

Egyptian Jewelry

The wonders of Ancient Egypt can be captured with the use of Sargent Art Air-Dry Clay. No need to use expensive gold to make jewelry like the ancient Egyptians. Sargent Art products can do a great job for children.

Sculpt•it!
Air-Drying
Sculpting Material



Target Group: Grades K-4

Goal (Terminal Objective): Students will be able to create jewelry in the style of the ancient Egyptians and learn about their art.

Objective: Students will be able to create ancient Egyptian style jewelry by making use of molds made with Sargent Art Sculpt-it! air dry clay.

National Standards:

Visual Arts Grades K-4 Content Standard 1: Understanding and applying media, techniques, and processes

Visual Arts Grades K-4 Content Standard 2: Using knowledge of structures and functions

Visual Arts Grades K-4 Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Grades K-4 Content Standard 4: Understanding the visual arts in relation to history and cultures

Visual Arts Grades K-4 Content Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Visual Arts Grades K-4 Content Standard 6: Making connections between visual arts and other disciplines

Purpose: Students will learn about ancient Egyptians and the style of their art. They will create a piece of jewelry using a mold and air dry clay.

New Vocabulary: replica, mold, impression, air dry clay

Materials:



- #22-2003 Sargent Art 10lbs. Sculpt-It! Air-Dry Clay;
- #22-2485 Sargent Art 16 oz. Black Acrylic Paint;
- #22-1106 Sargent Art 8 oz. Asst. Liquid Metals® Metallic Acrylic Paint;
- #56-6012 Sargent Art 12 Ct. Rainbow Paint Brushes;

Pieces of ancient Egyptian style jewelry or a flexible push mold of Egyptian themed items; corn starch or talcum powder, large paper clips opened on one end, pin backs or *Stretch Magic* elastic cord for a necklace

Time: 2 or more art periods depending on the number of jewelry pieces that students are allowed to make.

Introduction and Motivation (Set):

Ask the students, “Who likes to wear jewelry?” Show the students pictures of the ancient Egyptian jewelry and the art work of the ancient Egyptians. Explain that the ancient Egyptians, both men and women, wore lots of jewelry and that most of their jewelry was made of gold and gemstones. The gems the Egyptians put in the jewelry were garnet, onyx, turquoise, amethyst, and lapis lazuli. They also added copper, gold, and shells. Egyptians also wore necklaces of colorful beads and amulets. They thought that wearing jewelry brought good luck.

Show the students the examples of Egyptian style jewelry owned by the teacher. Explain to them that they will be making a replica of these pieces by using a mold. Also, show the flexible push mold by *Sculpey*.



Jewelry pushed in clay



Resulting mold



Clay using a push mold

Instruction: The teacher will need to have made impressions of the jewelry pieces into the clay prior to class. Lightly dust the pieces with cornstarch or talcum powder prior to being pressed into the clay. This will create a mold that the students will be using for their projects. Allow the mold to dry thoroughly.

The push mold also needs to have a light dusting of cornstarch or talcum powder so that the clay being pushed into the mold will not stick to the mold.

Demonstrate how to use the mold that the teacher has pre-made using Sergeant Art air dry clay and the flexible *Sculpey* push mold. Press the clay into the mold and lift the clay straight up out of the mold resulting in an impression created by the mold.

Activities:

(1) Guided Practice:

1. Students will roll the clay into a ball. Press the clay firmly into a mold making sure that the clay touches the bottom of the mold.
2. Lift the clay straight up out of the mold. Use a paper clip that has been opened up on one end to trim away the excess clay. If the piece is to become part of a necklace, add a small rope of clay to the top of the piece to form a bail. Rolling beads of clay will add beauty to the necklace.
3. Allow the clay pieces to dry thoroughly.



Jewelry from push mold



Jewelry from teacher made mold

4. Select one Sargent Art Liquid Metal acrylic paint color to add a metallic color to the surface of the dried clay. After the metallic color has dried, use black acrylic paint that has been thinned with water. Paint this over the surface and quickly wipe away the excess black with a paper towel to produce an antiqued look.
5. Finish the piece by gluing a pin back onto the back of each piece or add onto a piece of *Stretch Magic* elastic cord through the bail. Add beads to a necklace.

(2) Independent Practice and Check for Understanding: The teacher will circulate among the students as they work to make sure that they are staying with the objectives of the lesson. Ask a direct question when understanding is not being observed. The teacher will help when necessary and add positive reinforcement as the students work.

(3) Closure: Students display their work. The teacher will guide a critique to point out the strong qualities of successful compositions.

Evaluation: Teacher will evaluate the works individually based on the following criteria:

Level One -- The finished piece of jewelry has a clear impression from the mold. The trimming has been done very neatly and any rough edges have been smoothed out with fingers. The paint entirely covers the surface and edges of the jewelry. The black paint is not too thickly applied showing that the student rubbed off most of the black paint quickly, leaving an antiqued effect. The craftsmanship is excellent.

Level Two -- The finished piece of jewelry has most of the impression from the mold. The trimming has been done neatly but rough edges have not been smoothed out with fingers. The paint covers most the surface and edges of the jewelry. The black paint is applied too thickly in some areas showing that the student did not rub off most of the black paint quickly enough to have an antiqued effect. The craftsmanship is good.

Level Three -- The finished piece of jewelry does not have all of the impression from the mold. The trimming has not been done neatly and rough edges have not been smoothed out with fingers. The paint does not cover most of the surface and edges of the jewelry.

The black paint is applied too thickly, showing that the student did not rub off most of the black paint quickly enough to have an antiqued effect. The craftsmanship is variable.

Level Four -- The finished piece of jewelry does resemble the impression from the mold. The trimming has not been done, and rough edges have not been smoothed out with fingers. The paint does not cover the surface and edges of the jewelry. The black paint has not been applied or has been applied too thickly, showing that the student did not rub off most of the black paint quickly enough to have an antiqued effect. The craftsmanship is poor. It appears that the objectives were not followed or understood.

Extension: Students could explore hieroglyphs and make a cartouche of their name.

Resources:

www.elismorrowsch.com/classroomnews/lp6jewlr.htm

www.khulsey.com/jewelry/jewelry_history_egypt...

<http://www.egyptattraction.com/ancient-egyptian-dress.html>

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www.sargentart.com 09/29/07