



Wood End Park
Academy

Year 3

Summer 1 DT

Egyptian Masks

Intent:

During this unit, students will be exploring and researching Egyptian death masks. From their research children will generate a success criterion of what their final Egyptian mask will include. Children will research and learn about the key features of an Egyptian death mask and the importance of these features. Students will acquire knowledge about the significance of mummification within Ancient Egyptian society and how this relates to Egyptian death masks. Students will use their research and knowledge acquired to design their mask using annotated sketches and diagrams. The students will then create their final piece that includes the features of Egyptian death masks. Finally, the children will evaluate their final piece against the success criteria created and use this evaluation to consider further improvements.


LQ: In what ways can I generate ideas about Egyptian death masks and their importance?


Children will use topic books, pictures and laptops to research mask designs before annotating in their books with ideas generated with partner earlier. They will think about what methods they would use and which method would be the most effective.


L1 MAGPIE IDEAS FROM OTHER PRODUCTS

What are the various sources that I can use for my research?

❖ Look at other products. What design features do you like?

 I like this one because of it's gold so I'm going to use it in my one.


 I like it because of it's shape and pattern so I'm going to use it in my death mask.


 I like this one because it's nice and smooth so this is why I'm going to try to do the same.

L1 MAGPIE IDEAS FROM OTHER PRODUCTS

What are the various sources that I can use for my research?

❖ Look at other products. What design features do you like?


 I like this picture because of the shape rounded oval and the shape of the face on the side of the head and around the nose.


 I like and chose my this picture because the various gold feature with the size.

L1 MAGPIE IDEAS FROM OTHER PRODUCTS

What are the various sources that I can use for my research?

❖ Look at other products. What design features do you like?

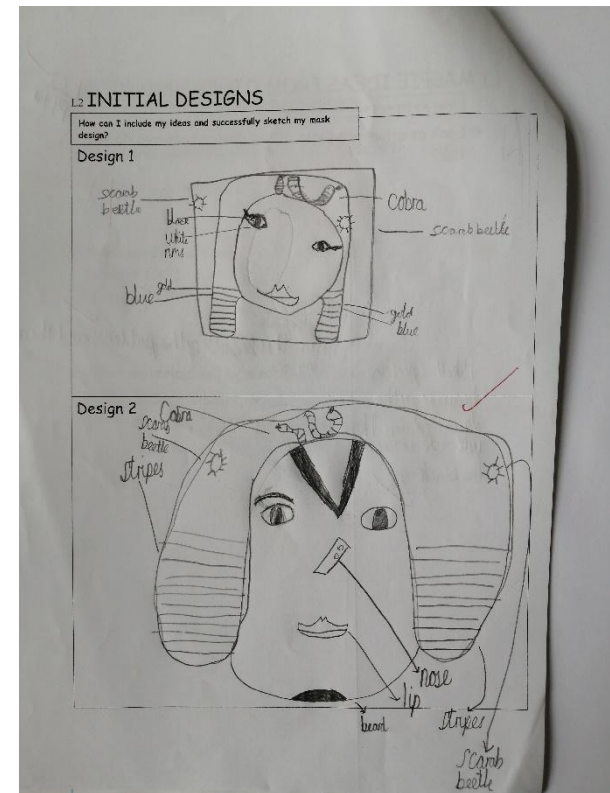
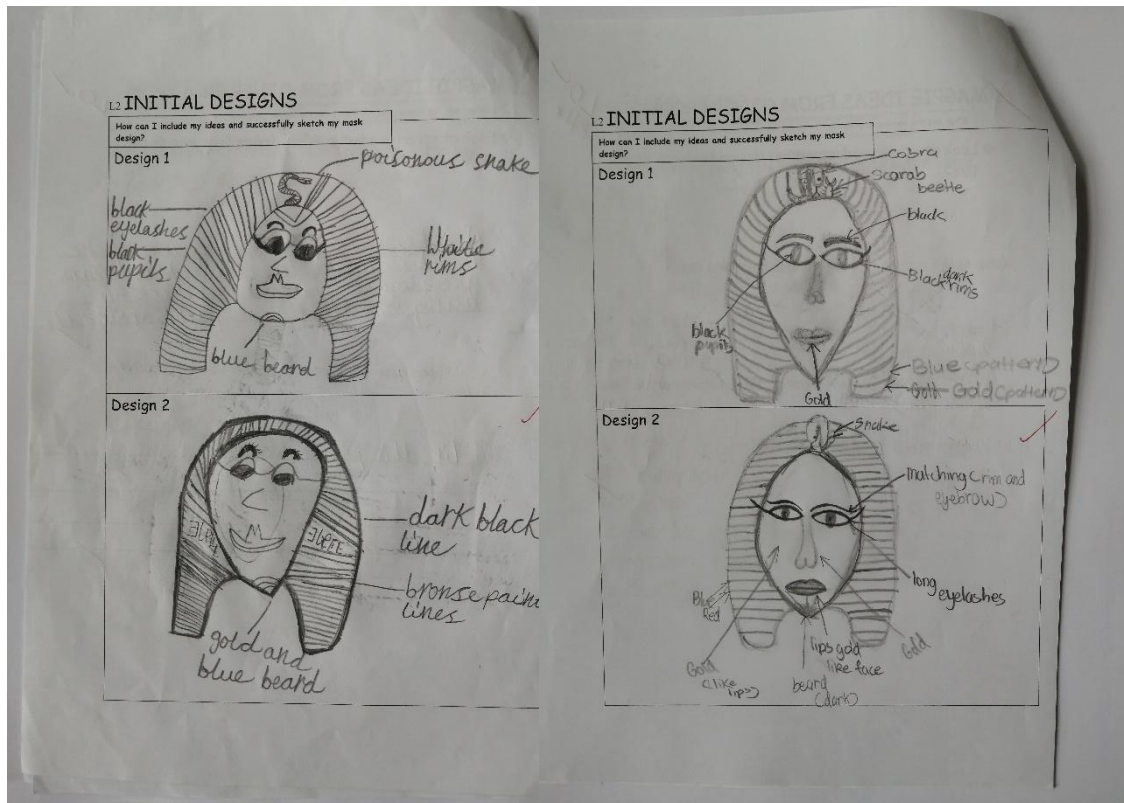
 I chose this picture because it has interesting patterns and very small details. I can also like the bright, visible, blue stripes.

