

Name: \_\_\_\_\_ # \_\_\_\_\_ Block \_\_\_\_\_

# EGYPTIAN ART



1 Vocabulary



2 Notetaking Guide- Introduction



3 Notetaking Guide- Religious Beliefs



4 Notetaking Guide- Characteristics of Egyptian Art



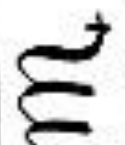
5 Notetaking Guide- Architecture



6 Egyptian Literature



7 Egyptian Music and Dance



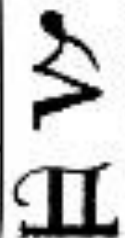
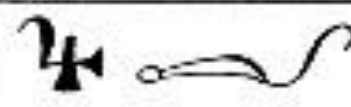
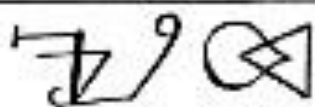
8 Story Board Planning



9 Story Board project



10 Paper Doll Activity



## NOTEBOOK CHECK 1 VOCABULARY

1. - the belief in or worship of  
(antonym: monotheism)

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2. - a \_\_\_\_\_ in ancient Egypt  
(synonyms: king/ queen/monarch)

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3. - a spirit that  
(synonym: soul)

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4. - \_\_\_\_\_ in which the skin and flesh of a

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5. - a stone  
-

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6. - an ancient Egyptian \_\_\_\_\_ shaped like a  
rectangle with sloping sides and a flat roof. It has an  
underground burial chamber with rooms above it in which to store offerings.

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7. - a massive monument with a

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8. - a rectangular  
, sometimes surmounted by a

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9. - an upright 4-sided pillar that gradually  
as it rises and

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10. - a material made from plant, used

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11. - a form of writing using

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12. - the art of making \_\_\_\_\_ dimensional  
forms, especially by \_\_\_\_\_ stone or wood

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13. - pots, dishes, and other articles made of

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14. - represented or portrayed in a

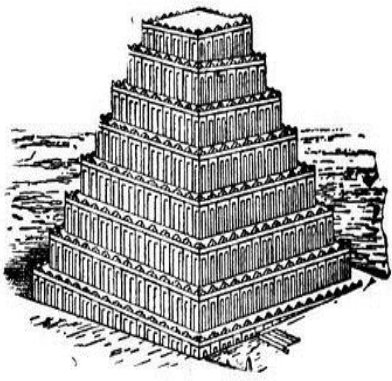
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15. - \_\_\_\_\_ about from place to place  
(synonyms: wandering/ traveling)

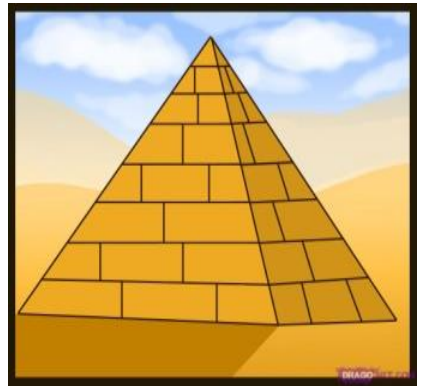
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Use the vocabulary words in the word box to label the pictures

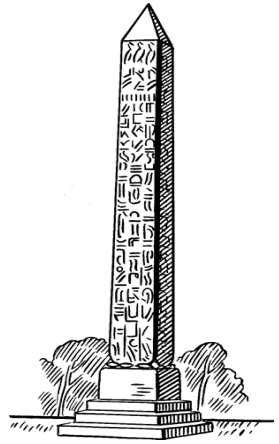
Pottery	Mastaba	Sarcophagus
Obelisk	Sculpture	Pyramid
Hieroglyphics	Ziggurat	Papyrus



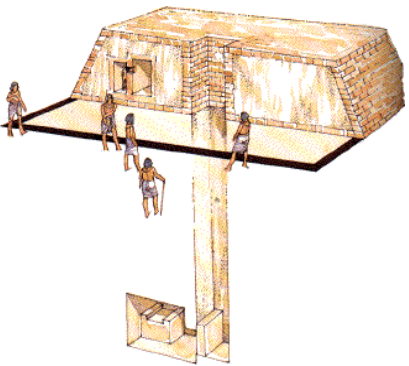
1.



2.



3.



4.



5.



6.



7.



8.



9.

I. Pre-history

A. That period before written records is known as prehistory.

B. The oldest areas of communal living are in

1. Mesopotamia is the area between the Tigris & Euphrates Rivers in modern-day Iraq.
2. People living in communal or sedentary fashion.

