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| **Make an Egyptian Necklace** | | | |
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| Making an item of jewellery inspired by the ancient Egyptians | | | |
| **Subject(s):** Design & Technology, History  **Approx time:** 50-80 minutes  (additional drying time for paint may be required) |  | | **Key words / Topics:**   * ancient Egypt * materials * paint * 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 necklaces, 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 necklace inspired by ancient Egyptian jewellery from easily sourced materials. There are related activities that involve making an alternative form of necklace and bracelets.  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 (30-50 minutes)**  Teacher to show the example on slide 6 of the presentation. Teacher to demonstrate steps shown below and on the presentation. Learners to then follow these steps to make their own necklace.   * Step 1 – Paint each tube a using metallic shades   (Bronze, Silver and Gold) and leave to dry. ⚠   * Step 2 - Flatten the tube(s) slightly. Measure 1 cm increments, cut into approximately 10 pieces and repeat as necessary for each tube. ⚠ * Step 3 – On the metallic card, draw round a circle approximately 4 cm wide. Draw round a circle inside approximately 2 cm wide, creating an open gold disc. ⚠ * Step 4 - Arrange the discs into the pattern. Lay the design out and link the discs. Make sure that all discs face the same direction and try to hide the joins as much as possible. Leave the two top discs unsealed. Attach rings with glue/tape to form complete discs. * Step 5 – Assemble the necklace:  1. feed 8 gold flattened discs on to the first rope and lay flat. 2. feed the second rope through the first disc and then add a bronze disc and repeat, giving an alternating sequence of gold and bronze discs. 3. feed the third rope through the bronze discs, adding alternate silver discs. Space the flattened discs so they resemble the pattern needed. 4. add the gold circle chain to the third rope.   Learners could evaluate their necklace 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?   **Equipment and resources**  A dummy head or large tube to hang the necklace round when it is assembled would be advantageous.  Rope or thick cord could be used as an alternative to the sisal rope. The three lengths are to allow the rope to be positioned at separate heights in the design. These lengths should be such that when joined in the final item learners should be able to remove the necklace over their head.  Metallic paint is preferred for aesthetic reasons, although non-metallic paint can be used if not available.  Circular objects that can be drawn around to make the chain will minimise the time required.  **Making the jewellery**  The importance of working safely throughout the activity should be emphasized.  Step 1 – approximately 10 cm of tube using each of the three metallic colours is needed. Time may need to be allowed for the paint to dry.  Step 3 - metallic or matt card can be used for this. Turquoise card could be used to replicate the stone of the same name.  Step 5 - a dummy head on a box can be used instead of a person for the assembly of the necklace.  Pictures A and B on slide 13 of the presentation show the necklace after the weaving of the flattened beads. The ropes can be joined together at the back of the necklace with tape; alternatively, they could be tied. Picture C shows joining the gold discs to the third rope. |
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| **Differentiation** |  | |  |
| **Basic** |  | | **Extension** |
| * Pre-measure and/or cut the tube pieces and rings. |  | | * Design a range of accessories to match the necklace to include earrings, a bracelet and a headdress. * Make a bracelet or alternative necklace, using the related lesson resources. |
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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| * Metallic card * Kitchen roll/toilet roll tube x3 * Gold/silver/bronze paint * PVA Glue/glue dots * Scissors * Rope/cord pre-cut into three lengths |  | | Presentation Egyptian Jewellery Necklace 1 |
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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 necklace to include earrings, a bracelet and a headdress. * Make a bracelet or alternative necklace, 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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