

AGA KHAN MUSEUM CURRICULUM PROJECT

THE DEPICTION OF NATURE IN ISLAMIC AND CANADIAN ART VISUAL ARTS UNIT PLAN GRADE 5

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These resources were prepared by teachers, for teachers in partnership with the Aga Khan Museum, the Ontario Ministry of Education, and the Ontario Art Education Association. These Curriculum-linked resources were inspired by the Museum's Permanent Collection. Object information and images courtesy of the Aga Khan Museum.

Lesson One – The Depiction of Nature in Islamic and Canadian Art

Connections to the Aga Khan

This lesson focuses on the depiction of plants used in the arts of Muslim societies.

Curriculum Expectations

Visual Arts - Overall Expectations:

Reflecting, Responding and Analysing

- D2. Apply the critical analysis process (see pages 23-28) to communicate feelings, ideas, and understanding in response to a variety of art works and art experiences;

Exploring Forms and Cultural Contexts

- D3. Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical context.

Visual Arts – Specific Expectations:

Reflecting, Responding and Analysing

- D2.2 Explain how the elements and principles of design are used in their own and others' art work to communicate meaning and understanding.

Exploring Forms and Cultural Contexts

- D3.2 Demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places

Learning Goals

At the end of this lesson, students will:

- Identify and demonstrate the elements and principles used in Islamic Art
- Analyze Islamic and Canadian Art and discuss the use of the different Elements and Principles of Design

Readiness and Prior Knowledge

- Have an understanding of the Elements and Principles of Design (Line, Shapes, Colour, Value, Space, Balance, Contrast and Repetition)
- Know how to use graphic organizers and use iPads
- Knowledge of various presentation technology platforms such as Prezi, Powtoons, Microsoft PowerPoint

Terminology

Elements of Design; Line, Shape (2D/3D), Value (tints/shades), Colour (Primary/Secondary), Space (Positive Space/Negative Space), Balance (Symmetrical/Asymmetrical), Contrast (Complementary Colours), Repetition (Pattern), Environment, Qur'an, Architecture, Calligraphy

Materials

- ladybug/projector
- BLM 1.1 Islamic Art Images
- BLM 1.2 Elements of Design
- BLM 1.3 Venn Diagram Islamic Art
- BLM 1.4 Co-Created Success Criteria
- BLM 1.5 Visual Art Vocabulary
- apps to share information; ex. Google Doc, Prezi, Powtoon, Microsoft PowerPoint (see Media Tutorials)
- computer and internet access

Minds On

Either Whole Class or Small Group ⇒ What Art Techniques do you see?

This can be done as a class or small groups, depending on your class and their learning styles.

Teacher will:

- Have images of plant-based art from the Aga Khan Museum displayed on the board or printed out (See BLM 1.1 Islamic Art Images).
- If doing the activity in small groups, come together as a class and discuss the different Elements of Design depicted in the arts of Muslim societies.

Please note:

- Point out that traditionally depictions of humans and animals had no place in art that is for religious purposes, for example in a mosque, but there are highly developed traditions of figurative art in the secular arts of Muslim societies. As a result, we often find that Islamic art portrays patterns that were either geometrical, floral or depictions of Arabic calligraphy.

Students will:


- Discuss the various art techniques seen in each image either as a full group or in small groups.
- Record the different elements and principles of design used in their assigned image of Islamic Art from the Aga Khan (see BLM 1.2 Elements of Design)
- Share their learning and discuss how the elements and/or principles of design were used in their art piece.

Connections

Guiding Questions:

- What type of designs do you see used in the artwork?
- What materials were used?
- What Elements of Design do you see? (Line? Shape? Colour? Texture?)
- What Principles of Design do you see used? (Emphasis and Contrast? Repetition and Rhythm? Variety? Proportion?)
- What don't you see in Islamic Art? What is missing?
- Did you notice any similarities/differences among the art pieces we viewed?

Assessment:

 Assessment for Learning (AforL)

Identify:

- Understanding of the Elements and Principles of Design
- Observation during student discussion and throughout lesson
- Understanding of why Islamic artists mostly depicted plants/shapes in their art

Differentiated Instruction:



- Assign a reduced number of elements and/or principles of design for student to review in their artwork.
- Allow student choice of elements that they would like to review.
- Provide students access to assistive technology, or a scribe as required by their IEP

Action!