C. Before this time period, people were

1. Nomads:

II. Early Inhabitants

A. 5,000 B.C.: the first inhabitants from Asia arrive in Egypt.

1. They settled in the Nile River valley.

a. The Nile is known for its annual  that fertilized the land next to the river.

B. Eventually permanent  began to develop along the river in the flood plain.

Contemplate then Collaborate: Why would the first inhabitants give up their nomadic lives to settle along the Nile?

III. Egyptian Pharaohs, Gods, and Religious Beliefs

A. The ruler of the Egyptian empire was called the

1. The pharaoh had  to rule the country.

2. The belief was that he was descended from the .

3. The pharaoh was considered a .

Part of this god theory was the incestuous relationship between the pharaoh & his siblings.

1. Many pharaohs  their sisters or half-sisters to keep the bloodline pure.

2. Everything in the culture was to  the pharaoh & the gods.



Contemplate then Collaborate: Many ancient cultures have myths surrounding the sun. In one myth, Re- the sun god, created ancient Egypt. Why do you believe so much importance was placed on the sun?

#### IV. RELIGIOUS BELIEFS

A. Great emphasis was placed on the  & eternal life in the spirit world.



1. The soul, or KA, would .

2. The KA would then return for the body & they would journey to the next world &

3. This explains the embalming & mummification of individuals.

a. Only high-ranking or important individuals were

b. For important people, the tombs were filled with everything that the person

would need in the

B. Whatever you were in this world, that's what you would be in the next.

C. The pharaoh was expected to take his place among the other  (after death.)

D. For the ancient Egyptians,  of the body was the most

horrible form of

1. If the body is destroyed then the soul has nothing to inhabit & spends eternity

2. Sarcophagus: stone coffin used to enclose the body for

E. Pyramids, temples, and sculpture reflected the belief that the KA was to be cared for after death.

1. Bodies needed to be .

2. Statues could be used as .

3.  helped make life in the next world much like this one.



Objective:

I will be able to explain how a person's **aesthetic** choices are **influenced by culture and environment**

Annotate then paraphrase this lesson's objective.

Contemplate then Collaborate: Explain how the vocabulary and the notetaking guide can be helpful in achieving the objective.

## V. Characteristics Of Egyptian Art

A. The combination of  regularity and keen observation of  is characteristic of all Egyptian arts.

1. Everything had to be represented from its **most characteristic angle**.

### B. Rules of Egyptian Art

1. All parts of the body must be shown from the most familiar point of view.

a. A complete  of the person was necessary.

b. **Beauty** or **accuracy** was not as important as showing all the body parts.

c. If something were , the KA would spend eternity in a  body.

2. High ranking officials or nobles would be painted as ; the servants or underlings were in more .

3. Very little  was used (reason why pictures look )

4. Women were to be painted in  than men

a. These rules relate directly to the  of the ancient Egyptians.

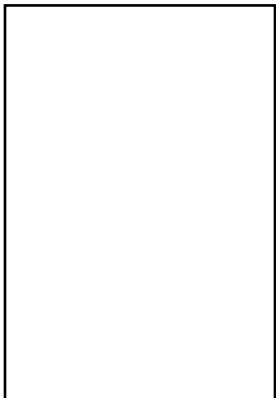
## VI. Sculpture

A.  were used as  for the body (in the event the body was destroyed.)

1. If something were missing, the KA would spend eternity in a deformed body.

B. Relief sculpture is carving so the design is  from the remainder of the composition.

1. The ancient Egyptians decorated their temples, homes, & burial places with painted murals



## VII. Egyptian Paintings

- A. Ancient Egyptian paintings survived due to the extremely .
- B. The ancient Egyptians created paintings to make the  of the deceased a .
1. The themes included  through the afterworld or their protective deities introducing the deceased to the gods of the underworld.
- C. Tomb Paintings show activities that the deceased were involved in when they were  and wished to carry on doing for .

## VIII. Architecture

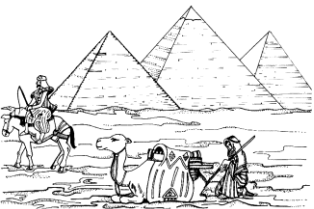
### A. Mastabas



1. The  is the oldest remaining form of a ; it is a rectangular, flat-roofed structure with sloping walls containing chambers built over the  pit.
2. Even after the Pharaohs began to be buried in pyramids, other royal officials were still  in Mastabas, usually around the site of the pyramid.
  - a. The exterior was .
  - b. The interior walls were decorated with texts and , illustrating scenes from the daily life of the deceased, offering scenes, and ritual hunt scenes.

