



## Islamic Name Art

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

### Social Studies Objective 2

Recognize and describe the contributions of different cultural groups in Utah and the nation.

- a. Identify various cultural groups within the state and the nation.
- b. Describe contributions of cultural groups to our state and nation.
- c. Explain ways American Indians and immigrants have shaped both Utah's and America's culture (e.g., names of places, food, customs, celebrations).

### Visual Art Standard 2.V.CR.2:

Experiment with various materials and tools to explore personal interest in a work of art or design.

### Visual Art Standard 2.V.CO.2:

Compare and contrast cultural uses of artwork from different times and places

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

### 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, so 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:

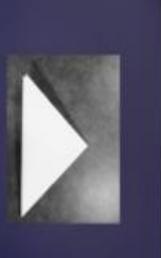
**Word**= a single distinct meaningful element of speech or writing, used with others (or sometimes alone) to form a sentence and typically shown with a space on either side when written or printed. A single distinct conceptual unit of language, comprising inflected and variant forms. (one's word) a 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.



Fold a 12x12 piece of paper into a triangle



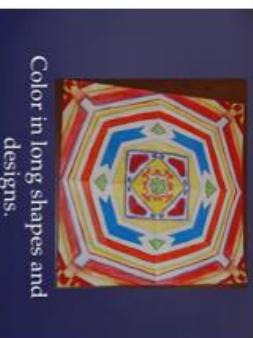
Fold into another triangle



Fold into a final triangle



Use tracing paper to cover the rest of the triangles with your name.



Color in long shapes and designs.

**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, or show them techniques of spacing out letters and than encompassing each letter to create box letters.
- Math: This can be connected to geometry.
- Social Studies: This could be connected with Islam and geography.