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| **Make an Egyptian snake bracelet** | | |
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| Make a snake bracelet inspired by the ancient Egyptians | | |
| **Subject(s):** Design & Technology, History  **Approx time:** 40-70 minutes  (additional drying time for paint may be required) |  | **Key words / Topics:**   * ancient Egypt * bracelet * materials * clay * jewellery * measuring |
| **Stay safe**  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:    • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others    Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | |
| **Suggested Learning Outcomes** |  |  |
| * To understand the purpose of jewellery and why the ancient Egyptians wore it * To be able to make an item of jewellery based on those worn by the ancient Egyptians * To be able to produce a model or prototype that meets a design brief | | |
| **Introduction** |  |  |
| This is one of a series of resources developed to support the teaching of the primary national curriculum. It was inspired by the achievements of the ancient Egyptians and focusses on making an item of jewellery similar those worn in ancient Egypt. This is one of two resources to make bracelets, using different materials.  The ancient Egyptians were a civilisation famous for their incredible engineering achievements. Can you make a piece of jewellery that is inspired by them? | | |
| **Purpose of this activity**  In this activity learners will make an example of a bracelet inspired by ancient Egyptian jewellery using air drying clay. There are related activities that involve making an alternative form of bracelet and necklaces.  This activity could be used as a main lesson activity to teach about user requirements or making skills within Design & Technology or Graphics lessons. It could also be used as a cross-curricular project with History. | | |
| **Activity** |  | **Teacher notes** |
| **Introduction and safety (10 minutes)**  Teacher to explain the task to learners and introduce the design brief: make a piece of jewellery inspired by the ancient Egyptians.  **Analysing the brief (10-20 minutes)**  Teacher to show ‘Things to think about’ slides on the presentation. Using this example, learners to discuss and produce a spider chart of what they need to consider for their design.  **Making the jewellery (20-30 minutes)**  Teacher to demonstrate steps shown below and on the presentation. Learners to then follow these steps to make their own necklace.   * Step 1 – Measure the size of the wrist that will wear the bracelet. Roll out the clay into a long thin shape, twice the length of the measurement of the wrist that will wear it. * Step 2 – Shape the bracelet. Make a snake head. Use two sequins to make the snakes eyes and add pattern to the clay. Form the snake into the shape illustrated and bend the tail. * Step 3 – Allow the clay to dry.   Learners could evaluate their bracelet by wearing it, or asking a classmate to wear it, checking sizes and assessing how well it fits and looks. |  | **Analysing the brief**  More questions for discussion could include:   * Who wears jewellery nowadays? * Why do we wear jewellery? * What materials are used to make jewellery? Why are those material used?   **Making the jewellery**  The importance of working safely throughout the activity should be emphasized.  Step 1 – a tape measure could be used to measure the size of the wrist, or a piece of string.  Step 2 – plastic pottery tools or craft sticks could be used to add the patterns in the clay.  Step 3 – placing the bracelets on a flat surface may result in ‘sag’. Paper cones or disposable cups could be used to support the bracelets as they dry. |
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| **Differentiation** |  |  |
| **Basic** |  | **Extension** |
| * Provide pre-cut and rolled lengths of clay. |  | * Design a range of accessories to match the bracelet to include a necklace, earrings and a headdress. * Make a necklace or alternative bracelet, using the related lesson resources. |
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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| * Air drying clay * Sequins |  | | Make an Egyptian snake bracelet presentation |
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| **Additional websites** |  | |  |
| * **Ancient Egyptian jewellery - Guide to iconic pieces:** <https://jewelry.lovetoknow.com/Ancient_Egyptian_Jewelry> * **World history encyclopaedia – Ancient Egyptian Science & Technology**: An explanation of the scientific and technological achievements of the ancient Egyptians. <https://www.worldhistory.org/article/967/ancient-egyptian-science--technology/> * **Now – How the Egyptian pyramids were built inspires engineering historians:** <https://now.northropgrumman.com/how-the-pyramids-were-built-inspires-engineering-historians/> * YouTube: Ancient Egypt: Pyramids; History; BBC Teach: <https://www.youtube.com/watch?v=DklFWjDJMzA> | | | |
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| **Related activities (to build a full lesson)** |  | |  |
| **Starters** (Options)   * Analyse different examples of ancient Egyptian jewellery and compare with modern jewellery designs. | | **Extension** (Options)   * Design a range of accessories to match the bracelet to include a necklace, earrings and a headdress. * Make a necklace or alternative bracelet, using the related lesson resources.   **Plenary**   * Evaluation of jewellery items produced. | |
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| **The Engineering Context** film |
| * The ancient Egyptians were incredible engineers and built many remarkable pieces of engineering such as ramps, levers and giant structural designs, including the pyramids. They also produced extremely vibrant looking jewellery items and clothing to wear. * Jewellery design is an interesting and exciting engineering career option. Jewellery designers use lots of different influences and inspirations to create new and unique items to sell. This can include animals, flowers, plants and the work of previous designers. |

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| **Curriculum links** | |
| **England: National Curriculum**  Design and technology   * KS2 1a, 1b * KS2 2a, 2b * KS2 3a, 3c | **Northern Ireland Curriculum**  Personal development and mutual understanding   * Mutual Understanding in the Local and Wider Community: being aware of their own cultural heritage, its traditions and celebrations; recognising and valuing the culture and traditions of one other group who shares their community. |
| **Scotland: Curriculum for Excellence**  Craft, design, engineering and graphics   * TCH 1-09a * TCH 2-12a | **Wales: National Curriculum**  D&T   * KS2 Skills: Designing 1, 2, 5 * KS2 Skills: Making 1, 2, 3 |
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| **Assessment opportunities** | | |
| * Formal teacher assessment of completed jewellery items and practical skills used. * Peer and/or self-assessment of completed jewellery items. | | |
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