



***Animal Mummification:
Rituals, Religion and the Art of Wrapping***

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West Charlotte Senior High School

This curriculum unit is recommended for:
Visual Arts/Crafts, grades 9-12

Keywords: Art, visual art, identity, communication, discovery, journaling, mixed media, collage, textiles, linen, natural dyes, ancient Egypt, Egyptian art.

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This curriculum unit (CU) will explore the many layers of animal mummification in ancient Egypt. In this CU, I plan to research why animals were mummified, the religious implications of mummification, the scientific component, and examining the fabrication of the process. I have a background in visual arts and more specifically, textiles and textile history, and I will be looking at the wrappings from an artistic aesthetic and creative viewpoint. Students will be focusing on experimentation through creative expression and journaling.

This curriculum unit will be addressing three key questions: How did ancient Egyptians create animal mummies? What were some of the key reasons as to why animals were mummified? How were the linens dyed, wrapped and preserved during the mummification process? The discussion questions will be helpful in getting students to understand that animal mummification and express their thoughts and ideas as it pertains to this ancient process.

I plan to teach this unit during the coming year to 70 students in IB Visual Arts and Contemporary Craft students.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

Introduction

For as long as I can remember, I have always been fascinated with Egyptian culture and history. While in college, I would read often about Egyptian culture and would travel to different museums that had extensive Egyptian art collections. I remember being fascinated with Egyptian textiles and being intrigued with the notion of writing from right to left in order to move inward towards the heart. I studied historic costumes and textiles at the graduate level and my love for textiles will play an active role when creating my unit lesson plans. As a high school Visual Arts IB and Contemporary Crafts teacher, my students are familiar with art as a form of creative expression, but I would like them to be intentional about using art as a method of discovery and as a tool for enrichment.

During the course of the CTI seminar, I have learned how to incorporate group discussions and how to use different activities that relate to animals and the arts. The students will be keeping a journal throughout their ancient Egyptian and mummification journeys. The journals are a good way for students to create sketches, flesh out ideas, write down any memories or feelings that they may be experiencing or to keep track of anything that may be of importance to them.

Additionally, students will examine how ancient Egyptians used animals in their everyday life, the religious practices as it relates to animal mummification, and the art of wrapping mummies. This unit will interweave a combination of different activities such as drawing, journaling, making mummies; sarcophagi and fabric quilt squares that will lead to the class creating one culminating mixed media art piece.

Most of my visual arts and crafts students are really into art even if they do not consider themselves good artists. I hope that this will encourage the students to draw more, explore ancient cultures and write creatively in their free time. This curriculum unit is for IB Visual Arts and Contemporary Crafts students in grades 9-12; however, the unit can be adapted to fit most grade levels.

Rationale

This curriculum unit is intended for students at the secondary level. All lesson plans will be based on the North Carolina secondary Visual Arts Curriculum guide. The CU is designed to help foster a creativity for learning about other countries and different traditions that were used in ancient Egypt through journaling, experimentation, investigation, and art making. At the end of the CU, students will create cultural narratives that will be displayed somewhere in the school.

There are many books and readings on the history of animal mummification in ancient Egypt. Students will have exposure to a wide range of activities that will help assist them with understanding the techniques and practices that were used. Students will incorporate technology a variety of ways such as through researching historical components, getting project ideas and writing personal statements.

Although the students are learning techniques and methods that were used in ancient Egypt, students can use the natural dying technique to dye t-shirts or fabric for themselves. Students will learn how to upcycle and repurpose different materials.

In addition to journaling and art making, students I will also connect the history of the fabrications that were used, specifically linen, and how the wrappings are very similar to several quilt patterns that are still being created today. I have several students in my class currently who have communicated that their grandmothers and great grandmother are quilters. I will also briefly confer on the usage of resin and the role that resin played in the mummification process. The main objectives that students will focus on are:

- To create a mummy using a contemporary mummification process.
- To create a sarcophagus using problem solving and the element of art form
- To experiment with natural dyes that can be found in the environment and how to use hand dyed materials to create clothing or new fabrics.
- To write an artist statement that will accompany the culminating piece of artwork.

Demographics

For the 2017-2018 school year, West Charlotte Senior High School currently has roughly 1662 students that are in grades 9-12. There are 110 full time teachers with a teacher ratio of 16:1. At West Charlotte High School, there is an 18% participation rate for the students who take advantage of the IB classes that are offered. Students also have the opportunity to take a variety of foreign language classes such as French, Spanish and German just to name a few.

The student body make up is 49% male and 51% female. The student diversity is broken down into three major ethnicities. 86% of West Charlotte students are African American, 7% of students are Hispanic and 5% of students are Asian (Source: Charlotte Mecklenburg Schools-2017). The schools demographics are not reflective of the city of Charlotte as a whole. According to the 2014 census: White- 45%, African American- 35%, Hispanic- 13.1%, Asian- 5% and other- 1.8% Source: 2014 U.S. Census Bureau).

