

ART awareness

A Preplanned Enrichment Program to Encourage an Understanding of the Arts

by Mary Ann Zannon Peoples

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1 Cave Art*

Materials Needed:

Prints

#139 Pech-Merle, France
#002 Altamira, Spain
#034 Lascaux, France

Horses Drawing

Bison

Black Bull

Other

sheet of white paper
ground up charcoal
straw

thick mixture of charcoal and a little oil

M01 World Map

For Optional Reinforcement Activity

long sheet of butcher paper taped to wall
dried twigs and grasses that can be used as paint brushes
sticks which have burned so there is charcoal on end
charcoal ground to a fine powder
mixture of white glue and water (1-1 mix) as binder for charcoal
egg cartons to hold charcoal and paint mixture
(optional) clay pigments from pottery store

Vocabulary:

primitive art
prehistoric
paleolithic
realistic
3-dimensional
engraved
pigment
binder

Hello. My name is _____. This year we are going to talk about the art of many cultures. Who can tell me what an artist is? (Encourage as much response here as possible. Try to bring out that an artist observes carefully, and often sees things others miss. This enables him/her to create art in original ways. Talk about different kinds of art such as painting, sculpture and architecture. They should remember this.)

Art is related to the times in which it is created. There are many right ways to create art. This year we will discuss ways people in different cultures have created their art.

Today we are going to talk about some art which was created over 20,000 years ago. The art we will see is *primitive art*. (Write this word on the board.) Does anyone remember what primitive art is? Primitive art is art created by someone who has never gone to school to learn how to create art. What other art word do you know that means the same as primitive art? (folk art) The art we will see was created by *prehistoric* people. (Write this word on the board.) Can anyone tell me what prehistoric means? Prehistoric people are people who have no written language. Why do you think a written language is important? What things would be harder in your life if there were no written language? (directions, calendar . . . Get them to think about this.) How do you think people kept track of everything without a written language? If your mother wants to make a cake, she reads a recipe in a book. How would a woman know how to bake a cake without a written language? People would hand down ways of doing things from generation to generation, wouldn't they? You would have to listen very carefully and observe things around you very carefully. Do you think art would be more important to people who live in a prehistoric society than it is to us? Why or why not? You might use art as a language with pictures as symbols.

Let's talk about the people who painted the pictures we are going to see.

1. Historical Background - Development of Man

Give students as much background as you think is necessary. They should have discussed prehistoric men in their classes so you might begin by asking them what they know about the earliest people on earth.

The earliest men on earth, about 450,000 years ago, lived a very simple life. They slept under ledges and trees and used only rocks and sticks as tools. Over the years they learned to make better tools such as axes and sharp knives by shaping sticks and chipping rocks. This made it easier for them to hunt for food. Then they learned to make fire. This was very important because now they could keep warm and cook food. Fires also helped to scare away the wild animals at night.

* Additional information on cave art can be found in the following *National Geographic* articles: "Art Treasures from the Ice Age: Lascaux Cave," Oct., 1988; "Utah's Rock Art," Jan. 1980; "Rock Art in the Sahara," August 1987; "Exploring the Mind of Ice Age Man," Jan. 1975. These articles can be ordered directly from *National Geographic* if you are unable to find them in your library.

A fire was also a place for men and women to gather. Men and women often lived in caves where there was more shelter and used fire to keep them warm. Can anyone tell me where in a cave people would live? (near the mouth) Why? Near the mouth of a cave is the only place that there would be enough oxygen for a fire.

Huge herds of animals roamed the valleys. The people depended on hunting for their food. When hunting was not good, they had to go hungry. There were all sorts of birds and fish and small animals, but these were not enough to live on. Hunters always hoped to kill something big like a deer or a buffalo, which would last them a long time. They wanted to kill these animals very badly. They did not know how to farm. They were called *paleolithic*. Paleolithic is a word for prehistoric people who hunt for all their food. They were totally dependent on the animals they killed for food. Not only did the animals provide them with food but the hides provided their clothing, the fat was used to burn in lamps, the bones were used for needles and the tendons as thread. Do you think early men were afraid of these big animals? They probably were. Did they have guns and fancy weapons? No. So, hunting was very dangerous. Many people were probably killed during a hunt.

2. The Cave Pictures

The pictures you will see today were done about 20,000 years ago by people who lived this kind of life. They did not know how to farm or raise animals or build shelters. Men had been on earth a long time, but this is the oldest art that has been found. Others have probably been destroyed. It is important to understand that it took men many years on earth before they would have had time or been able to create paintings such as these. The pictures you will look at were found in Northern Spain and Southern France.

M01 World Map

Prehistoric peoples in all parts of the world have created pictures on rocks and the walls of caves. The paintings we will see today were located on the walls of caves and rocks in Southern France and Spain. Can anyone come up and locate France and Spain? Where is the United States?

Let's look at some cave art.