Groups of 4 to 6 ⇒ Compare and Contrast: Plant Inspired Islamic and Canadian Art

Discuss how plants, flowers and shape played an important role in Islamic Art and how these can be seen in the structures, mosques and various art pieces (as viewed in BLM 1.1).

Teacher will then discuss how some Canadian Artists are also known for using nature in their art (i.e. Roadsworth, Norval Morrisseau, Emily Carr, Anne Mclellan, Simon Haiduk, Tom Thomson, Jess Riva Cooper, Dee Poisson).

Teacher will model with the class the Venn Diagram (BLM 1.3) using one of the Islamic art pieces (from BLM 1.1) and an image from one of the Canadian artists.

Students (individually or in a group) will then pick a Canadian Artist that uses plants and/or flowers in their art and conduct an inquiry about their life and how they used nature (similar to what they saw in Islamic Art) in their work.

Students will be asked to present their Artist to the class in a way that they feel is appropriate; such as a presentation, song, dramatic presentation, poem, etc.

Teacher:

- Group students based on their choice of Canadian Artist
- Provide students with a Venn Diagram (see BLM 1.3 Venn Diagram Islamic Art) to conduct their inquiry
- Provide students with access to BLM 1.1 for students to use for their comparison
- Co-create success criteria

Students:


- Use the Venn Diagram and ask questions to help them with their inquiry
- Investigate and record information their findings
- Use BLM 1.3 Venn Diagram
- Co-create success criteria (see BLM 1.4 Co-Created Success Criteria)

Connections

Guiding Questions:

- Are there similarities and differences between Islamic Art and those found used by their Canadian artist?
- What different Elements of Design are used by your Artist?
- What different Principles of Design are used by your Artist?
- How is nature depicted by your Canadian artist? In Islamic art?

Assessment:

 Assessment as Learning (AasL)

- Anecdotal notes of students learning during lesson (observations and conversations)
- Pedagogical documentation of student work and discussion using iPad, still photos and video

Differentiated Instruction:



- Provide access to technology (UDL)
- Opportunity for oral presentation (UDL)

- Direct support as needed/chunking/visual reminders/check for understanding
- Assistive technology/Scribe if required
- Groupings? Seating.
- Support for ESL-access to an app such as Google Translate

Consolidation

Groups of 4 to 6 ⇒ Presentation of Investigation

Students will present their findings in a way they feel is appropriate (PowerPoint, Prezi, Powtoon, a play, song or in a drawing/painting).

Each group will submit a summary of their findings including the name of their Artists and artworks and a comparison between the 2 pieces of art, including an analysis of 2-3 elements used in both.

Connections

Guiding Questions:

- How can you show your learning and teach your classmates about your Canadian artist?

Assessment:

AoL Assessment of Learning (AoL)

- Final product presentation of student meeting co-created success criteria
- Anecdotal notes of students learning during lesson (observations and conversations)

Differentiated Instruction:



- Allow students to use a computer and internet to work on their research and presentation of their learning
- Extended time and reduce questions
- Allow students to orally present their learning
- Provide students access to assistive technology, or a scribe as required by their IEP

Media Tutorials:

Microsoft Powerpoint Tutorial for Beginners [video file]. (2013, 17 July). Retrieved from <https://www.youtube.com/watch?v=kycCdi27Pno>

PowToon limited. (2017). *PowToon QuickStart Guide*. Retrieved from <https://www.powtoon.com/tutorials/>

Student Prezi Tutorial [video file]. (2013, 20 May). Retrieved from <https://www.youtube.com/watch?v=Mesd637Z1IE>

Resources:

Ontario Ministry of Education. (2009). *The Ontario curriculum grades 1-8: The arts*. Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>

The Aga Khan Museum. (2016). *Explore collection highlights*. Retrieved from <https://www.agakhanmuseum.org/collection/search-collection>

The Aga Khan Museum. (2015) *Learning at The Aga Khan Museum*. Free pdf download at <https://www.agakhanmuseum.org/learn/educators#teachers>

Lesson Two – Connections between Tessellations and Islamic Art

Connections to the Aga Khan

This lesson will address the connections between tessellations and the arts of Muslim societies found at the Aga Khan Museum.

Curriculum Expectations

Visual Arts - Overall Expectations:

Creating and Presenting

- D1. Apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

Reflecting, Responding and Analysing

- D2. Apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understanding in response to a variety of art works and art experiences;

Exploring Forms and Cultural Contexts

- D3. Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical context.

