Residency Sample Lesson Plan

Directions: Complete this lesson plan for a sample student residency. Fill out all the areas that apply to your lesson.

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| **Teaching Artist Name** | **Amina Quraishi** |
| **Course Title** | Islamic Art: Geometric Art and Arabesque Art |
| **Course Type**  *(please check all that apply)* | * Cultural arts residency * Integrated arts residency Partnering Course: math/geometry.   ***(For integrated residencies only, name the***  ***partnering subject area, i.e. – language***  ***arts, math, science, social studies, etc.)*** |
| **`What grade(s) is the residency for?** | grades 5 - 12 |
| **Schedule Information** | 6-8 Number of sessions (6 – 8 total)  1-1.5 hours Length of each individual session  6-12 Total hours  I am flexible on the number of hours and sessions I offer based on what teachers are looking for. |

Course Description:

*[Share a 2-4 sentence description of the lesson plan summarizing what happens and the purpose of what is happening]*

*Islamic Art is a diverse artform that encompasses a large diversity of cultures and regions. The three main components of Islamic art are: Calligraphy, Geometric art, and Arabesque art (stylized vegetal, floral patterns). The focus in these sessions will be on geometric and Arabesque patterns. These patterns are drawn using a compass and ruler and follow a set of design rules. Topics of history, geography, architecture, and geometry will be touched upon In the process of learning geometric and Arabesque patterns.*

Materials & Space:

*[List art supplies and space requirements]*

* Compass
* Ruler
* Pencils
* Paper
* Tracing paper
* Watercolor paper
* Watercolor paints
* Brushes

Big Idea:

*[“Big Idea” refers to topics that matter in the classroom and beyond. A big idea will still matter 20 years from now. When developing a big idea ask questions like: What’s the point? Why am I doing this? What matters about this learning experience?]*

Islamic Art is a cultural artform which encompasses diverse cultures from the Middle East, Northern Africa, Central Asia, and South Asia. Art is a universal language and can be appreciated by all. By including diverse artforms in the School curriculum, students who are not familiar with or have not been exposed to these cultures can gain a better understanding and appreciation for the culture of their fellow peers who are from these parts of the world. For students who come from these parts of the world it’s a chance for them to feel represented and feel proud of their culture.

Lesson Objectives and Student Learning Assessment

*Provide* ***two*** *learning objectives and two assessments for your lesson plan. Be sure to include at least one* ***21st century learning skill in your objectives*** *(creative and critical thinking, communication, collaboration, persistence, and growth mindset). See* [glossary](http://www.creativeadvantageseattle.org/wp-content/uploads/2015/01/Glossary.pdf) *for more information on 21st century skills.*

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| Learning Objectives  *What I want my students to know and be able to do.*  *[This is the heart of teaching and learning. At the end of the day, “What do I want my students to understand? What do I want my students to be able to do?” Think backwards when planning.**Start with these questions and let them guide the learning objectives that will inform instructional choices and learning experiences for students.*  *Line up the “Student Learning Objectives” to the “Assessment Criteria” to create a one-to-one relationship that checks teaching and learning.* ***IF*** *I want my students to know...* ***THEN*** *what I will see and/or hear is...]* | Assessment Criteria  *What I will observe in my students – traits that can be seen and/or heard.*  *[The Assessment Criteria lists the traits that show if a student understands and can apply what is being taught – where they are on the path to learning.*  *Assessment Criteria is concrete for the instructor and student – it is observable through performance-based work and in written response to work e.g. reflections, graphic organizers, etc.*  *Assessment criteria and objectives are based on individual students. When looking for the traits that tell you what students know and can do, look at each student as an individual.]* |
| ***Example Objective:***  ***Communication*** *– Students will actively listen and observe others.* | ***Example Assessment:***  *Students will make direct and clear eye contact with partner; Wait for partner to finish before speaking; Take time reading and speaking to partner.* |
| **1.** Getting comfortable using a compass and ruler | **1.** Learn how to draw a circle, a shape with no edges or vertices is the starting point of creating an equal-sided polygon such as triangle, square, pentagon, hexagon, decagon, and dodecagon. |
| **2.** Learn to transform a geometric drawing into a unique work of art. | **2.** Students will take their completed geometric pattern and transfer the pattern to watercolor paper using a tracing paper transfer technique. They will plan and paint their patterns using different design elements of negative space, interlacing line and composition. |

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| **Vocabulary (optional):**  *[List the vocabulary that students learn and use in the lesson plan]* |
| *- Islamic art*  *- Arabesque art*  *- compass*  *- radius*  *- diameter*  *- tessellate*  *- pentagon*  *- hexagon*  *- octagon*  *- decagon*  *- dodecagon* |

Instructions:

*[Record the instruction flow – what happens, when, and why with as much detail as needed to deliver the lesson plan and make adjustments based on the students. Do this for just DAY 1.]*

Sample DAY 1:

* Opener

*[Include a way to enter into the learning – transitioning from classroom space to art space. Could be an introduction statement of what will happen that day, an exercise, a ritual to start class, writing warm-up, etc.]*

Today we are going to learn about Islamic Art, look at some historical examples of Islamic art in many different parts of the world, and also learn about the process of creating Islamic patterns. Over the next few sessions you will have the opportunity to draw and paint geometric and Arabesque patterns.

* Activity title and description

*[Write bullets or numbers for what will be taught. This is your starting place, as things can and will change in the moment]*

Learning Objective

* What defines Islamic art
* Brief history of Islamic art (geometric and arabesque art)
* Introduction to how geometric patterns are created with just a ruler and compass

Activities

* Short presentation with definition and example of Islamic art and architecture from historical examples around the world
* learn and practice using a compass to draw a circle
* Handout with activities to categorize geometric patterns into: four-fold, five-fold, and six-fold.
* Closer

*[A way to exit the learning plan for the day – transitioning from art space back into*

*classroom space. Could be a reflective check-in with students – verbal or written, a ritual to*

*end class, etc.]*

Thank you for your participation today in learning about geometric art. I hope you learned something new!

Remaining Sample Sessions:

*[Daily planning and notes about your class – adjust this section to reflect your timeframe, as necessary. For each session, write the daily goal of the day, and sample activities to support it.]*

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| **Day** | **Daily Goal** | **Supporting Activities** |
| 2 | 1. Divide a circle into 4 equal parts using a compass and ruler 2. Create a four-fold geometric pattern | * Follow step by step instructions with live demonstration on how to divide a circle into 4 equal parts using a compass and ruler * Using what was learned in previous activity, take the circle that is divided into 4 equal parts and make a geometric pattern following step by step instructions |
| 3 | 1. Introduction to design elements of color, negative space, interwoven lines which are used to transform geometric patterns into works of art | * Transfer pattern to watercolor paper and paint using at least two design elements learned |
| 4 | 1. Introduction to how Arabesque patterns are made 2. Learn the basic Arabesque elements of design and shapes | * Short presentation of historical examples of arabesque art * Handouts with activities to identify and draw simple arabesque shapes |
| 5 | 1. Draw an Arabesque pattern and paint/color | * Step by step instructions to draw and color arabesque pattern |
| 6 | 1. See how geometric patterns are being used today in textiles, art & architecture | * Short presentation going over contemporary and modern day uses of geometric and arabesque patterns * Activity on how students can use what they learned in the past 5 classes and apply it to modern and contemporary art. |