1. #139 Pech-Merle, France Horses Drawing This first picture is a drawing of horses found on a cave in France. This picture may have been painted 22,000 years ago. How do these horses look different from horses you know? The heads look very small, don't they? This is just a drawing from the cave at Pech-Merle. If you saw a colored picture of this cave (If you can find one, use it.), you would see that this is painted all in black...the only color are a few dabs of red that might be blood. Since the cave artists did not have any paint stores, what do you think they could have used for this black paint? How do you keep warm in a cave? (fire) Maybe they used the black from the burned wood in their fires. They could use charcoal sticks to draw with or they could grind up the charcoal and produce a fine powder. This powder could be used by itself. Some experts think cavemen blew the powder on the damp cave walls with hollow bones using them like straws. (like this . . . Blow some black charcoal through a straw onto white paper.) They also could have mixed the powder with tallow from animals and even blood to make it thick like a paint paste. Here is some charcoal I have mixed with kitchen oil which I thought would be like the fat of animals. See how thick and black it is. (Smear it on the paper.) Can you see places where you think an artist might have used his fingers in this picture? Where do you see hand prints? Look at the hand prints. That is one of the most common things you find in cave art. How do you think they put hand prints on the walls like this? You see the white part, don't you? If you put your hand on the wall and then blew black powder on your hands, a hand print like this would be left. It would work like a spray gun. Do you see any places where the paint might have been blown on through a straw like instrument? How do you think they made brushes? (animal hair or even smashed twigs) Many experts think it must have taken men many years to learn to paint so well.
2. #002 Altamira, Spain Bison This is a painting of a *Bison* found on the ceiling of a cave in Spain. About 100 years ago, in 1879, a man named Marcelino S. de Santuola and his 9 year old daughter were exploring a cave looking for tools made by prehistoric man. The man had been to this cave alone before and had found nothing. His daughter, however, got away from him and wandered deep into the cave. When her father found her with his light, she saw this *Bison* and other pictures of animals on the wall and ceiling which her father had not noticed. When he saw these paintings on the ceiling he was convinced they were very old. He tried for the rest of his life to convince the Spanish government and other scientists that these were prehistoric pictures. They did not believe him and he died sad.. After his death, similar paintings were found in other caves nearby. The experts began to think they might really be old. New scientific dating techniques in the 20th century confirmed that these paintings were over 20,000 years old.

Why do you think no one would believe they were so old? (Get as much reaction as possible.) One of the reasons no one would believe that these were prehistoric paintings was because they were so *realistic*. Does anyone remember what realistic means? Something is realistic when it looks like what we see in real life. Experts could not believe that there were artists in prehistoric times who could paint pictures so well. Why do you think these paintings have lasted so long? Where did I say they were found? They were deep inside the cave and hidden away. What are the temperatures like deep inside a cave? It is usually cool, isn't it? It was probably a good temperature to preserve the art. But, you know what happened? They began letting people go inside the caves to view the art. What do you think began to happen to the pictures? The colors began to fade? Why? The temperature and atmosphere which had protected the art so long was changed by all the people. The caves were closed to the public in 1963 because it was discovered that the artwork was being destroyed by the change in atmosphere caused by all the people.

What did the artist do in this painting to make this animal look real? If you could go into the cave you would see that the artist used the curves and bulges of the cave to help him make the bison look round and *three-dimensional* just like a real bison. When you look at the animals by flickering candlelight, the shadows created make the animals appear to move. This bison has not only been painted, but part of the outline has been scratched into the cave wall and engraved. Can anyone see engraved areas? Can anyone see the horns? The horns are engraved. What colors do you see? There is lots of brown and black, isn't there? How do you think they made the color brown? They could have ground up some of the rocks and minerals in the area, couldn't they? Making paint hasn't changed too much in thousands of years. Until about 100 years ago artists made their paints by grinding up minerals in the soil. The color of the mineral is called the *pigment*. It is a powder. The *binder* is what holds the color together. The cavemen probably used tallow from their animals or maybe even blood to bind the dry mineral powder together to make paint, just like I used oil from my kitchen as a binder for the charcoal which was my pigment.. Because the walls of the caves would be damp, they might have put the powder directly on the walls where it mixed with the damp water.

2. #034 Lascaux Cave Black Bull Compare the bison with this picture of a *Black Bull* from a cave in Lascaux, France. This picture is supposed to be about 17,000 years old. This cave was discovered in 1940 by two boys in search of their dog. The cave painting was not located near the entrance to the cave but deep inside. Many of the cave pictures in this cave cannot be seen unless you crawl in to see them on hands and knees. Often a guide is needed. Compare this picture to the other two. In what ways is this more realistic than the first drawing you saw? The animal looks more rounded, doesn't he? Of the three, which picture do you think is the most realistic? Most experts think the pictures from Altamira are more realistic. Do you agree or disagree? (Everyone sees art differently.) Why? In which picture do you feel the animal is moving? (Lascaux) What kinds of lines has the artist used to give the bull the feeling of movement? There are more diagonal lines, aren't there? (Show them.) Look at the little lines in the Lascaux print and the Altamira print. What do you think those little lines are? Do you think they are plants? Do you think they are arrows or do you think they are marks to indicate how many animals were killed? (No one knows.) Which animals looks the strongest?