West Charlotte has a number of Hispanic students who are enrolled in the school but do not speak any English. This can be a bit challenging in art classes if there is not another Spanish-speaking student in the class to translate. Due to the lack of diversity in the school, a majority of the students are from urban inner city neighborhoods. Based on the socioeconomics of the school population in combination with West Charlotte being a Title I school all of the students are on the free lunch program.

Identity plays a major role with our students at West Charlotte because of the negative reputation of the school. Our principal, Dr. Timisha Branes-Jones, has diligently worked to change the narrative and the culture of the school and to not let the 13% of students who are misbehaving define the rest of the student population. Our students need to know that they are not defined by the stereotypes due to the color of their skin or the stereotypes that are associated with being a student at West Charlotte High School.

I am currently in my fourth year at West Charlotte and this is my eighth year teaching in the Charlotte-Mecklenburg school district. I am one of four art teachers and each of us use the North Carolina Visual Arts Curriculum standards. I incorporate a variety of teaching methods in my classes while simultaneously using the vertical alignment plan. Art history, creative writing,

journaling, problem solving, intentionality, and art making are just a few of the techniques students will experience. As someone who teaches beginning level, intermediate, and advance level art classes, it is important to incorporate differentiate student's instruction based on the varied needs of the students.

Although the ancient Egyptians did not use modern technology, the students will be encouraged to incorporate technology when doing research for a project, typing up their artist statements, and while doing independent reading. Each student was issued a laptop by the school and there are a number of free programs that have been uploaded to better assist students.

Unit Goals

The North Carolina Essential Standards are based on beginning, intermediate and advanced level classes. The techniques used will emphasize both critical thinking and problem solving skills when brainstorming, sketching ideas and creating art. In addition to maintaining a creative arts journal, students will also learn the process of making and maintaining an artist portfolio. The students in the IB Visual Arts course will be focusing on three main aspects of art practice: 1.) theoretical practice; 2.) art making practice; and 3.) curatorial practice. Typically, IB Visual Art students should be, but not limited to, a critic, a maker and a curator that exhibits a global mindset.

Throughout this CU, I will convey what students should know while also equipping them with the necessary skills to further their education for a career in the arts. My goal for this unit is that other art teachers will incorporate lessons into their curriculums that are animal, textile or centered on mummification through teacher-led lesson plans and materials. It is my hope that students will embark on a visual journey, to discover more about who they are as young adults, by responding to journal prompts, creating artwork and through art making.

The implementation of the North Carolina Essential Standards allows for teachers and students to be specific in the clarifying objectives. In Visual Arts, we usually start by teaching the Elements of Art followed by the Principles of Design. All art projects will be aligned to one or more elements of art. Students will use the language of visual arts to communicate effectively by using their art vocabulary when discussing art, while applying the Elements of Art and Principles of Design when creating art and being able to recognize how the elements and principles are used in art. (NCpublicschools.org)

B.V.2 states that applying creative and critical thinking skills to artistic expression when creating artwork.ⁱ Through planning, writing and drawing students will use this standard when working through design issues while planning their art pieces. Students will be creating different preliminary sketches before starting on their artwork and some students will have a difficult time with this process. This unit will be great for helping to assist those students by providing them with a number of small exercises and writing prompts that will support the final project.

Students will be using their prior knowledge of the Elements of Art and Principles of Design to create a new body of work that will focus on intentionality. In addition to the Elements of Art and the art vocabulary, other unit goals include students having a collection of work that relates to their personal artistic style. Students will create four individual art pieces, one of the student-

selected works will be on display in the school, and one culminating group art piece that will be on permanent display.

Objectives

There are three overall objectives for this curriculum unit. My first curriculum objective is that students will be able to define what intentionality means in their own words. The second objective is for students to walk away from the ancient Egyptian unit knowing more about themselves while creating art pieces that will enhance their portfolios. As students become more comfortable with combining art and writing, I hope the students will continue to work in their journal books after the class ends for the quarter.

Ultimately, the students will have a series of mini projects that will lead up to the final natural dye quilt project. Students can incorporate all or some of the things that we have created in class in order to better display their creative personal journeys. Students will have complete creative control on how they would like their quilt blocks to look aesthetically and what other items they would like to share with the rest of the class and school. After the naturally dyed quilt blocks are completed, I will sew all of the blocks together and the students will have a brief introduction to how to organize a gallery exhibition, how to create exhibitions labels and how to write artist statements.