Visual Arts – Specific Expectations:

Creating and Presenting

- D1.3 Use elements of design in art works to communicate ideas, messages, and Understandings
- D1.4 Use a variety of materials, tools, and techniques to determine solutions to design challenges

Reflecting, Responding and Analysing

- D2.2 Explain how the elements and principles of design are used in their own and others' art work to communicate meaning and understanding.

Exploring Forms and Cultural Contexts

- D3.2 Demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places

Learning Goals

At the end of this lesson, students will:

- Be able to design a tessellation dish using transformations and repeating patterns on paper.
- Demonstrate an understanding of a variety of tessellations through their artwork.

Readiness and Prior Knowledge

- Students should be able to identify and create translations, reflections and rotations
- Students will make original tessellation designs and develop detailed drawings from them using their acquired knowledge of the Islamic art
- Students should be familiar with how to use a Frayer Model
- Students should now be familiar with the Elements and Principles of Design

Terminology

Geometric patterns, reflection, rotation, Islamic Art, tessellations, polygons, translation, transformation, Frayer Model

Materials

- Aga Khan Museum Website
- BLM 2.1 Islamic Art Images
- Markers
- Pencils

- Scissors
- Tape
- Mira
- Pattern blocks (visit <http://mason.gmu.edu/~mmankus/Handson/manipulatives.htm> to print out pattern blocks)
- Computer with internet (optional)
- Virtual manipulatives can be found at: <http://nlvm.usu.edu/en/nav/vlibrary.html>
- BLM 2.2 Tessellation Frayer Model
- BLM 2.3 Leaning Goals
- BLM 2.4 Transformation Plate Design
- BLM 2.5 Math Vocabulary

Minds On

Whole Class ⇒ **What Tessellations do you see?**

Teacher will open up resource document and have students look at Islamic art images from the Aga Khan Museum (BLM 2.1 Islamic Art images).

Teacher will:

- Ask the students to record what they see and how they were able to identify the different transformations.

Please note:

- Depictions of humans and animals have no place in art that is for religious purposes, for example in a mosque, but there are highly developed traditions of figurative art in the secular arts of Muslim societies. As a result, we often find that Islamic art portrays patterns that were either geometrical, floral or depictions of Arabic calligraphy.

Students will:

- Discuss similarities and differences within the art pieces.
- Record their observations (Ex. GoogleDoc (AasL), Excel, teacher record sheet)
- Submit the document to the teacher

Questions to prompt discussion:


- How do the images fit together?
- What do you see in the images that indicates that this is a tessellation? (Sample response: no repeating pattern; there are gaps; figures are overlapping)
- How are the plants arranged?

Submit the Connections

Guiding Questions:

- What stands out to you is the focal point and makes a strong statement for you when you look at these images?
- What type of geometric patterns do you recognize? (Ex. Repeating, reflection, etc.)
- What types of transformations can you identify? (Students should be able to identify geometric properties in Islamic Art)
- How might you create a work of Art similar or inspired by this? What steps would you need to take? (Students may also record their response)

Assessment:

 Assessment for Learning (AforL)

Identify:

- Think-Pair-Share
- Teacher observations, conversations, anecdotal notes
- Students will complete the Frayer Model (see BLM 2.5 Math Vocabulary) on tessellations (BLM 2.2 Tessellations Frayer Model) in their math journal. Ask them to explain why each picture is an example or a non-example of a tessellation. This will allow students to demonstrate their understanding of tessellations and allow for any misconceptions to be addressed.

Differentiated Instruction:



- Visuals
- Access to technology
- Printouts of images/pattern blocks
- Access to computer
- Partially completed Frayer model
- Oral response
- Print out of Math Vocabulary (BLM 2.5)

Action!

Individual ⇒ Design a Plate using Tessellations

The lesson will begin with the teacher identifying the learning goals with the students, which should then be posted in the classroom where students can readily access it (BLM 2.3)

Teacher:

- Continue to discuss Islamic Art and the presence of geometric properties (tessellations) by having students identify patterns? Refer back to Islamic art images from the Aga Khan Museum (see BLM 2.1 Islamic Art images).
- Instruct the students to create a ceramic plate design incorporating geometric transformations using shapes and patterns like those viewed in the Aga Khan Museum Powerpoint. (Students can also review images of Aga Khan Museum online or access the PowerPoint through the shared class Google Drive or Google Classroom).
- Ask students to think about what kind of transformations they like the best and what elements of design they will utilize in creating their ceramic plate design. (Teacher can demonstrate the activity using different tessellated patterns).
- Give each student a copy of BLM 2.4 Transformation Ceramic Plate Design and explain that they will be designing their ceramic plate using transformations to create new and interesting patterns.

