawing. Repeat the process.

CTIZENSHIP: One of the archaeologists wants to sell the Thuthmosis I sculpture on Ebay. Discuss the reasons for and against this idea.