This unit is intended to give students the opportunity to explore ancient Egyptian culture and to experiment with cross-curricular interdisciplinary subjects by using natural objects as a tool for adding color to white cotton fabric and line. Using natural dyes will allow the students to become more aware of fabrication methods and to start thinking about sustainability. For the culminating event, students will create a mini exhibition to display their work in the C3Lab gallery or in the school's Omni if the gallery is not available. I would like to have a small reception after the project so that the students can share their experiences as well as their artwork with their peers, family members, teachers and school administrators.

Content Research

Ancient Egypt

During the span of 2649 B.C. to 332 B.C., a little over 1,500 years, ancient Egypt experienced four periods that were ruled by dominant rulers: the Old Kingdom (2649- 2150 B.C.), the Middle Kingdom (2134- 1783 B.C.), the New Kingdom (1550-1070 B.C.), and the Late Period (661- 333 B.C.). (Shuter, 1999) There was a major change in ancient Egypt during the years of 1353 B.C. to 1335 B.C. Akhenaten, the ruler of Egypt, tried to reorganize religion in Egyptian culture.

Ancient Egyptians, unlike their Judeo-Christian successors, typically worshiped multiple gods; however, Akhenaten wanted Egyptians to worship just one god, Aten. The ancient Egyptians believed that the many different gods and goddesses each had a specific job to do. Since the Egyptians believed that the gods controlled life in Egypt, magic was a part of daily life. In contrast to Christianity, Egyptians did participate in religious ceremonies and a shrine was setup in each household for daily worship. (Shuter, 1999)

According to Shuter, Egyptians believed that the spirits of the dead left their bodies but would come back to use them again in the future. Therefore, it was important to keep dead bodies in the best possible condition.ⁱⁱ

It was an import task to preserve the bodies of your loved ones. If this tasked were not fulfilled, you would be forced to answer to them in the afterlife. (Shuter, 1999)

Mummification

During the early Dynastic period burials, the bodies were unwrapped and left to dry out in shallow graves in the desert sand. This process worked for a while until Egyptians started laying bodies directly in wooden sarcophagi or coffins and this process started to decay the remains. Once this process failed, another process was created. Due to the bodies rotting, a new embalming process was created to help preserve the bodies by turning them into mummies. (Shuter, 1999)

The mummification process took roughly 70 days from start to finish. According the website History on the Net, the full mummification process would include the following steps:

1. The body was washed
2. A cut was made on the left side of the abdomen and the internal organs – intestines, liver, lungs, stomach, were removed. The heart, which the Ancient Egyptians believed to be the center of emotion and intelligence, was left in the body for use in the next life.
3. A hooked instrument was used to remove the brain through the nose. The brain was not considered to be important and was thrown away.
4. The body and the internal organs were packed with natron salt for forty days to remove all moisture.
5. The dried organs were wrapped in linen and placed in canopic jars. The lid of each jar was shaped to represent one of Horus' four sons

6. The body was cleaned and the dried skin rubbed with oil.
7. The body was packed with sawdust and rags and the open cuts sealed with wax
8. The body was wrapped in linen bandages. About 20 layers were used and this took 15 to 20 days.
9. A death mask was placed over the bandages
10. The bandaged body was placed in a shroud (a large sheet of cloth) which was secured with linen strips.
11. The body was then placed in a decorated mummy case or coffin. Through this process, mummies were interred into their tombs. Archeologists continue to find them at excavation sites throughout areas of ancient Egyptian settlement. (History on the Net, 2018)

Textiles

Linen has been the fabric of choice in ancient Egypt for centuries. Linen comes from the plant flax and can be found in abundance up and down the banks of the Nile River. Mostly worn in its natural state, after some time, linen was eventually dyed using a variety of materials. The shift in color is rumored to be due to the clothing people were wearing when they migrated to Egypt. Indigotin was used to create the color blue, henna was used for producing a red color, safflower for yellow, and a combination of both indigotin and safflower to produce green.ⁱⁱⁱ

Since Egypt was famous for linen and for weaving, cloth was extremely valuable in Egyptian culture. Often, at times, royalty would send expensive gifts, including linens, to each other or as a trade for work that was done at the hands of a laborer.^{iv} Because of the importance and value that was placed on linen, the cloth was regarded as an essential everyday item. Although linen was in abundance, turning the flax plant into a piece of cloth was a very labor-intensive process. It is worth noting that flax is not native to Egypt, so it must have been imported at some point even though it dates back as early as the Prehistoric Period.^v

The Egyptians were limited to the flowing types of patterns: tabby weaves, basket weaves, and tapestry weaves. According to Elsharnouby, weaving can be defined as a process of interlacing two or more sets of threads that will later produce a textile.^{vi} In order to produce any type of weaving, you must work on a loom. By the 18th Dynasty, the horizontal and vertical looms were the only two types of looms that were being used.

