



Islamic Name Art

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from Andrew Schafer Art EDU Islamic Lesson
Kaleidoscope Name Drawing
By Matt Smith

**Grade 2nd-6th
Social Studies/Art integration**

Objective: Students will find meaning in drawings through settings and other modes of learning. Students will understand and applying media, techniques, and processes and understand the visual arts in relation to history and cultures

**2nd – 6th Grade
Core Curriculum
Standard 1
Objective**

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Art Form

Standard 4 (Contextualizing):

The student will interpret and apply visual arts in relation to cultures, history, and all learning.

Objective

Compare the arts of different cultures to explore their similarities and diversities.

Materials:

- 12x12 piece of drawing paper
- Tracing Paper
- Markers/crayons/colored pencils
- Arabic alphabet
- Stiff cardboard 10x10
- Transfer paper
- Black slanted marker
- Glue
- Heavy duty foil (Reynolds foil best)
- Masking tape
- Black shoe polish in a bottle form or acrylic paint
- Fine sandpaper

Warm up/ Introduction:

What is the opposite of secular? (Words could include spiritual, holy, religious, etc.) They will then brainstorm by getting out their journals and write answers to the question, “How would you express through art holy, spiritual, religious?” After about five minutes they will share with the class partner what they wrote and brainstorm for more ideas. After about two minutes of this I will discuss with the

class as a whole what they found. Write those things on the board, for we can refer back to it as we talk of sacred meaning in Islamic art. This might be kind of hard for them to think of ways, but this will break the ice in thinking of the importance of creating meaning behind religious art, which is in essence the purpose of the lesson.

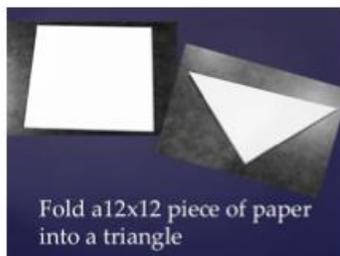
Discuss how religion is displayed in art and how the focus of the lesson will be on Islamic art. Talk about the history of Islamic art and show images of Islamic patterns. What is sacred about these patterns? Does it matter who made them? Why? Or why not? Where would this art be displayed? Why? (This discussion will be to help them understand the history and be able to apply the methodology behind this form of art making to their own art production in relation to Islam.)

Vocabulary/Definitions:

Word= a single distinct meaningful element of speech or writing, used with others (or sometimes alone) to form a sentence and typically shown with a space on either side when written or printed. A single distinct conceptual unit of language, comprising inflected and variant forms. (one's word) a person's account of the truth, esp. when it differs from that of another person, a message, news. Calligraphy
Decorative handwriting or handwritten lettering. An art of producing decorative handwriting or lettering with a pen or brush.

Tessellations- Cover (a plane surface) by repeated use of a single shape, without Gaps or overlapping.

Create: This is taken from a PowerPoint created by Camille Hone.



Connect:

- For Advanced Students: Feel free to introduce methods of shading, mixing colors, cutting out areas, collage, etc.
- Struggling Students: If struggling to make box letters have some pre-made, show them techniques of spacing out letters and then encompassing each letter to create box letters.

Math: This can be connected to geometry.

Social Studies: This could be connected with Islam and geography.