### B. Pyramids

1. Used as burial places for the .
2. The pyramid of a pharaoh was begun as soon as he .
3. Pyramids had  complex substructures consisting of corridors and small rooms leading to the main 
  - a. Burial chambers were huge, with niches carved out for the sarcophagus and .
  - b. The chambers were closed by a system of sand filled shafts.



## IX. Egyptian Temples

- A.  were built to honor the favorite god or gods of a particular pharaoh.

1. They were the .
2. Every temple was dedicated to a god or goddess and he or she was worshipped there by the temple priest.



3. The most essential component for any temple was the innermost , where the  was kept.
4. The activities of the temple revolved around the  and celebration of the god's .
5. Around many Temples were .
  - a. These pools allowed both the priests and followers to attend and perform their religious .

## X. Egyptian Literature

- A. Ancient Egypt was the source of great works written on  or on the walls of temples, tombs, pyramids, obelisks, portraits and monuments.
- B. These works of art succeeded for many .
  1. Over time many changes took place; many governments and civilizations vanished and others appeared, but the ideals of the ancient Egyptian literature  even in our age.
- C. Ancient Egyptian literature formed central elements in folkloric works of many nations.
  1. This shows how  ancient Egyptians moral and literary perceptions were, even before divine religions were revealed or even before the world knew .



*Use the organizer below record information about the Egyptian Myth that is assigned to your group for the storyboard project:*

---

Name and describe the characters

---

---

Describe the setting

---

---

Summarize the myth

---

# EGYPTIAN MUSIC & DANCE

People from every social [ ] were exposed to music and dancing. Manual laborers worked in rhythmic [ ] to the sounds of songs and percussion, and street [ ] entertained passersby. In normal, daily life musicians and dancers were an important and integral part of banquets and celebrations. Dance troupes were available for [ ] to perform at dinner parties, banquets, lodging houses, and even religious [ ]. Some women, the harems of the wealthy, were trained in music and dance. However, no well-born Egyptian would consider dancing in [ ]. The Nobility would employ [ ] or slaves to entertain at their banquets to offer a pleasant diversion to themselves and their guests.

*Watch the Ramzy Dance Company perform "Dance Queens of the Nile; Nefertiti" and answer the following prompts.*

---

1. Describe Nefertiti's costume:

---

2. Describe the servants costumes:

---

3. Circle the instruments you hear:

Drums      guitar      flute      trombone      harmonica

---

4. Describe the movements of the following parts of the body during the dance?

Head-

---

Arms-

---

Torso-

---

Legs-

---

Feet-

5. Research Nefertiti and describe who she was and why she is an important figure in Egyptian History:

# NOTEBOOK CHECK 8

# STORY BOARD PLANNING

Title of Myth:

Scene 1

Summary

Scene 2

Summary

Scene 3

Summary

Scene 4

Summary

Scene 5

Summary

Directions: Your group will be assigned a myth to read. Each group will create a storyboard that retells the myth in drawings following the rules of ancient Egyptian art. Groups will present their storyboards to the class while retelling the myth.

Points	Rubric
1	Each scene depicts an image of the myth in sequential order in five scenes
2	Each scene has a summary that retells the myth in sequential order and demonstrates an understanding of the story.
5	Each scene follows the rules and characteristics for Ancient Egyptian art (see below and p. 6)
2	Artwork has color, no visible pencil marks, and demonstrates effort

*Use the following rules for your Egyptian Myth Story Board assignment*

#### **Rules for Ancient Egyptian Art**

1. The pharaoh (king) or most important person must be the largest. Servants, children, and unimportant wives must be smaller.
2. Men have dark or red skin. Women have light or yellow skin. (It doesn't matter what their real skin color is.)
3. People of high status—especially the pharaoh—must look stiff and serious. They should appear frozen and unmoving.
4. People of low status may be shown in more natural positions as they hunt, fish, plant or harvest crops, and do other work.
5. Depict animals as naturally as possible in correct biological details.
6. Don't leave empty areas. Fill the space with human figures, animals, plants, or hieroglyphs (writing).
7. When you create a human image (especially an important person), be sure to show all parts of the body from the most familiar point of view:
  - The head, arms, and feet must be seen from the side.
  - The shoulders and eyes must be seen from the front.