After the cloth has been woven together on the loom, it is time for it to be dyed either by smearing or by using a vat. Smearing is done exactly how it sounds. The color is literally smeared onto the cloth and left to dry. Conversely, the vat dyes is not only common in Egyptian culture, but also across many, many cultures globally.^{vii}

Instructional Implementation

Teaching Strategies

The students in my Intermediate Crafts and IB Visual Arts classes will be working on the mummification curriculum unit. The unit will begin with the students creating a journal that they will use daily and throughout their discovery process. Each day students enter the classroom where, on the board, they will find a writing prompt to serve as a warm up exercise and to help get them in a creative mindset. There will be several teaching strategies used in this unit, however the focus will be journaling, independent practice and art making.

Journaling

The student's journals will serve as the backbone to this unit. The daily writing prompts as well as any thoughts or sketches will take place in each student's journal. Having written documentation will be good for students to be able to expand on anything that they may have jotted down or if they want to use their journals to flush out any ideas. All written and artistic assignments will begin in the journal. I hope to get students in the habit of writing ideas and thoughts down so that it will be something that they can continue after the curriculum unit and class is over. I also would like this strategy to help students feel more comfortable with writing. Writing can also be used as a tool to help students work through any issues that they may be facing or as a place of refuge for their personal thoughts. What students elect to share is their decision.

Before creating the journals, I will introduce the assignment by showing the work of ancient Egyptians.

Sketching/Art Making

Students will begin the visual art component by creating a few sketches for each assignment. Sketching will allow students to create a few different designs that they will use as creative inspiration for their final artwork. Sketching is also an important tool for the students to use when they are having trouble articulating or communicating verbally. Students will have a variety of materials accessible to them so that they can fully express themselves artistically. Each lesson will begin with students being introduced to a new art technique and artist.

Independent Practice

Through independent practice, students will be able to use the Chromebooks to research different artists and techniques that pertain to the project we are creating. Since the unit is focusing on animals, mummification and textiles, I will be encouraging students to move in a direction that pertains to them personally or culturally. Although students will be working on the same assignment, each student may want to conduct their own research in order to flush out ideas and to see what other examples that are on the internet. Students will not be able to use the internet to copy artwork that has already been created.

Classroom Activities

The classroom activities will have three parts to each lesson. The first part is the journaling and preliminary sketching. Students should research and have a clear plan before they start working on the actual art project. The second part is art making. Students will have roughly one week to complete each assignment. Lastly, students will complete each assignment with a class critique. Journaling and sketching will be helpful throughout this entire curriculum unit process because all of the lessons will build on one another.

Activity #1: Mummified Animals

Objectives: Students will...

- ❖ Learn why the ancient Egyptians mummified dead animals and how the Egyptians went about the mummification process.
- ❖ Students will use a contemporary, simplified process to mummify a stuffed animal. The teacher will create an example prior to teaching the lesson, followed by an in class demonstration.

Background Information: Students will be introduced to ancient Egyptian mummification through a variety of resources. First, the teacher will introduce the lesson using a PowerPoint presentation. The students will view a documentary video that will further explain this process. It is not necessary for students to have a prior knowledge of this process before starting on the art project.

Vocabulary: Journal, sketchbook, mixed media, design, composition, form, function, three dimensional, Elements of Art, Principles of Design, mummification, animals, wrapping, linen

Content Standards:

B.V.1.1 Use art vocabulary when discussing art and artistic styles.

B.V.1.2 Apply the Elements of Art and Principles of Design to create art.

B.CR.1.2 Use teacher-generated criteria to evaluate personal art.

A.CX.1.1 Interpret visual arts from personal, cultural, and historical contexts.

A.CX.1.3 Apply personal artistic style while creating art.

VA: Cr1.2 Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

WH.H.1.2 Use Historical Comprehension to: 2. Differentiate between historical facts and historical interpretations.

Materials: Sketchbooks, pencils, plaster gauze strips, hot water, stuffed animal, scissors, Chromebook

Introduction: The teacher will explain the history of ancient mummification and why it is significant in Egyptian culture, how mummies are wrapped and how the linens were dyed. I will show a video in addition to handouts and student centered online research.

Activity: Students will create a finished mummified stuffed animal that will later rest in a handmade sarcophagus. During this activity, students will learn more about the art of Egyptian wrapping and how to use monochromatic colors to create a geometric strip pattern. Food could also be substituted in the place of the stuffed animals, but this might not be a good choice contingent on the type of school you are working in.

Closure: Students will display their projects around the room and participate in a class critique.

Activity 2: The Sarcophagus

Content Standards: B.V.2 Apply creative and critical thinking skills to artistic expression.

Objectives: Students will...

