

Revive, Contemplate, Integrate Lesson Plan

Your Name: William Hermann

Grade: 5th

School:

County: Baltimore City

Unit of Study: Our Artistic Heritage: Art Forms and Media (Art and Social Studies)

Lesson Title: Islamic Tile Design

Goal/Purpose: Students will understand Islamic design elements by drawing and creating a clay tile

Walters object: Islamic Tile. Can be found under [teachers.thewalters.org](http://teachers.thewalters.org/Math/Medieval%20Art) /Math/Medieval Art

<p>Arts Content Standard, Objective, Indicator: Visual Arts Content Standard 2.0 Historical, Cultural and Social Content Students will demonstrate an understanding of visual art as an essential aspect of human experience. Visual Arts Indicator 2. Explain how artworks reflect and influence belief, customs, and values of a society. Students will understand cultural aspects of Islamic culture by creating their own tile design. Visual Arts Objective(s) Students will understand aspects of Islamic culture by creating a drawing that simulates the route from their home to the school using the Islamic tile as a model. Students will create a ceramic tile using their drawing as model and incorporating Islamic motifs.</p>	<p>Other Subject Content Standard, Objective, Indicator:</p> <p>Students will understand aspects of Islamic culture by reading stories about the history of Islam, a child relating his experiences growing up in Islam and stories and poems about Islam. Students will understand the tile design of Mecca by drawing a map of a journey similar to that of Muslims to Mecca: of the route from their home to the school, to church, or a special journey. Students will find a journey that is important or special to them and draw a map of their journey. Students will compare and contrast the historical and cultural aspects of their religion and Muslim religion.</p>
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Connected Objective(s): Students will understand Islamic design by analyzing the “Mecca Tile” from the Walters Art Museum then creating a drawing of their own meaningful journey and transferring it to a clay tile.

Vocabulary:

Islam, Qur'an, Koran, Muslim, Mecca, Muhammad, Five Pillars of Islam, Hajj, Ka'ba, tile, clay, bisque, glaze, fire, green ware

Materials & Resources for the Class:*Books-*

“Eyewitness Books- Islam”, Wilkinson, Philip, DK Publishing, Inc., New York, NY, 2005.

“ Islam”, Wallace, Holly, Baron Educational Series, Inc., Hauppauge, NY, 2002.

“World Faiths- Islam”, Barnes, Trevor, Kingfisher Publications, Boston, 2005.

“Islamic Art and Culture, A Visual History”- Khalili, Nasser D., The Overlook Press, London & New York, 2005.

“The Story of Islam, A History of the World’s Most Misunderstood Faith”. ABC News, 1983. DVD

“ Muslim Child, Understanding Islam through Stories and Poems”, Khan, Rukhsana, Albert Whitman & Company, Morton Grove, Illinois, 2002.

” Islamic Arts”, Bloom, Jonathon and Blair, Shelia, Phaidon Press Ltd., London, 1998.

Materials & Resources for the Teacher:

Drawing paper, colored pencils, markers, watercolors, clay, clay tools, glazes
The Walters Arts Integration Site- Islamic Tile

Prior Knowledge:**Art form:**

Drawing- how to draw lines to connect to shapes. How to interpret a map and create(draw) with a legend box.

Painting- How to mix and use colors

Clay sculpture- how to draw with tools in clay to transfer a drawing. How to paint(glaze the tile using a brush

Content Area:

Fine Arts- An understanding of how Islamic design has influenced other cultures

History – Learning about the origins and rise of Islam religion

Social Studies- Learning about why Muslims and Islam religion is an important part of today’s political culture.

Religion- Learning about why Islam religion is an important and influential field of study.

Procedures:

1. Students will discuss their previous knowledge of Islamic history and customs. A pre-test will test students’ knowledge of the Islam religion.

2. Students will read the handout of Islamic Religion and participate in a discussion. A copy of either of the books-Islam by Holly Wallace or Muslim Child by Rukhsana Kahn for each student would be necessary for the students to read the text to gain a further understanding of Islam, especially a child's perspective.
3. Students will practice drawing of Islamic design patterns as shown in handouts.
4. A continuous showing of History of Islam film-ABC News- stopping at section of Mecca to discuss its importance and how it relates to the tile.
Optional (Speakers- student and mother who are Muslim) to explain Islamic custom and show clothing design examples.
5. Students will view the Walters Arts Integration site and examine the Islamic Tile. This can be found at www.thewalters.org/Education/Interactive Media/ Math/Medieval.
6. Students view a map of the surrounding area of the school and will then trace the route from their home to the school.
7. Students will then redraw their route including as many details (houses, trees, markers, vehicles, etc.) as they can remember. Students will work to complete a colorful detailed drawing.
8. Students will discuss the journey of Muslims to Mecca and its significance. Students will then brainstorm a significant journey of their own (to a church, to a relative, a vacation that has special importance. Students will work on completing an aerial drawing of this location. Students will write a brief statement of this location and why it has significance.
9. Students will transfer their drawing to a slab of clay 9" x 12". Students will use tools to create as much detail as they can.
10. The clay tiles will be fired to a bisque state.
11. Students will glaze the bisque tiles and they will be refired to a glaze state.

Students will keep a folder that will include:

1. Handouts that they will study and work from
2. "What is Islam" p. 8 & 9 from "Islam, Budi's Story. This handout provides answers to basic questions about Islam and Muslims
3. Pilgrimage- pg. 16 & 17 from Islam DK Eyewitness Books. This handout shows a large image of the Islamic Tile at the Walters with detailed explanations.
4. A larger b/w printout of the tile
5. A map of the school and the surrounding neighborhood- from Google Maps.
6. A map of GBMC hospital and surrounding area. Any map could substitute that shows an aerial view with a landscape legend.
7. A drawing of their selected important journey
8. A written explanation of their journey

Name _____

Title _____

I created this journey from _____ to _____ .

I/We go there because _____ .

This is an important journey for me and my family because _____.

The details in the picture represent _____.

Assessment:

Students will work complete to finish all three projects. The following rubric chart will be provided

Rubric:

Points: 3- excellent, 2- Good, 1-Poor

Organization:

3. Student attends 90 % of the classes and keeps folder with handouts and drawings complete
2. Student attends the majority of classes and keeps most of the file organized, but also completes all phases of the project
1. Student misses too many classes and fails to keep up with the pace of the class and misplaces items in the folder.

Completeness:

3. Student completes writing, drawing, and tile design and its components
2. Student partially completes drawing and completes tile design but little information.
1. Student fails to complete drawing and thus doesn't have the opportunity to work on a tile design

Originality

3. Student shows unusual amount of originality in drawing and design. Students explain how artworks reflect and influence belief, customs, and values of a society.
2. Student shows average amount of originality- repeat lines, shapes and colors shown in examples.
1. Student shows little to no originality and fails to complete work with any competence.

Closure:

Students will display drawings of maps to their site (school, church), clay tiles and written piece about what they learned about Muslim religion in an exhibit at the school.

Thoughtful Application: Understanding of the Muslim community and Islam religion

Lesson Extension: Comparison of Christian religion and Muslim religions in History class.

Writing a story or poem about Muslim religion

Interviewing members of their community who are Muslim

Visiting and reporting about a Mosque.

Political Science- writing about influence of Muslims in contemporary politics. Reporting on the prejudice of Muslims in this country, especially after 9-11.

Lesson Adaptations: precut patterns, predrawn patterns, help with drawing in clay and glazing.