Note – This would be a great time to plan an excursion to the Aga Khan museum and explore how mathematics and transformations are used throughout the entire site.

Students:

- Will create a plate design using what they have learned about tessellations in Islamic art and design using BLM 2.4 Transformation Plate.

Connections

Guiding Questions:

- How does your plate design show tessellations?
- How do we mathematically describe movement? (Possible responses: translations, reflections, rotation, symmetry)
- What steps did you use in order to create your design?

Assessment:

AaL Assessment as Learning (AasL)

- Student use co-created success criteria to create and describe their tessellations
- Anecdotal notes of students learning monitored during the lesson. You may also record student conversations using an app such as Evernote, SeeSaw, Notability or Adobe Voice.
- As the students work on their plate design, the teacher can circulate within the classroom where he/she can assess the students based on co-created success criteria and observe students to record their thinking and application of learning.
- Student's final product (artwork)

Differentiated Instruction:



- Provide access to a variety of investigational tools, including the pattern blocks and mira
- Assess to technology, as required
- Provide direct support during task, as needed
- Allow student(s) to create their dish design using pattern blocks and tracing
- Teacher can also visit website, www.tessellations.org to print out some examples of tessellations to give to students as a reference guide
- Teacher can provide student with partially completed plate
- Allow students to use simple shapes in their designs

Consolidation

Individual ⇒ Exit Ticket

Students will write a response to the following questions on a sticky note:

- Where else they have seen patterns in early Islamic Art?
- What did you learn today?
- Define what is a tessellation?
- What connections can you make to Canadian/Islamic Artists from lesson 1?

Connections

Guiding Questions:

- How can you show what you have learned?

Assessment:

AforL Assessment for learning (AforL)

- Teacher is looking for responses to connect math and Islamic Art through conversations, observations and product
- Whole class - Debrief student response
- Students knowledge of key concept
- Oral responses uploaded to iPad or written using an app such as Evernote, SeeSaw, Notability or Adobe Voice (see media resources and tutorials)
- Assessment of student learning is ongoing as teacher facilitates and assists students in their learning (monitoring process done while assisting students in their learning-omit)
- Allow students to share their design with the class and explain the use of tessellations

Differentiated Instruction:



- Teacher will provide students with prompts as students share their finished product
- Student can be given a sentence starter (ex. This design includes ____ rotations, ____ reflections and _____ rotations; In my design I can identify 2 different types of tessellations)
- Provide students access to assistive technology, or a scribe as required by their IEP
- Extended time and reduce questions

Media Resources and Tutorials:

Education tutorial: Creating stories with Adobe Voice; Lynda.com [video file]. (2014, 24 July).

Retrieved from

<https://www.youtube.com/watch?v=RpWnEshQR3w>

Alexander, Anson. (2015, 5 February). *Evernote tutorial 2015 – Quick start* [video file]. Retrieved from

<https://www.youtube.com/watch?v=fFFcOckQG-Q>

Mankus, Margo Lynn. (1998). *Hand made manipulative instructions*. Retrieved from

<http://mason.gmu.edu/~mmankus/Handson/manipulatives.htm>

Notability Tutorial [video file]. (2015, 17 July). Retrieved from

https://www.youtube.com/watch?v=Kbioy7P_rmE

SeeSaw – The Learning Journal Overview. Get started in 60 Seconds! [video file]. (2017, 21 February). Retrieved from

https://www.youtube.com/watch?v=Vd0EPXePyBo&list=PLb_IPS6CQsBXEFRgRoTv4_a26C4fhvN

Utah State University. (2017). *National library of virtual manipulatives*. Retrieved from

<http://nlvm.usu.edu/en/nav/vlibrary.html>

Resources:

Ontario Ministry of Education. (2009). *The Ontario curriculum grades 1-8: The arts*. Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>

Ontario Ministry of Education (2005). *The Ontario curriculum grades 1-8: Mathematics*. Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/elementary/math18curr.pdf>

The Aga Khan Museum. (2016). *Explore collection highlights*. Retrieved from

<https://www.agakhanmuseum.org/collection/search-collection>

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<https://www.agakhanmuseum.org/learn/educators#teachers>

Lesson Three – Islamic-Art Inspired Mosaic Tile

Connections to the Aga Khan

Make connections between the plants and/or flowers depicted in the arts of Muslim societies and the plants and/or flowers used in Canadian Art.