- ❖ Create a modern day version of a sarcophagus or a coffin that will house their mummified animals from the previous lesson. Students will also use pictographs and symbolism when decorating their sarcophagi.
- ❖ Students will design a cover for their coffin that is inspired by ancient Egyptian designs, shapes, colors, themes and hieroglyphs.
- ❖ Students will participate in a class critique that will be based on the prior knowledge they received during the introduction of the project, from student-centered research and by journaling using the Elements of Art.

Background Information: Building on the last lesson, students will use historical research and aesthetic planning to create different designs for their coffins. We will discuss burial practices in ancient Egypt and the importance religion played during the process. Also, discuss how the body is treated after death and the importance of preserving the body and the significance of the coffin for the body.

Activity: Using a teacher-made template, each student will take turns tracing the coffin template on white cardstock. Using the preliminary journal sketches as a guide, students will create line designs, patterns, and various Egyptian inspired markings all over their coffins. Once all of the drawings have been completed on the coffins, students will add color using paint, markers and oil pastels until most of the positive space has been covered.

Closure: Students will display their projects around the room and participate in a class critique. Ask the students to contrast and compare how their coffin is similar and contrasting to that of the ancient Egyptian coffins.

Assessment: Project rubric, artisanship, creativity

Vocabulary: Sarcophagus, mummification, burial chambers, tomb, archeologist, mummy, linen, hieroglyphics, pictograms, sketchbook, mixed media, design, composition, form, function, three dimensional, Elements of Art, Principles of Design.

Materials: Chipboard, scissors, paint, pencils, rulers, scissors, Chromebook, internet, glue, resin, markers, oil pastels

Activity 3: Hieroglyph Papyrus Scrolls

Objective: Students will...

- ❖ Learn more about ancient Egyptian culture through the art of writing, symbolism and using imagery to communicate nonverbally.
- ❖ Learn about the meaning of symbols while also learning about how symbols are used and incorporated into the *Egyptian Book of the Dead*.
- ❖ Create their own version of a pictograph alphabet while simultaneously learning and incorporating hieroglyphs that were actively used in ancient Egypt from roughly 3000 BCE to 500 CE.

Background Information: Students have already learned about mummification and the significance of a sarcophagus in ancient Egypt. Through research, teacher presentation and exploring the Metropolitan Museum of Art's website on the *Book of the Dead*, students should have a good understanding in the meaning of the text and why it was created. It is also important to mention that Egyptians believed that after the mummy was placed in a tomb, the figures and text on the walls would be beneficial in serving the deceased and coming alive in the afterlife.

Vocabulary: Journal, sketchbook, mixed media, design, composition, form, function, three dimensional, Elements of Art, Principles of Design, mummification, animals, wrapping, linen

Content Standards:

B.CR.1.2 Use teacher-generated criteria to evaluate personal art.

A.CX.1.1 Interpret visual arts from personal, cultural, and historical contexts.

A.CX.1.3 Apply personal artistic style while creating art.

VA: Cr1.2 Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

Materials: Sketchbooks, pencils, plaster gauze strips, hot water, stuffed animal, scissors, Chromebook

Introduction: Use the EDSITEment-reviewed website at the Metropolitan Museum. Here you can find detailed images of The Book of the Dead along with pictures of the graphics without the text. It would be helpful to print out images of the larger image files for the students to view. You could also print out images of the hieroglyph alphabet for students to refer to while working on their assignment.*Activity:* Students just learned about the Book of the Dead and Egyptian

hieroglyphs. During this project, students will create a project using symbolism and scroll paper to create their version of ancient hieroglyphs that might be found in the same tomb as their mummy and coffin.

Closure: Students will display their projects around the room and participate in a class critique.

Exit Ticket Questions:

- ❖ What are the ways people have communicated in the past?
- ❖ What was the writing system the ancient Egyptians invented in order to communicate nonverbally?
- ❖ What is the significance of tomb paintings to the ancient Egyptians?

Activity 4: Geometric Quilt Blocks

Objective: Students will...

- ❖ Learn how regular household items can be used to naturally dye fabric.
- ❖ Learn how to make natural dyes from plants and food.
- ❖ Create their own naturally dyed fabrics and use the fabrics to create two geometric quilt squares.

Background Information: Present students with a presentation and demonstration on natural dyes. Discuss historic clothing, fabrication and coloration.

Vocabulary: Journal, sketchbook, mixed media, design, composition, form, function, three dimensional, Elements of Art, Principles of Design, mummification, animals, wrapping, linen

Content Standards:

A.CX.1.1 Interpret visual arts from personal, cultural, and historical contexts.