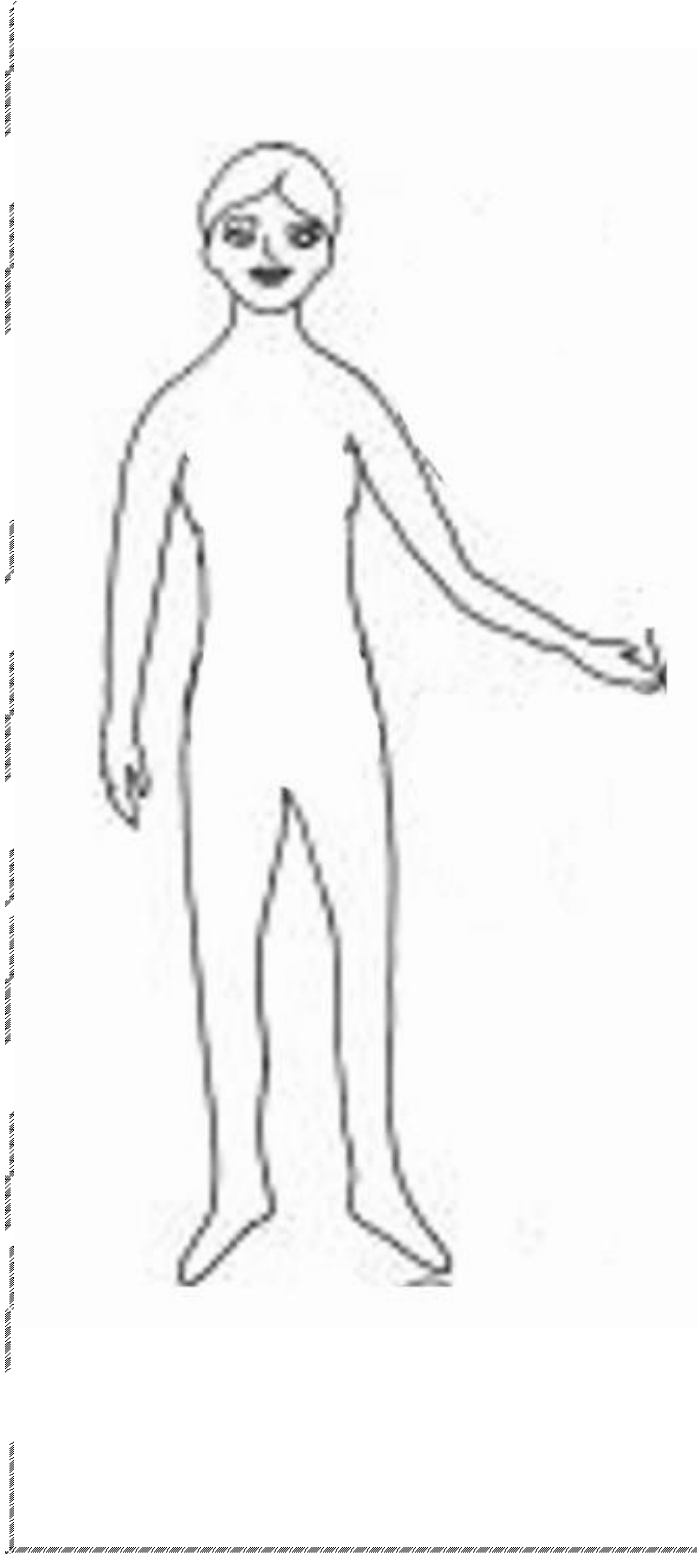
A complete, clear image is necessary. If an arm, for example, is hidden behind the body, the person's ka (spirit) will live forever without an arm.

8. In the tomb of a dead pharaoh or important person, paint his wife, servants, and slaves. They will be with him and take care of him for all eternity—forever.

# NOTEBOOK CHECK 10

# PAPER DOLL ACTIVITY

**Directions:** Research the fashion of a chosen era or period and using your research, dress your paper doll as a person from that time. Color and style your doll according to the fashion of the day. Be sure to pick clothing options are that are of the time period.



➤ Circle the chosen era or period. If your chosen era or period is not listed then write it in the blank:

- Ancient Egyptian
- Ancient Grecian
- Ancient Roman
- Ancient Asian
- 
- Byzantium
- Ottoman
- Medieval
- Renaissance

➤ After finishing your doll, write three statements explaining why you chose certain pieces and colors. How do they represent the era or period?

1.
2.
3.

