



# AHIS281

## Egyptian Art

S2 Day 2016

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Alex Woods

[alex.woods@mq.edu.au](mailto:alex.woods@mq.edu.au)

Contact via Dialogue tool on iLearn

W6A 532

Tuesday 12-1pm or by appointment

Tutor

Nikki Leary

[nikki.leary@mq.edu.au](mailto:nikki.leary@mq.edu.au)

Contact via Dialogue tool on iLearn

N/A

By Appointment

Credit points

3

Prerequisites

AHIS170 or AHST100

Corequisites

Co-badged status

Unit description

This unit will trace the major developments in sculpture, painting, and architecture of ancient Egypt from its predynastic beginnings through the Old, Middle, and New Kingdoms until the conquest of Augustus (3100–340 B.C.E.). It will examine the role and significance of Egyptian art in the context of history, religion, and cultural patterns and critique the main methods of analysing and interpreting ancient Egyptian visual culture.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Outline and recognise the major technical, stylistic and formal developments in 2 and

3-dimensional art from the Predynastic to Graeco-Roman periods;  
Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;  
Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian art and present the information in a written and oral format;  
Interpret ancient Egyptian visual culture with appreciation and understand how the civilisation maintained its cultural identity, via artistic expression, throughout its long history;  
Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

## General Assessment Information

### ASSIGNMENT SUBMISSION

All written assessment tasks must be submitted through the iLearn website. Please upload your assignment to the drop-box. Save your assignment as a pdf or a doc file (a pdf is best; please do not use docx). All assignments must include the following at the start: Student name; Student Number; Assessment Task Title or Question.

**Any assignment submitted without these will not be marked.**

Assignments will be returned via the 'Assignments' or 'Turnitin' tool on iLearn Unit site, and will contain feedback from the marker within them.

### MARKING RUBRICS

To interpret and grade students' work against set criteria and standards, marking rubrics will be used in the unit via Turnitin. These will be supplied on the iLearn site in week 1.

### RELEASE OF RESULTS

The convener will aim to return your assignments within 3 weeks. Results can be viewed via iLearn using the Gradebook tool.

### EXAMINATIONS

There is no formal examination for this unit.

### EXTENSIONS AND PENALTIES

- Extensions can only be granted in exceptional cases and may only be sought in consultation with the unit convenor and with support of documentary evidence. If you anticipate any difficulty in meeting assigned due dates then it is important that you

contact the unit convenor and/or tutor as early as possible via the dialogue tool.

- Please avoid asking for extensions as missing deadlines complicates the work of markers and puts you behind. **If you have to ask for an extension, request it BEFORE the deadline and not on the due date.** Excuses such as 'Getting behind with your work' or 'I had other deadlines' do not count.

## IMPORTANT PENALTIES TO BE APPLIED:

- **Written assessment tasks submitted after the due date or the date after which an extension has been given and without submission of a Disruption to Studies request will not be accepted. A zero grade will be applied.**
- Written assessment tasks submitted that are **under or over the word length by more than 15% will be penalised with a 10% deduction.** The marker will only read to the listed word limit, i.e. if the word limit is 1000 words they will stop reading at 1000 words (plus or minus up to 150 words).
- Written assessment tasks **submitted without proper referencing**, i.e. few or no page numbers or no bibliography, **will be marked according to the Macquarie University Plagiarism Policy and the schedule of penalties**, including one of the following: reduced mark for the assessment task; required resubmission with reduced maximum mark; issuance of a caution or an automatic fail.

## EXTENSION REQUEST PROCEDURE

The granting of extensions is subject to the University's Disruptions Policy: [http://mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://mq.edu.au/policy/docs/disruption_studies/policy.html).

### Disruption to Studies

If you require an extension, you will be required to submit a 'Disruption to Studies' Notification. Please follow the procedure below:

1. Visit <https://ask.mq.edu.au/account/forms/display/disruptions> and use your OneID to log in.
2. Select your unit code from the drop down list and fill in your relevant details. Note: A notification needs to be submitted for each unit you believe is affected by the disruption.
3. Click "Submit form".
4. Attach supporting documents by clicking 'Add a note/attachment', click 'browse' and navigating to the files you want to attach, then click 'submit note' to send your notification and supporting documents
5. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process.

Please ensure that supporting documentation is included with your request. Notify your lecturer via your iLearn dialogue box if you are submitting a 'Disruption to Studies' Notification. Your

request will be considered once all the documentation has been received. If you have issues, please contact your convenor via the dialogue tool immediately.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Online quiz</u></a>	25%	Weeks 2-12
<a href="#"><u>Student led discus. reflection</u></a>	15%	Week 5 onwards
<a href="#"><u>Visual description – 2D</u></a>	15%	Sunday of Week 6 @ 10pm
<a href="#"><u>Major research essay</u></a>	30%	Sunday of Week 8 @ 10pm
<a href="#"><u>Visual description - 3D</u></a>	15%	Sunday of Week 12 @ 10pm

### Online quiz

Due: **Weeks 2-12**

Weighting: **25%**

Answer a series of questions (e.g. multiple choice, true/false) on the required weekly readings. The quiz will go live at 6pm on the Friday one week prior to the class and close at 11.59pm on the Monday night before class in Weeks 2-12. You will not have access to the quiz after this time and you cannot take a 'make up' quiz later to catch up. **Complete the quiz using the iLearn quiz tool.**

On successful completion you will be able to:

- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
- Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;

### Student led discus. reflection

Due: **Week 5 onwards**

Weighting: **15%**

Each student will lead the discussion time in 1 tutorial (30 mins), which will be based on analysis of the lecture readings and content. Using peer evaluation responses, each student will prepare and submit on iLearn their planning notes and self-evaluation reflection of the discussion within 1 week.