VA: Cr1.2 Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

Materials: Sketchbooks, pencils, plaster gauze strips, hot water, stuffed animal, scissors, Chromebook

Purpose: The purpose of this activity is for students to use various techniques to participate in a natural dyeing activity and create two fabric quilt blocks using a geometric pattern that is influenced by the patterns the ancient Egyptians used during the mummification process.

Introduction: Use the EDSITEment-reviewed website at the Metropolitan Museum. Here you can find detailed images of *The Book of the Dead* along with pictures of the graphics without the text. It would be helpful to print out images of the larger image files for the students to view.

You could also print out images of the hieroglyph alphabet for students to refer to while working on their assignment.

Activity: Students just learned about the *Book of the Dead* and Egyptian hieroglyphs. During this project, students will create a project using symbolism and scroll paper to create their version of ancient hieroglyphs that might be found in the same tomb as their mummy and coffin.

Closure: Students will display their projects around the room and participate in a class critique.

Exit Ticket Questions:

- ❖ What are the ways people have dyed fabrics in the past?
- ❖ What do you think the ancient Egyptians used to dye their fabrics?

Assessments

Students will be assessed through weekly journal checks, through completed art assignments and through rubrics. This combination of assessments allows students to be assessed both informally and formally. The rubrics, art assignments and journal checks will be the informal assessment and the verbal components such as sharing during the warm ups and during the class critiques will be the informal component.

One other informal component will be the culminating portion that will include the students putting one of their works of art on display somewhere in the school. Students will also write an artist statement that will correspond with the piece that will be on display. This part will be factored into the student's last project grade. Students will receive credit upon completion of the art assignments and no credit will be given for incomplete work.

Students have spent the last couple of months discovering mummification practices in ancient Egypt. By creating several pieces of artwork, students excelled at using a variety of mediums, subjects, themes, symbols and found materials. Students have demonstrated a great level of complexity and competence while using the Element of Art to create their mummification pieces and paper quilt blocks for public display.

Appendix 1: Teaching Standards

This unit will implement various Common Core North Carolina Essential Standards for Beginning Visual Arts, but can be adapted for all art levels. The North Carolina Essential Standards for Beginning Visual Arts that are being used in this identity unit are broken down into three categories: Visual Literacy, Contextual Relevancy and Critical Response.

B.V.2 states that applying creative and critical thinking skills to artistic expression when creating artwork. Through planning, writing and drawing students will use this standard when working through design issues while planning their art pieces. Students will be creating different preliminary sketches before starting on their artwork and some students will have a difficult time with this process. This unit will be great for helping to assist those students by providing them with a number of small exercises and writing prompts that will support the final project.

Public Schools of North Carolina
State Board of Education | Department of Public Instruction

North Carolina Essential Standards Beginning Visual Arts

Note on Numbering:
B-Beginning High School Standards

Note on Strands:
V - Visual Literacy, **CX** – Contextual Relevancy, **CR** – Critical Response

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

Beginning High School Visual Arts standards are designed for students with no or limited K-8 progression in Visual Arts education.

Visual Literacy

	Essential Standard	Clarifying Objectives	
B.V.1	Use the language of visual arts to communicate effectively.	B.V.1.1	Use art vocabulary when discussing art and artistic styles.
		B.V.1.2	Apply the Elements of Art and Principles of Design to create art.
		B.V.1.3	Classify art according to specified styles.
		B.V.1.4	Recognize how Elements of Art and Principles of Design are used in art.
B.V.2	Apply creative and critical thinking skills to artistic expression.	B.V.2.1	Understand the role of planning in solving artistic problems.
		B.V.2.2	Understand the relationships between sensory awareness and artistic expression.
		B.V.2.3	Create personal, symbolic expression as a means of communication (original, visual language).
B.V.3	Create art using a variety of tools, media, and processes, safely and appropriately.	B.V.3.1	Understand the appropriate and safe use of tools, media, and equipment.
		B.V.3.2	Use a variety of media, including 2-D, 3-D, and digital, to produce art.
		B.V.3.3	Exemplify characteristics of different artistic processes.

Charlotte Mecklenburg Schools Visual Arts High School Curriculum Guide

Assessment: 5 Minute Rubric

This is a quick and fairly simple way to create a rubric. The key for effective use is to write your feedback in the boxes provided. Without the feedback, it becomes a three-point value scale and stops the action on the part of the student because they do not know why they did or did not meet criteria.