In both Altamira and Lascaux the pictures were deep inside the cave. When people live in caves, they usually live near the entrance to caves. Why? Air for fires to burn is necessary. Then, why do you think the pictures are hidden deep in the caves instead of out near the entrance? (Get their ideas.) No one really knows why the cavemen drew these pictures. They might have painted pictures near the mouth of the caves but they might not have lasted. Because they are hidden away, most experts believe they were not drawn for decoration. Can anyone guess why? (Before you give them ideas, get their ideas.) If they had been for decoration, they would have been near the entrance to the cave, where everyone could enjoy them. Do you think they could have been magic of some kind? What kind? Some believe they were a form of magic to insure a more successful hunt. What did I say these people did for food? They hunted. They did not know how to farm. Animals were very important to them. The artist tried to make the animal very lifelike. Maybe he felt that by painting the animals on the wall, it would increase the number of real animals in the world for the men to hunt. If you look very closely at the painting from Lascaux, it looks as if the Bull is painted over another animal. In the caves there were many animals on top of one another. Why? Maybe the animals were used as targets. Maybe the caveman felt that if he killed the spirit of the animal he would be more likely to kill the real animal. Maybe this gave him courage. Do you see anything in the pictures that might be arrows? As the climate slowly warmed up the animals moved north to cooler weather, and so their numbers decreased. The pictures might have been an effort to increase the supply of animals. What other ideas do you have? The paintings are very realistic. The cavemen did not have any cameras and they did not have any paper and pencil for sketching. How do you think they remembered well enough to paint such realistic pictures? They had to look carefully and remember. The people who painted these animals on the walls must have been very special. Do you like these pictures.

We know that there were people who had no written language and lived in a prehistoric society long long ago. Do any of

you think there are still prehistoric people living today who have no written language? There are still a few places in the world where people live a very primitive existence. Do any of you know where there are still primitive people living? (Australia, Africa, Oceania, New Guinea, South America) The airplane has changed the world a great deal in the last 50 years. As the civilized world has contact with these people they change. (Ask students to imagine the impact of a TV set in a village where there is no written language.)

One thing we know. Prehistoric people are not dumb. In fact, archaeologists are discovering useful things as they study the primitive societies today. For one thing, they are discovering that many of the herbs that medicine men use are very beneficial medicines.

Optional Reinforcement Activity - Cave Art

Materials needed:

long strip of brown butcher paper taped to the wall or large pieces of cardboard put together in panels (outside of you want)

ground up charcoal

burned sticks with charcoal ends

heavy dried grasses, small twigs, feathers that can be mashed for brushes

straws

egg cartons for putting charcoal

white polymer glue and water mixed 1 to 1

(optional) grinding stone

(optional) bring into classroom 3 ready made clay pigments purchased from a pottery supply house to make white (kaolin); grey-tan (barnard clay); rusty-red (iron-oxide or navajo-wheel)

This is a project to allow students to understand something about earth pigments. If your time is limited to 5-10 minutes, use charcoal which you have pre-ground into a powder. If you have more time for this project, have students mix earth pigments from clays in your area, or purchase clays in a pottery supply house.

Today, we are going to have a primitive art project. You are all going to pretend you are cavemen. You are going to all create pictures for a wall mural using charcoal I have ready. Some of the charcoal is ground up and you can blow it through the straws. (Do this only if you do not think it will get out of control.) You will have to practice first to figure out how to use the straws. I also have some ground up charcoal which you can mix with the liquid I have here. You can put this paint on the mural with your fingers or you can make a brush from the twigs and grasses I have brought into class.

(Or, if you have more time.) You are all going to pretend you are cavemen. We are going for a walk and we are going to collect materials to use for painting a mural. Think about what you would need in order to develop brushes and tools for applying paint. You might look for reeds or sticks or feathers. I am also going to give each of you several plastic bags for collecting clays and mineral soils which you will grind to make paint. You can also use charcoal.

Today we have talked about the art of prehistoric people who lived over 20,000 years ago. It is remarkable that the cavemen took so much trouble with their animal paintings. It took a great deal of skill to make such convincing pictures. There must have been some cavemen who were better at this than the rest - - who had a special talent for art. After a while, they were probably allowed to stay at home and practice making pictures while others had to go out hunting. Even 20,000 years ago, the painter was a special kind of person who looked at the world more carefully and observed.. He might have had magic powers.

Next time we will discuss art in ancient Egypt.

FOLLOW UP to be given to the teacher:

Art Understanding:

1. People painted pictures on walls of caves 20,000 years ago. These people were primitive artists with no training.
2. Prehistoric people have no written language
3. Paleolithic people hunted animals for their food. They did not know how to farm.
4. Some cave paintings were very realistic.
5. Cave painters made their own paint. They were very skillful at creating realistic art.

Classroom Exercises:

1. Discuss a community problem. What art could you create that might have an impact on changing this situation. Have students create a mural related to this problem. They could do a mural that would go in a public place, or do posters or design post cards which they could duplicate and give to people. Art can make a difference . . . it need not be only for decoration.
2. Study American Indian rock art. You will be surprised—there is probably some in your area. Discuss some of the symbols used by the American Indian. Have students create some symbols of their own. They might use a rock they find and they can scratch their symbol on their rock or paint it. A wonderful source book you can find in the library is, **ROCK ART OF THE AMERICAN INDIAN** by Campbell Grant. There is also information in the following *National Geographic* magazines "Utah's Rock Art: Wilderness Louvre, Jan. 1980 as well as "A Bold New Look at Our Past", Jan. 1975. *National Geographic* will send you articles of interest for a nominal fee. Contact their Educational Materials Division.
3. Have students hunt for a rock with an interesting shape like an animal. With colored chalk, tempera or magic marker, have them draw their animal on it. Use the shape of the rock as inspiration.
4. Introduce students to two new rock art words, petroglyph (A drawing pecked , carved or scratched on stone.) and pictograph. (A painting on stone.) Have them study American Indian rock art and discuss the difference between petroglyphs and pictographs.
5. Study the paleolithic culture that exists today in Australia. Refer to *National Geographic*, "Rock Paintings of the Aborigines." Feb. 1973 or "Arnhem Land Aborigines", Nov. 1980. Discuss their "X-ray Style" and "Dream-land." Show pictures of their bark paintings. Purchase chalks at a pottery store as well as wooden shingles. Let students grind chalks, make paints, make brushes and create their own bark paintings on wood shingles.
6. Have students compare the rock art of Africa with that of America. Refer to *National Geographic*, "Tanzania's Stone Age Art." July, 1983 and "Baja's Murals of Mystery," Nov. 1980. Discuss this art. Talk about the people who created this art. Were they paleolithic (hunters) or neolithic (farmers)?
7. Define paleolithic and neolithic. Discuss what things paleolithic people would paint besides pictures on cave walls? (masks, themselves, wood, rocks) What would neolithic people paint? (masks, themselves, wood, rocks, and pottery) Ask why neolithic people would paint pottery when paleolithic people would not? (Paleolithic people were hunters moving from place to place. Pottery would break when you travel around as hunters.) Have students create a pot from clay using clay techniques in the handbook. Have them paint their pot. Let them paint their pots and create their designs. Then, show them some illustrations of neolithic pottery motifs.
8. Contact Douglas Mazonowicz, Gallery of Prehistoric Art 25-60 49th St. (2nd Fl.), Astoria, New York 11103. (718) 956-3333. Purchase his wonderful book for young people called **ON THE ROCKS** which is approximately \$5.00. It illustrates rock and cave art from all over the world,

Vocabulary:

1. *Primitive Art* Art created by people with no formal art training.
2. *Prehistoric* Before written history.
3. *Paleolithic* Belonging to the cultural period beginning with the earliest chipped stone tools, about 750,000 years ago. These people were hunters and gatherers.
5. *Realistic* Art that looks like the real world we see with our eyes.
6. *Three-dimensional* Something existing in three-dimensions, such as a box having height, width and depth.
7. *Engraved* To incise, carve or cut into a hard surface.
8. *Pigment* The dry, powdered coloring agent in a paint that is mixed with a binder to form paint.
9. *Binder* The adhesive used to hold particles of pigment together in paint.

2 Egypt -- Art for the Dead

Materials Needed:

Prints

#140	Photo	<i>Pyramid</i>
#016	Egyptian	<i>Tomb Picture</i>
#034	Lascaux, France	<i>Black Bull</i>
#044	Georges Braque	<i>Le Jour</i>

Sculpture

S6	Egyptian	<i>Cat</i>
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Other

M01	World Map
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For Optional Reinforcement Activity

pencil and paper

C03 copymaster- Egyptian strip story

Vocabulary:

afterlife
pyramids
murals
stylized
symbol
hieroglyphics
sculpture
sculpture in the round
relief sculpture

Hello. My name is _____. Today we are going to talk about art which was created in Egypt 3500 to 5000 years ago.

Last time we talked about cave art. Can anyone remember what the art we saw last time was about? (Get the student's reactions.) What did the cavemen paint? (animals) Why? (Try to encourage student response.) Animals were very important to the cavemen weren't they? Why? It was their only source of food. We think cavemen painted on their cave walls in hopes that their pictures of animals would help them in their hunt. It was almost like magic.

Today, we are going to see art which was created for another reason. This art was created in ancient Egypt many years ago. Does anyone know where Egypt is on the map?

M01 World Map

Can someone come up and show me where the country of Egypt is today? This is Egypt. Does anyone know what the weather is like in Egypt? It is very warm. In fact, much of Egypt is desert. But, down the center of Egypt flows the Nile River. Along this great river the land used to be very fertile. The Egyptians learned how to grow crops and build irrigation ditches so that they could use much of this land along the Nile River to grow crops. Long ago, Egypt had a very important and advanced civilization. They did not have to hunt animals to stay alive like the cavemen.

In Egypt, people thought a lot about what happened to a person after he or she died. They believed in an *afterlife*. What is an afterlife? They thought a person had two lives. Your second life began when you died. Since the Egyptians believed that they would enjoy life after death, people prepared for death and burial while they were still alive. Kings and queens planned and built large tombs in which to be buried. They built these tombs while they were alive. Some kings and queens constructed *pyramids*. Many slaves were needed in order to construct these large pyramids. Other Egyptians had smaller tombs. Some of the slaves were buried in the sand.

#140 Pyramid How many of you have seen a picture of the pyramids in Egypt. They are considered one of the ten wonders of the world. Here is a photo of a pyramid. These pyramids were built as tombs for great kings. The pyramids are some of the oldest buildings in the world. One reason they still remain is that they were built of stones. Other civilizations before had built buildings of clay and these have crumbled. A pyramid is a solid stone structure with a square base and triangular sides which meet at the top. This shape became a symbol of Egypt's sun god and may have been regarded as a stairway to heaven. Since the pyramids were the highest things around, they were the first structures to catch the morning sun in Egypt. Why were these pyramids built? There were to be tombs for the kings. It has been estimated that it took over 100,000 men employed for 20 years to complete a single pyramid. No one knows if the men who built the pyramids were slaves or farmers who worked on the building for pay after they had harvested their own crops. For more than 1000 years the pharaohs (kings) built these types of tombs. When a king came to the throne he began at once to plan his tomb. If his rule was long he might enlarge the original plan.