On successful completion you will be able to:

- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

## Visual description – 2D

Due: **Sunday of Week 6 @ 10pm**

Weighting: **15%**

Based on the supplied readings and primary sources, undertake a visual description of style and form according to the relevant art historical conventions.

**Word length: 800 words. Submit via Turnitin.**

On successful completion you will be able to:

- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
- Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;

## Major research essay

Due: **Sunday of Week 8 @ 10pm**

Weighting: **30%**

Students will complete ONE (1) research essay. The question is listed on iLearn. Students will need to submit a self-evaluation using the marking rubric on iLearn.

**Word limit: 2,000 words. Submit via Turnitin.**

On successful completion you will be able to:

- Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;
- Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian art and present the information in a written and oral format;
- Interpret ancient Egyptian visual culture with appreciation and understand how the civilisation maintained its cultural identity, via artistic expression, throughout its long history;

## Visual description - 3D

Due: **Sunday of Week 12 @ 10pm**

Weighting: **15%**

Based on the supplied readings and primary sources, undertake a visual description of style and form according to the relevant art historical conventions.

**Word length: 800 words. Submit via Turnitin.**

On successful completion you will be able to:

- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
- Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;

## Delivery and Resources

### UNIT REQUIREMENTS AND EXPECTATIONS

**This unit is comprised of 2 key elements:**

1. 3 hours of **face to face instruction** (1-2 hour of lectures and 1 hour of student led discussion in tutorials);
  2. and **individual** study and participation.
- Students are expected to attend all classes, unless there are extenuating circumstances such as illness etc. A log will be taken to record attendance.
  - For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

iLearn will play a pivotal role throughout the session and it will be your central hub for information and instructions. Each week will be structured as follows:

#### BEFORE CLASS |

- Complete required **readings**.
- Complete an **online quiz** based on the required readings and prepare for the tutorial discussion.

#### DURING CLASS |

- Engage with your peers in **your assigned teams and participate in the weekly tutorial discussion/activities**.

#### AFTER CLASS |

- Write a short reflection in your **learning journal on iLearn** (time will be allocated at the end of class).

**Students must achieve an overall mark of 50% or above to complete this unit satisfactorily.**

### **REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS**

A list of the *Required Readings* will be provided on the unit's iLearn site each week. Some of the Required Readings will be from the textbook, while most will be available to download directly from the unit's iLearn site (additionally, some papers may also be available under Unit Readings).

#### **Required text:**

- Robins, G., *The Art of Ancient Egypt* (London: the British museum press, 2<sup>nd</sup> edition, 2008).

#### **Recommended texts:**

- Baines, J. 2007. *Visual and written culture in ancient Egypt*. Oxford: Oxford University Press.
- Baines J. and Malek, J., *Cultural Atlas of Ancient Egypt* (New York, 2000, rev. edition).
- Davies, W. V. (ed.) 2001. *Colour and painting in ancient Egypt*. London: British Museum.
- Frood, E., and McDonald, A (eds.) *Decorum and Experience: Essays in ancient culture for John Baines* (Oxford, 2013).
- Kemp, B.J., *Ancient Egypt. Anatomy of a Civilisation* (London, New York, 2<sup>nd</sup> ed. 2006).
- Lloyd, A. B. (ed.) *A Companion to Ancient Egypt*. 2 volumes (Chichester, 2010). [Full text available from Blackwell Reference Online - 2010 Collection](#) (access through MQ library catalogue)
- Schäfer, H., 1974. *Principles of Egyptian Art*. Oxford University Press.
- Shaw, I. (ed.), *The Oxford History of Ancient Egypt* (Oxford, 2003).
- Smith, W.S., *The Art and Architecture of Ancient Egypt* (revised edition, New Haven, 1998).
- Trigger, B. G. and Lloyd, A., Kemp, B., O'Connor, D., *Ancient Egypt: A social history* (Cambridge, 1983).
- Wendrich, W., (ed.) *Egyptian Archaeology* (Chichester, Malden, 2010).
- Wengrow, D. *The Archaeology of Early Egypt: Social Transformation in North-East Africa, 10,000 to 2650 BC* (Cambridge, 2006).
- Wilkinson, R.H. (ed.), *Egyptology Today* (Cambridge, New York, 2008).

These texts are available for purchase at the Co-Op bookstore. To arrange for texts to be sent to you please contact the Co-Op online at the following address <http://www.coop-bookshop.com.au>.



## UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

This unit will use iLearn: <https://ilearn.mq.edu.au/login/MQ/>

**IMPORTANT: All students are required to bring a device to class (mobile phones are not sufficient).** If you do not have access to a device, please contact the convenor.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff for any further, more specific requirements.

## Unit Schedule

### AHIS281 - Ancient Egyptian Art Weekly schedule

For a unit overview watch the unit welcome by the convenor, Dr Alex Woods. <https://www.youtube.com/embed/s0tNllyoZEr>

Week	Lecture	Tutorial	Assessment
1	Introduction to Egyptian Art	<b>NO TUTORIAL</b>	<ul style="list-style-type: none"> <li>Unit guide Online Quiz (not assessable)</li> </ul>
2	Decoding Egyptian Art: Principles and Decorum	Research Methods 1: <i>Methods of analysis and the state of Egyptian Art</i>	<ul style="list-style-type: none"> <li>Online quiz – Week 2</li> </ul>
3	Pre and Early Dynastic Period	Research Methods 2: <i>The Oxford Art online and UCLA Encyclopedia of Egyptology</i>	<ul style="list-style-type: none"> <li>Online quiz – Week 3</li> </ul>
4	Old Kingdom 1	Research Methods 3: <i>The Oxford Expedition to Egypt and Meketre Project database</i>	<ul style="list-style-type: none"> <li>Online quiz – Week 4</li> </ul>
5	Old Kingdom 2	Student Led Tutorial discussion	<ul style="list-style-type: none"> <li>Online quiz – Week 5</li> </ul>
6	First Intermediate Period – Middle Kingdom 1	Student Led Tutorial discussion	<ul style="list-style-type: none"> <li>Online quiz – Week 6</li> <li><b>Visual description – 2D (Sunday @ 10pm)</b></li> </ul>
7	First Intermediate Period – Middle Kingdom 2	Student Led Tutorial discussion	<ul style="list-style-type: none"> <li>Online quiz – Week 7</li> </ul>
<b>MID-SESSION BREAK</b>			
8	<b>NO CLASS</b>	<b>NO CLASS</b>	<ul style="list-style-type: none"> <li><b>Research Essay due (Sunday @ 10pm)</b></li> </ul>
9	Second Intermediate Period – New Kingdom 1	Student Led Tutorial discussion	<ul style="list-style-type: none"> <li>Online quiz – Week 9</li> </ul>

10	Second Intermediate Period – New Kingdom 2	Student Led Tutorial discussion	<ul style="list-style-type: none"> <li>• Online quiz – Week 10</li> </ul>
11	Third Intermediate Period – Late Period	Student Led Tutorial discussion	<ul style="list-style-type: none"> <li>• Online quiz – Week 11</li> </ul>
12	Graeco-Roman Period	Student Led Tutorial discussion	<ul style="list-style-type: none"> <li>• Online quiz – Week 12</li> <li>• <b>Visual description – 3D (Sunday @ 10pm)</b></li> </ul>
13	<b>CURATOR'S CHOICE EXHIBITION</b>	<b>NO TUTORIAL</b>	<ul style="list-style-type: none"> <li>• No Online quiz</li> </ul>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.m](#)

[mq.edu.au](http://mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
- Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to

art historical examination;

- Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian art and present the information in a written and oral format;
- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

### **Assessment tasks**

- Visual description – 2D
- Major research essay
- Visual description - 3D

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### **Learning outcome**

- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

### **Assessment tasks**

- Student led discus. reflection
- Major research essay

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### **Learning outcomes**

- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;

- Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;
- Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian art and present the information in a written and oral format;
- Interpret ancient Egyptian visual culture with appreciation and understand how the civilisation maintained its cultural identity, via artistic expression, throughout its long history;

## **Assessment tasks**

- Student led discus. reflection
- Visual description – 2D
- Major research essay
- Visual description - 3D

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
- Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;
- Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian art and present the information in a written and oral format;
- Interpret ancient Egyptian visual culture with appreciation and understand how the civilisation maintained its cultural identity, via artistic expression, throughout its long history;

## Assessment tasks

- Online quiz
- Visual description – 2D
- Major research essay
- Visual description - 3D

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
- Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;
- Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian art and present the information in a written and oral format;
- Interpret ancient Egyptian visual culture with appreciation and understand how the civilisation maintained its cultural identity, via artistic expression, throughout its long history;

## Assessment tasks

- Online quiz
- Visual description – 2D
- Major research essay
- Visual description - 3D

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
- Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;
- Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian art and present the information in a written and oral format;
- Interpret ancient Egyptian visual culture with appreciation and understand how the civilisation maintained its cultural identity, via artistic expression, throughout its long history;
- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

## Assessment tasks

- Online quiz
- Visual description – 2D
- Major research essay
- Visual description - 3D

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
- Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;
- Actively participate in group discussion; work with and respond to the views of Ancient

History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

### Assessment tasks

- Student led discus. reflection
- Visual description – 2D
- Major research essay
- Visual description - 3D

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcome

- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

### Assessment tasks

- Student led discus. reflection
- Major research essay

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcome

- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.



## Assessment task

- Student led discus. reflection

## Changes since First Published

Date	Description
03/08/2016	Update email address