How to Create a Single Point Rubric		
1.	Determine the concepts to be taught. What are the essential learning objectives?	
2.	Choose the criteria to be evaluated (craftsmanship, task completion, originality, etc.)	
3.	Name the evidence to be produced. (Be very specific about what is acceptable performance for each criteria)	
4.	Develop a grid with number of rows equal to the number of criteria and three columns	
5.	Plug the criteria and proficient descriptor into the middle column	
6.	Label the first column with 'Not Yet' and the third column with 'Above and Beyond'	
7.	Evaluate the product based on each criteria <ul style="list-style-type: none">If it is better than proficient, give written feedback under the Above and Beyond column as to whyIf it is not proficient, give written feedback under the Not Yet column as to why	

Not Yet	You Got it	Above and Beyond!
	Value A full range of value is shown with at least 3 different grays . a highlight, and black	
	Original Still life object is reflective of the artist's interests. Not cliché	
	Composition Drawing fills the page with the center of interest not in the center of the paper	

Give feedback in the box for areas of improvement

Give feedback in the box for areas that exceed expectations.

Not Yet	You Got it	Above and Beyond!
	<p>Value</p> <p>A full range of value is shown with at least 3 different grays , a highlight, and black</p>	
	<p>Original</p> <p>Still life object is reflective of the artist's interests. Not cliché</p>	
	<p>Composition</p> <p>Drawing fills the page with the center of interest not in the center of the paper</p>	

Give feedback in the box for areas of improvement

Give feedback in the box for areas that exceed expectations.

Charlotte-Mecklenburg Schools Visual Arts High School Curriculum Guide

Assessment: Rubric + Critique

SKETCHBOOK RUBRIC		Name: _____	Date: _____	Sketch #: _____	Score: _____
	Emerging - 10	Developing - 15	Proficient - 20	Exemplary - 25	
CONCEPTS Understanding of Art Concepts and Skills including Elements and Principles of Design*	Student demonstrates minimal comprehension of 1 artistic concept, element or principle (listed below). Sketch shows minimal planning and appears unfinished to the teacher.	Student demonstrates basic comprehension and successful application of 2 artistic concepts, elements and principles (see list). Sketch is planned but appears unfinished to the teacher.	Student demonstrates comprehension and successful application of 3 artistic concepts, elements and principles (listed below). Sketch is planned and executed.	Student demonstrates highly developed comprehension and successful application of 3 or more artistic concepts, elements and principles (listed below). Sketch is meticulously planned and executed.	
CREATIVITY Originality, Expression, and Communication of Ideas	Student demonstrates insufficient ability to create an original sketch. Student is unable to communicate simple ideas visually.	Student demonstrates limited ability to create an original expressive sketch. Student is able to communicate simple ideas visually.	Student demonstrates ability to create an original and/or expressive sketch. Student is able to clearly communicate most of his/her ideas visually.	Student demonstrates ability to create an insightful, original, and expressive sketch. Student makes intentional choices designed to communicate sophisticated ideas.	
CRAFTSMANSHIP Successful use of Media/Materials	Student demonstrates minimal understanding of media/materials. Sketch shows poor craftsmanship and/or insufficient attention to detail.	Student demonstrates basic understanding of media/materials. Sketch shows some craftsmanship and attention to detail.	Student demonstrates essential understanding of media/materials and their limitations. Sketch shows good craftsmanship and attention to detail.	Student demonstrates accomplished understanding of media/materials and their limitations. Sketch shows outstanding craftsmanship and attention to detail.	
COMPLETION Work is completed by the assigned deadline	Drawing is 3 or more days late. Some of the required info (name, date, and sketchbook assign) may be missing.	Drawing is 2 days late. Some of the required info (name, date, and sketchbook assign) may be missing.	Drawing is 1 day late. Most/all of the required info (name, date, and sketchbook assign number) is labeled.	Drawing is completed by the deadline. Name, date, and sketchbook assignment number are clearly labeled on the back.	
<p>*Effective Elements of Art: Variety of LINE and SHAPE, Application of 3D FORM with several VALUES of gray to create shading and highlighting, Application of COLOR to add mood, emotion, or meaning. Fills the SPACE on the paper fully and in an interesting way</p> <p>*Effective Principles of Design: Demonstrates REPETITION to create PATTERN, TEXTURE, or RHYTHM, Demonstrates BALANCE throughout the work, Shows a clear focal point to create EMPHASIS and make one part stand out, Uses CONTRAST so areas of the work have VARIETY and difference, The work has UNITY (pieces function well as a unit), Shows appropriate PROPORTION (or Disproportion)</p>					