Once a person died the Egyptians believed that their bodies had to be preserved for the next life. Does anyone know how? Their bodies were mummified by drying out the dead bodies and wrapping them in layers of linen, putting them in a coffin and then putting them in strong tombs made of stone so nobody would bother them. Who has seen a picture of a mummy? Some rulers even mummified pets. What is the climate like in the desert? It is very dry, isn't it? The dry air in Egypt has

probably helped preserve some of the tombs with these mummies. Some Egyptian mummies have survived to today.

What sorts of things do you think Egyptians put in their tombs with their mummified bodies? They had statues of themselves as replacements in case something should happen to the real body. They also believed the soul of the dead needed the same kinds of things as a living person, so tombs were furnished like a house except that everything was made to last forever. If you were going to furnish your tomb for an afterlife, what would you like to include? (Get their ideas. List them if you want.) The tombs of rich Egyptians included clothing, wigs, food, cosmetics, jewelry and statues of servants so that you would have someone in the afterlife to serve you. Since you could not take all the things you owned with you into a tomb, pictures of the things you would want with you were put on the walls. Does anyone know what paintings put directly on a wall are called? *Murals*. These murals decorated the tombs as well as temples and buildings around the tombs. Some of the murals were painted. Some of the murals were carved.

Let's talk about these murals: (Put "Egyptian Murals" on the board.)

1. The murals were not realistic. (List "not-realistic" under your heading, "Egyptian Murals.") Who can tell me what realistic means? When something looks like we see it in real life, it is realistic. Making things look real was not important to the Egyptians like it was to the cave men. One reason their art did not look realistic was that the people did not look real. Their people were put together in unreal ways.
2. In Egyptian art, there were many rules for making pictures. Artists followed these rules. (Put "rules" under your heading "Egyptian Murals" and list the ideas below.)
 - Bodies shown in profile and full-face One rule was that figures were made so that the head, legs and feet were in *profile*. What is a profile? (Stand sideways.) This is my body in profile when you see it from the side. The eyes and shoulders of a person were seen from the front. With this special kind of human figure all important parts of the body show up in one view. This is why the people did not look real.
 - Stylized figures When we look at Egyptian pictures, you will see, all of the people look the same. The art word for this is *stylized*. The figures were stylized.
 - Another rule in Egyptian art is that men are dark and women are light.
 - Important people placed on their own ground Another rule in Egyptian art was that important figures were placed on a line in the picture which was the ground. There was no other landscape like trees and mountains. Servants, enemies, and picture writing were not put on the same line with important figures. Servants and enemies were put below the important people because they were not as important.
 - Picture writing placed below or above people Picture writing was put higher up in the picture or down below because writing and people are not the same.
 - Servants smaller than important people Another rule was, servants were not as large in size as the person for whom the tomb was built.
 - Only servants moved There was very little movement in Egyptian paintings; the person for whom the tomb was built was never shown moving.
3. Hieroglyphics Egyptians used *symbols* in their pictures. What is a symbol? A symbol is a shape which stands for something else; often a shape can stand for an idea or thing. (Draw a heart ♥ on the board.) What does this symbol stand for? It can stand for the idea of love or it can symbolize a heart. The Egyptians used a kind of symbol writing called *hieroglyphics*. When we write words, we write them from left to right. The Egyptians wrote their hieroglyphics in many ways. They were sometimes drawn from left to right, from right to left or up and down depending on the space to be filled and how it looked with their art. If we understood what these symbols meant in Egyptian art, we would understand more about what we saw. Artists use the pictures and symbols to tell a story, not just one moment in time.

Let's look at reproductions of art found in Egyptian tombs.