 I chose this picture because I like the shiny gold. the eyes also have black rims which I like.

LQ: How can I include my ideas and successfully sketch my mask design?

LQ: How can I successfully select my final design?

In this lesson the children will design 2 draft mask designs and annotate design with ideas for colours, shapes and objects to be included. Children will consider what colours it should be and what the colours can represent. Children will then choose the best parts of both of their designs to create a final one and explain why they want to use each feature.

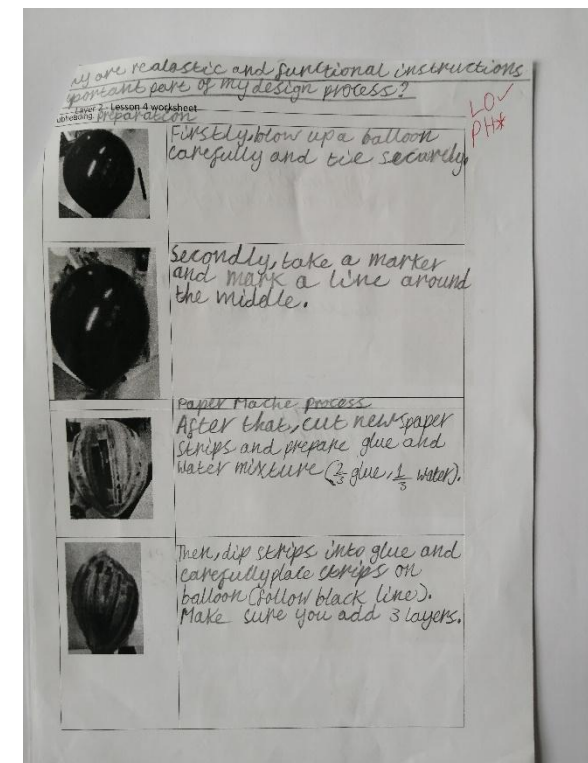
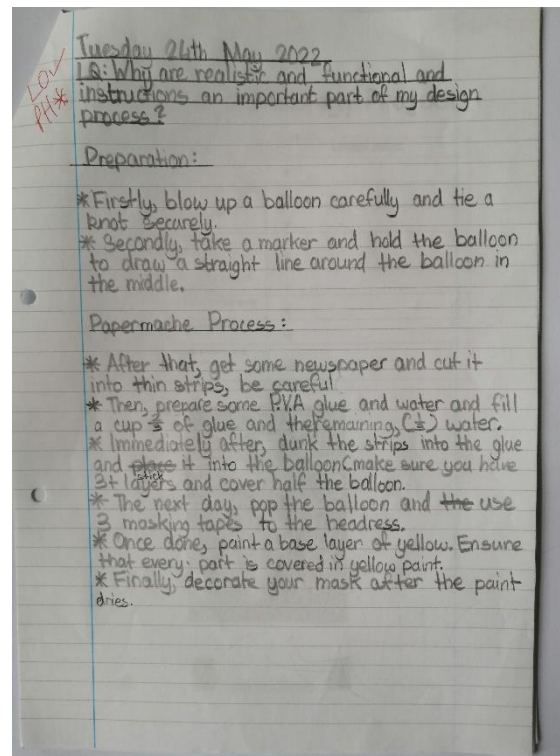
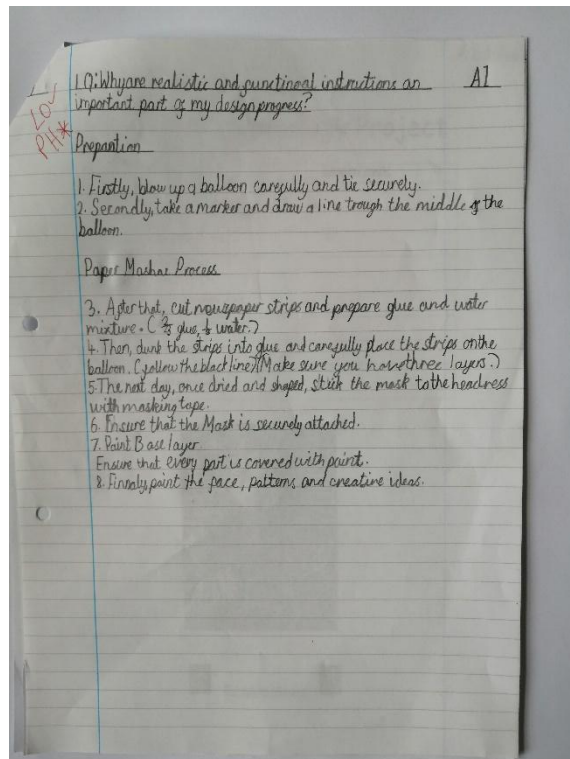


LQ: Why are realistic and functional instructions an important part of my design process?

LQ: Why is it important to successfully select the appropriate tools and equipment?

LQ: What must I consider when selecting tools to construct my mask?

In this lesson children will write a plan, using subheadings, to describe each step of the paper mache process and the final painting and decorating of their mask. They will consider the equipment and tools needed for the various processes and which ones will be best suited to complete the task effectively. Children will also discuss various techniques of paper mache. They will then follow their directions to paper mache balloon and once dried, they will tape mask to headdress and paint with a bottom coat of paint, ready for final lesson (this will take two days for drying).



LQ: How can I use a range of equipment to complete my mask?

Children will complete their masks by choosing from a selection of equipment (thick and thin brushes, metallic paints). Children will use various skills learned to improve painting- colour mixing, cleaning the brush, minimal paint on brushes, lighter colours first so that you can go over in darker colours.



LQ: What aspects of my design process and final piece were successful and what can be

improved?

In this lesson the children will evaluate their own design first, thinking about what aspects they found challenging and what improvements they could make in the future. Children will write some tips for next year's year 3 on how to be successful in this task, thinking about the most difficult stages. They will complete this in their DT booklet.