Understand how the use of the Principles of Design (rhythm, repetition and balance) and translations (rotation, reflection, symmetry and tessellations) are used in Islamic design to create intricate and appealing patterns.

Grade 5 / Visual Arts and Mathematics (elementary)

Curriculum Expectations

Visual Arts - Overall Expectations:

Creating and Presenting

- D1. Apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

Reflecting, Responding and Analysing

- D2. Apply the critical analysis process (see pages 23-28) to communicate feelings, ideas, and understanding in response to a variety of art works and art experiences;

Exploring Forms and Cultural Contexts

- D3. Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical context.

Visual Arts – Specific Expectations:

Creating and Presenting

- D1.1 Create two- and three-dimensional art works that express feeling and ideas inspired by the own and others' point of view
- D1.4 Use a variety of material, tools, and techniques to determine solutions to design challenges

Reflecting, Responding and Analysing

- D2.2 Explain how the elements and principles of design are used in their own and others' art work to communicate meaning and understanding.
- D2.4 Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art.

Exploring Forms and Cultural Contexts

- D3.2 Demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places

Mathematics - Overall Expectation:

Geometry and Spatial Sense

- Identify and describe the location of an object, using the cardinal directions, and translate two-dimensional shapes.

Mathematics – Specific Expectations:

Location and movement

- Create and analyse designs by translating and/or reflecting a shape, or shapes, using a variety of tools
- Identify, perform, and describe translations, using a variety of tools (e.g., geoboard, dot paper, computer program)

Learning Skills:

- Creative Thinking, Independent Work, Responsibility, and Initiative

Learning Goals

At the end of this lesson, students will be able to:

- Discuss and explain how the elements and principles of design are used in their final pattern.

- Discuss how translations and tessellations were used to create their final pattern.
- Discuss and explain how Islamic depictions of plants and flowers is similar or different to Canadian Art or Art from their culture.

Instructional Components and Context

Readiness Prior Knowledge

- Have an understanding of a variety of translations and reflections used to create patterns and/or designs
- Have an understanding of the elements and principles of design and how they are used.
- Have knowledge about several species of native plants and flowers found in a variety of regions in Canada.
- An understanding of procedural writing.

Terminology

shape, reflect, symmetry, rotate, tessellate, texture, contrast, complementary colours, pattern, rhythm, imprint, knead, roll out, glaze, kiln, bake

Materials

- BLM 3.1 Plant Collection
- iPads and/or cameras
- BLM 3.2 Islamic Art Images
- BLM 3.3 Examples of Tiles in Islamic Art
- BLM 3.4 Collagraph Example
- BLM 3.5 Tile Pattern
- BLM 3.6 Successes and Improvements
- Clay (precut into 12"x"12 squares); can be natural sculpting clay or air dry clay (see Media Tutorials for reference)
- Kiln, if using natural sculpting clay
- Cardboard (precut to 3"x3")
- variety of collagraph materials (yarn or string, fabric scraps, felt, beads, sequins, etc.)
- scissors
- white glue,
- BLM 3.7 Islamic Art Inspired Patterned Tile Rubric
- BLM 3.8 Co-Created Success Criteria
- BLM 3.9 Documentation of Tile Making Process
- BLM 3.10 Artist Statement

Minds On

- Connecting to prior learning and/or experiences
- Setting the context for learning
- Exploring Canadian plant and flowers

Group and Individual ⇒ **Nature Walk**

Teacher will:

- Discuss how different plants grow in different regions.
- Review the plants and/or flowers that grow naturally in their community, for example, Ontario trillium, water lilies, Prairie crocus, pickerel weed, etc.
- Lead a nature walk (either in the community or on the school grounds)
- Model how to use the Plant Collection sheet (BLM 3.1)
- Supply students with technology (ipads or cameras) to collect images of nature (if possible). Students can also draw the plants and flowers they find.