1. **#S6 Egyptian Cat** The first art we are going to see is not a picture. What is this art called that you can see from all sides? This is *sculpture*. Since you can see it from all sides, (Turn it around.) it is called *sculpture in the round*. Why do you think you would find a cat in an Egyptian tomb? (Get the student's ideas.) The ancient Egyptians worshipped cats. It is believed that the Egyptians first domesticated cats from wildcats to animals you could have in your home. The Egyptians were farmers. Can you think of a reason why they might want to have cats? These domesticated wildcats killed mice, rats and snakes which were overrunning Egyptian farms. After awhile, the Egyptians pampered them and made them house pets. They eventually considered cats sacred. People were punished for harming cats. If a person killed a cat, the punishment was death. When a pet cat died, Egyptians shaved off their eyebrows as a sign of mourning. Cats were even mummified. Scientists have found a cat cemetery with over 300,000 cat mummies. Do you like this cat?
2. **#016 Egyptian Stela of the Lector Priest of Amun and His Mother** This is a picture from an Egyptian tomb. Notice the unusual shape. This was a false door in the underground chamber of the tomb. This picture is of an Egyptian priest and his mother. This art was in their tomb. Look carefully at this picture. Is this painted? Part of it is painted but it has been carved first. This is a kind of a sculpture. It is not sculpture in the round like the cat because you cannot see it from all sides. This is halfway between a picture and sculpture in the round. It is a three-dimensional picture on a flat surface. Does anyone know what this kind of sculpture is called? This is called *relief sculpture*. If we could see this relief sculpture in a museum, it would be flat on the back. What kind of material do you think this art was made from? (stone) How was it made? It was carved in some way. Look at the way the figures were carved. Now, look at the way the hieroglyphics were carved. How are they different? The figures of the people look as if they stand up off of the stone, don't they? The hieroglyphics look as if they were scratched or etched into the stone with some sharp tool. Which looks as if it was more difficult? The figures were probably more difficult. Look at how smoothly they are finished. Let's look closely at the people. Which figure do you think is the priest? (The darker figure.) How do you know? (He is not moving and he is the only dark figure.) Which is the mother? How do you know? How are the three figures stylized? Moving and he is the shoulders facing? They are all facing forward. (Show them that they can see both shoulders.) The face is in profile, isn't it? You see it from the side. (Show them.) Try and sit like this with your head in profile and your body facing forward. It is almost impossible, isn't it. By making the body in this position, the artist was able to show more of the person's body. Look at the eyes. The eyes are looking directly at you. I am going to stand with my profile to you. Where are my eyes facing? (Try to move your eyes so they face the class.) No matter how hard I try I cannot make my eyes face directly in front of me. Now, let's look at the different people in the picture. Which person is the servant? How can you tell? Is the servant male or female? (female) How do you know? She is light. The servant is on a line that is lower than the other two figures. Is the servant as large as the other two figures? (no) The servant looks as high, but the servant is standing up, not sitting down. Who is the only person moving in this picture? (The servant.) Now, let's look at the hieroglyphics. Remember, we said that they could be written up and down or across. Where are they written up and down? (Point to the top of the picture and show the students how a vertical line separates each word or idea.) The sentences or words are separated by a line. Look at these symbols. Do you think you know what any of them mean? If we could read these symbols we probably would know more about this picture. Look at the bottom of the picture. How are the words written in the bottom part of the picture? (They go horizontally.) All the pictures and the writing in this picture are symbolic. What is happening in this picture?
3. **#034 Lascaux, France Black Bull** Now, let's compare the Egyptian relief with the painting from Lascaux, France that we saw last time. Why is the cave painting more realistic? (Get the student's responses.) People are rounded, aren't they? These people look flat. Why do you think the caveman created art that looked more real than that of the Egyptians? From what we have discussed about the lives of these people, why was the art of the caveman so different from that of the Egyptian? (Encourage them to review their different ways of life.) What was the purpose of the cave art? (magic to increase the hunt) What was the purpose of the art of the Egyptians? (decorate the tombs of the dead) It helps us understand and appreciate art we see if we know something about the times in which the artist lived. An artist is influenced by what is happening around him.
4. **044 Georges Braque Le Jour** This is a painting called *Le Jour* by the French artist, Georges Braque. We are going to look at this picture because it is similar in some ways to the Egyptian relief picture. Look at objects in this picture. In what ways do the objects appear to be closer to the Egyptian Style than to the way we are accustomed to seeing things? Look at the table. (Point out the top of the table.) Where would you have to stand to see the top of the table? (very near) Now, look at the front of the table. To see the front of the table like this, where would you have to be standing? (far off) If you are looking at a real table, you cannot see the top from this perspective and the front from this perspective at the

same time. What else in this picture is painted so that you would have to see it from two different places in order to see all that is painted? (If you want, put some items on a table and let students see how they look from where they sit. They let them view them from close up.)

Optional Reinforcement Activity: - Strip Drawing

Materials needed:

- paper and pencil
- C02 Copymaster —Egyptian Strip Story - 1 per student

Have the students make a strip scroll of the story below. Compare this to a comic strip. Give them rules for making the scroll. They must make a stylized shape for the man, child, fire and mountain.

On the blackboard, write the following: (or hand out a copy of C02)

Rules for this strip drawing:

1. Adults are larger than children
2. Adults are always above children in the picture.
3. This story is to read from right to left.

Stylized Symbols:

Man:

Fire:

Child:

Mountains

Today you all are going to draw a story which I will put on the board. You will all draw the same story. Before we begin, I want to decide on the stylized shapes we all will use in the story. We will need a symbol for man, child, fire, and mountain. (Let students determine the stylized symbols. They should be simple. Everyone will use the same symbols.) I have also put a list of rules on the board. Read them carefully. You must follow these rules when doing your picture.

(Write this story on the board.)

A man and his child take a hike to the mountains. They come to the mountains and go over them. When they get over the mountains, they meet another man and his child. They have a campfire.

When they have finished, have them give their drawing a title. Sign their name. Have them give it to a neighbor. See if the neighbor can read the story following the rules. Discuss the rules. Did anyone forget to write from right to left? If you wish, have the students make a signet. (See "Classroom Exercises") Use wax to seal the scroll.

Today we have talked about the art of the Egyptians. Their art was to decorate tombs of the dead. Look around you at the art you see. What does it tell you about the way we live today? Is it flat or has the artist tried to make rounded shapes? Is it realistic or was the artist interested in showing something else in his art?

Next time we will learn about the classic style of architecture.