Rubric for Sketches

DEVELOPING		MEETS EXPECTATIONS		EXCEEDS EXPECTATIONS	
F- 50%	D- 60%	C- 70%	B- 80%	A- 90%	A- 100%
Sketches show no evidence of the planning process.	Sketches show little evidence of planning process use. Sketches appear rushed. Lacking essential detail.	Sketches show adequate planning. Sketches show a "by the book" use of the planning process with adequate, workable detail.	Sketches show good use of planning. Sketches show an understanding of the planning process with good, workable detail. Student reflected upon initial design.	Sketches show careful planning and research. Sketches show an extensive application of the planning process with attention to detail.	Sketches show careful planning and research beyond what was required. Sketches show an extensive application of the planning process with excellent attention to detail.
Sketches not completed on time. Student did not follow directions. More revision is suggested.	Sketches not completed on time. Student did not follow directions. More revision is suggested.	Sketches completed on time. Student followed most directions. More revision might be suggested.	Sketches completed on time. Student followed directions. Student made revisions to initial design.	Sketches completed on time. Student followed directions. Student used teacher/peer feedback to improve on initial design.	Sketches completed on time. Student followed directions. Student sought and used teacher/peer feedback to improve on initial design.
Does not meet expectations at this time.	Does not meet expectations at this time.	Meets expectations.	Meets expectations.	Exceeds expectations.	Exceeds expectations.

Technique Rubric

TECHNIQUE RUBRIC

DEVELOPING		MEETS EXPECTATIONS		EXCEEDS EXPECTATIONS	
F- 50%	D- 60%	C- 70%	B- 80%	A- 90%	A- 100%
Work shows no evidence of understanding of the technique.	Work shows little evidence of understanding of the technique. Lacking essential detail.	Work shows an adequate understanding of the technique. Shows adequate, workable detail.	Work shows a good understanding of the technique. Work shows good, workable detail.	Work shows strong understanding of the technique. Work shows attention to detail.	Work shows excellent understanding of the technique. Work shows an extensive application of the planning process with excellent attention to detail.
Work not completed on time. Student did not follow directions. More practice is suggested.	Work not completed on time/appears rushed. Student did not follow directions. More practice is suggested.	Completed on time. student followed most directions. More practice might be suggested.	Completed on time. student followed directions. Student practiced after initial attempts.	Completed on time. student followed directions. Student practiced after initial attempts. Student used teacher/peer feedback to improve on initial practice.	Completed on time. student followed directions. Student practiced after initial attempts. Student sought and used teacher/peer feedback to improve on initial design.
Does not meet expectations at this time.	Does not meet expectations at this time.	Meets expectations.	Meets expectations.	Exceeds expectations.	Exceeds expectations.

Materials for Classroom Use

- Altered Journals- students will have an altered journal to document, brainstorm and to draw in throughout the unit. The journals are for the students to keep even after the curriculum unit has ended.
- Recycled books- Students will be using recycled book for the poetry assignment.
- Chromebooks- students will have access to laptop computers in order for students to conduct research on various art assignments, artists and to research different symbols.
- www.youtube.com- students will use YouTube when researching different art techniques.
- Matt Board- Will serve as the material students will use to construct their coffins.
- Scroll paper- students will use this specific paper for writing hieroglyphic messages.
- Cotton fabrics- students will use white fabric for the natural dye project.
- Plants/ Vegetables- Experimentation with natural items to dye
- Pot- Natural dye bath
- Burner- for boiling water
- Sewing machine- to sew the quilt blocks together
- Photo copier- I will be enlarging the students fingerprints for their fingerprint art project.
- Pencils- students will use pencils for writing and drawing.
- Drawing paper- students will be using 110 lb. drawing paper in a number of different sizes.
- Magazines- students will use magazines for collaging or for adding a mixed media component.
- Project examples- I will provide all project examples for students in addition to some supplemental images of similar project from the internet.
- Paint- students will use paint for a number of projects.
- Paint Pens- students will use paint pens on the coffin project and for the hieroglyphs assignment.
- Scissors- Students will be using scissors throughout the course of the Egyptian curriculum unit.
- Glue- Students will be using glue throughout the course of the Egyptian curriculum unit
- Mod podge- students will use mod podge to protect the paper and coffins before adding resin for preservation.
- Foam brushes- students will use disposable foam brushes to apply the mod podge to their artwork.
- Sharpies- students will have access to a wide variety of sharpies to use on the project as needed.

Bibliography

Budge, E. W. (1967). *The Egyptian Book of the Dead*. New York : Dover Publications.

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Notes

¹North Carolina Beginning Visual Arts Standard B.V.2- Apply creative and critical thinking skills to artistic expression. www.ncpublicschools.org

² Budge, E. W. (1967). *The Egyptian Book of the Dead*. New York : Dover Publications.

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Silverman, D. (1997). *Ancient Egypt* . New York: Oxford University Press.

³ *Ibid.*, P172.

⁴ Elsharnouby, R. (2104). "Linen in Ancient Egypt." *Journal of General Union of Arab Archaeologists*.
Volume: 15, Issue: 15 Pages: 1-22. DOI: 10.21608/JGUAA.2014.3087 22014-01

⁵ *Ibid.*, P4.

⁶ *Ibid.*, P8.

⁷ *Ibid.*, P11.