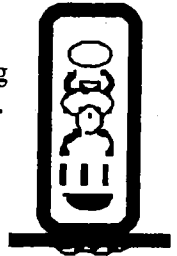
FOLLOW UP to be given to the teacher:

Art Understanding:

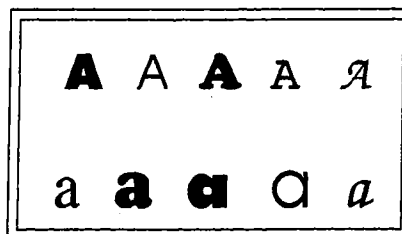
1. Egyptians decorated tombs of the dead.
2. They placed pictures and sculpture in their tombs to make them enjoyable places to live in their second life.
3. Mural pictures in the tombs and surrounding temples were not realistic. Artists followed many rules. Their art told a story. Pictures were arranged in unreal ways.

Classroom Exercises:

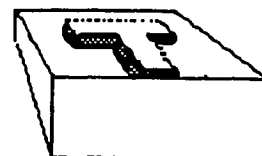
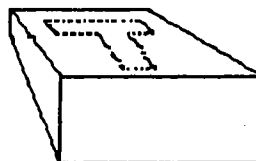
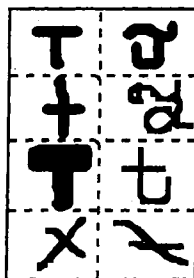
1. Have children make a poster about pollution, saving energy, etc. (You can choose a topic related to what they are studying.) In this poster they are to get their message across with symbols, not words.
2. Have the students make a cartouche in clay. Have each student design a cartouche for himself using letters or symbols that represent him/her. They can choose any symbols they like. Keep them simple. First have them make a small handle, and then flatten a larger area on top. Have them make a simple design on top. Melt wax. Dip the clay in wax and use it to seal letters or their scroll. (Use sculpting clay, which hardens without firing.)
3. Ask everyone to bring in a picture, object or drawing of something that was influenced by Egyptian design.
4. Discuss times in America today when objects are collected and buried. Tell the students that they are going to send a capsule into space with 5 objects which they think tell something about our culture. What would they be?
5. Have students research Egyptian symbols. Get a book on hieroglyphics. Have them find out as many symbols and their meanings as they can. Compare them with other good luck symbols of other times, other countries, even today. Draw pictures of them for a "good luck" poster.
6. Discuss why people have symbols.
7. Discuss Egyptian jewelry. There are many illustrations and books available. Discuss reasons why people adorn themselves. Have students create jewelry using wire and beads or other materials. (You could use 20th century materials such as cut up pop cans or plastic.)
8. Archaeology is the scientific study of material remains. Have students bring something to class which is relatively old. (or you bring something to class) See if everyone can guess from the object where it comes from, how old it is, and something about the life and times that it fits into.
9. Have students carve their initials in relief in a bar of ivory soap. Begin this project by having students cut interesting initials out of magazines. Make a poster of different types of initials, such as the one illustrated below.



For this project, you will need one bar of soap per student, 1 nail, 1 knife and a sheet of scratch paper. This activity is going to involve each student carving his first initial, in relief.. (This avoids time taken trying to figure out what to carve.) In order to carve an initial, and have it stand out, students will have to make an outlined initial of some kind. You might draw some different style initials on the board (as illustrated). Remind them that their first initial is a symbol that often stands for their name.



Give each student a piece of scratch paper. Have them fold this paper 3 times so that there are 8 rectangles. They are to draw their first initial in outline form in each square. (Have a sheet of paper you have folded to demonstrate.) They should try to make each initial different. Have the initial take up about 1/2 of the rectangle. Students are to cut out the initial they like best. Now, give each student a bar of soap. Take the cut out initial and lay it on top of the soap in an interesting spot. (DEMONSTRATE) With the nail, lightly trace the initial on the top of the soap. Make sure the initial takes up about half of the space. If it is too small it will be too difficult to carve. Have them use a table knife. Once they have traced the initial on the soap have students slowly begin to carve away around the initial so the letter stands up above the soap in relief. Remind them to work slowly. Once you cut away you cannot put back. Allow students to add additional designs if they wish, using nails or other sharp objects.



Vocabulary:

1. *Afterlife* A life believed to follow death.
2. *Pyramids* A massive monument found especially in Egypt.
3. *Mural* Picture painted right on a wall.
4. *Stylized* When shapes must conform to certain rules.
5. *Symbol* That which suggests something else. For example, we associate the symbol of a heart with love.
6. *Hieroglyphics* Picture characters (signs or symbols) in Egyptian early writings.
7. *Sculpture* Three-dimensional art.
8. *Sculpture-in-the-round* Sculpture you can see from all sides.
9. *ReliefSculpture* A raised effect ranging from low (bas-relief) to high relief in sculpture. Halfway between a painting and sculpture in the round.

3 Architecture -- The Classic Style

Materials Needed:

Prints

#141	Greek
#142	Roman
#143	Giovanni Panini
#144	Roman
#135	Wm. Thornton
#056	Le Corbusier

Visual Aids

V403	Balance
V503	Perfection
V436	Post and Lintel
V435	Pediment
V438	Column Detail
V401	Arch and Dome
V504	Perfection

Other

M01 World Map

For Optional Reinforcement Activity

pencil

paper folded in fourths

ruler

protractor

architecture
Parthenon
Pantheon
Pantheon Interior
Colosseum
U.S. Capital
U. N. Building

Vocabulary

architect
balance
symmetrical
asymmetrical
post
lintel
column
entablature
arch
dome
abutment
skyscraper

My name is _____. Today we are going to talk about *architecture*. (Write this word on the board.) We are going to discuss architecture created long ago by two ancient empires. One was the Greek Empire. (Write "Greece.") One was the Roman Empire. (Write "Rome.") The architectural methods used by these two civilizations are still used today. When buildings are built using the ideas of Greece and Rome, it is called the *classic style*. (Write "The Classic Style" under Greece and Rome.) Today we will discuss classic architecture. We will see some pictures of buildings in Greece and Rome and then we will see some pictures of buildings in America which are built in the classic style.

Can anyone tell me what architecture is? Architecture is the art of planning and creating buildings. What is the person called who does this kind of work? (An *architect*.) (Write this word on the board.) In ancient Greece the "master builder" supervised the construction of temples and other public buildings. From his Greek title of "architecton" we get the word architect.

There are many types of buildings. Not all have good architecture. What do you think makes a building good architecturally? (Encourage ideas and list them. Make sure the following three are included.)

1. A building must serve the function for which it was intended. (Discuss this.)
2. A building must be constructed well so that it does not fall down. What are some materials you can use when you build? (wood, stone, steel) Do you think a building would last longer built of wood or stone? Why?
3. A building should be beautiful to look at in the setting in which it is placed. (You might discuss the environmental impact of a building that is out of place in your community.) It would look silly to put a ski chalet in the middle of a busy city, wouldn't it? It might look beautiful in the mountains, but it would look silly in the city.

Architects consider all of these things when they are building and may feel one is more important than the others. In some architecture the function the building will serve is much more important than how it looks. Another architect might be more concerned with the beauty of the building than its function. However, an architect will give consideration to all of these things.

Let's discuss the architecture of Greece and Rome:

M01 World Map

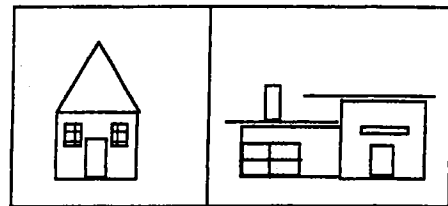
Here is a world map. Can anyone show me where the country of Greece is? Point out Greece on the world map. Show them where Greece is in relation to the United States. (The Greek Empire as it existed 2000 years ago covered more area, but this gives the students a general idea.)

Over 2000 years ago, the people of Greece had a very advanced civilization. Greece was an important nation with many ships. As you can see, Greece is located on the Mediterranean Sea. The citizens of Greece traded with many nations and were able to create a very advanced way of life by learning from the many peoples they traded with and using this knowledge to improve their society. (List these ideas under your heading "Greece".)

1. **Balance** The Greeks believed in *balance* in all things, in art, as well as in living. They believed that men should live a life without excesses one way or another. What does that mean? (Give the student's an example; ie spend-thrift vs. a miser, etc.) This belief of balance and moderation and order is evident in their architecture.

V403 Balance

We have talked about balance in art before. Here is a visual aid. Which picture is balanced symmetrically? (left) What is *symmetrical* balance? It is when a line can be put through the center of the artwork and both sides are the same. This kind of balance is very easy to look at. It is calm and orderly. What is the name given to the type of balance you see on the right? That is *asymmetrical* balance. This balance is not as calm and orderly. Symmetrical balance was very important in Greek art.

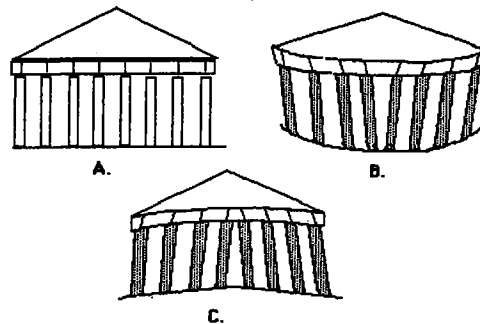


2. **Ideal Beauty** What is an ideal? Can you imagine an ideal person? To create an "ideal" person you might combine the characteristics of many people. You might take one person's personality, another's face and another's body, etc. An ideal is something that we strive for. The Greeks wanted their art to be ideal and beautiful. They wanted to create art that was perfect. In order to do this they developed rules for creating art based on mathematical formulas. In their architecture it was important to the Greeks that their buildings be perfectly proportioned.

V 504 Perfection

Look at this visual aid. This is a drawing of the front of a Greek temple. In picture A you can see the front of the temple the way the Greeks wanted it to look.

The Greeks established mathematical rules so the proportions of their buildings would be "perfect". They were convinced that the secrets of beauty lay in mathematical proportions. They knew that if they built a temple exactly as it looks in A, it would appear to look like the temple pictured in B. How is B different than A? The sides appear to go up, don't they. So, using mathematical formulas, the Greeks really built their temples like C. How is C different than A? These posts slant inward don't they. The mathematical formulas developed by the Greeks are still being used by some architects today.



4. **Marble** To create beautiful buildings, they wanted to use the finest materials. Since there was marble available, many of their buildings were of marble. Marble is a strong stone. Does it last a long time? (yes)

M01 World Map

Now, let's discuss Rome. Rome is a city in the country of Italy. The Roman Empire was centered in the area where Italy is today. Ask if anyone can find Italy on the map or show the students where Italy is on the map.) We are also going to discuss some of the architectural ideas of the Roman Empire.