Students will:

- Explore nature to find and collect images or draw the plants and flowers they find on their Plant Collection sheet (BLM 3.1 Plant Collection). Alternatively, students could use an


- app, like PhotoCollage (see Media Tutorial), to collect their images and record their notes (write or video using an iPad).
- Use the images collected to experiment with pattern making using translations and the principles of design.

Connections

Guiding Questions:

- Why do some plants grow in Asian countries but not Canada?
- What type of plants and flowers do you think we will find around our school?
- Would we find different plants in another part of the country? Explain.
- How can we use nature as inspiration in our work? (guide students to think about how Islamic art and design has utilized nature)


Assessment:

 Assessment for learning

Identify:

- Anecdotal observations while on nature walk and during discussion.

Differentiated Instruction:

- 
- Provide students with technology to assist with note and image taking.
 - Allow students to record their notes orally or in a video.

Action!

Students will:

- Create their own design using Canadian and Islamic Artist inspiration from lesson one; Minds On – What art techniques do you see? and Action! – Compare and Contrast: Plant Inspired Islamic and Canadian Art.
- Create their own design using transformations and tessellations learned and experimented with during lesson two; Minds On – What tessellations do you see? and Action! – Design a plate using tessellations.
- Create their own design using images of plants and/or flowers collected from lesson three; Minds On - Nature Walk.

Pairs and Individual ⇒ Islamic-inspired Patterned Tiles

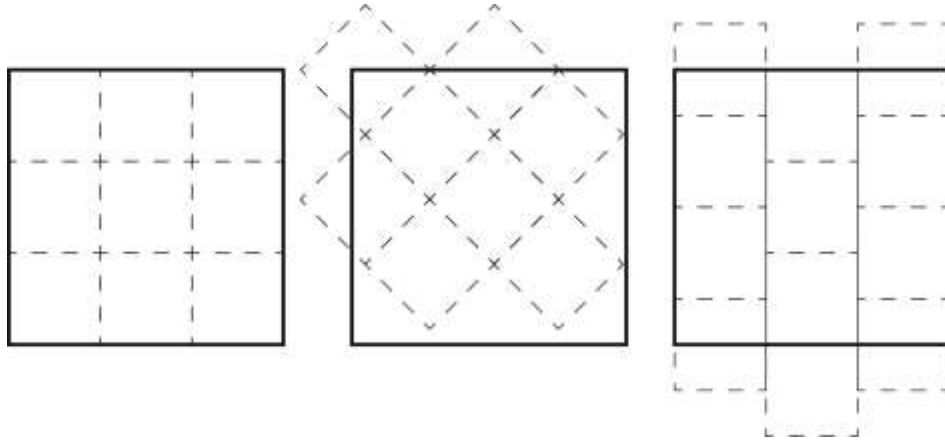
Teacher will:

- Show students photos of the tiles used in Islamic art. (see BLM 3.2 Islamic Art Images and/or BLM 3.3 Examples of Tiles in Islamic Art)
- Lead discussion about the tessellations and colour themes seen within the art/tiles
- Explain that they will be creating their own clay tiles using a pattern based on plants and flowers that they will stamp into their tile
- Show an example of a patterned collagraph that uses a variety of materials (see BLM 3.4 Collagraph Example)
- Ask students to point out the use of repetition, symmetry, translations, and tessellations, as well as, the principles of design previously reviewed
- Review success criteria for their pattern and ultimately their final tile (see BLM 3.7 Islamic Art Inspired Patterned Tile Rubric and BLM 3.8 Co-Created Success Criteria)
- Go through Peer Assessment sheet (see BLM 3.6 Successes and Improvements)
- Pair up students for peer assessment and pattern review

Students will:

- Draw out their pattern using images collected from their Nature Walk (see BLM 3.5 Tile Pattern)
- Participate in a peer assessment (see BLM 3.6 Successes and Improvements)

- Review their design and make changes
- Create a collagraph using a variety of materials
- Ensure to seal the final piece with a gloss medium or white/wood glue (slightly watered down) to harden the collagraph
- On 12"x12" tiles, students will use the dried collagraph design to create a pattern in the tile by impressing it into the wet clay. If using natural sculpting clay, using slightly leathered clay (clay that is still visually damp but has had a little time to dry out) for imprinting their collagraphs. Suggest that students create a grid, see examples below, for the design of their final tile.



- Paint or glaze their designs on the clay tiles. Suggest using complementary colours similar to how blues and oranges are often used together in some of the Islamic work reviewed.

Suggested – arrange all of the tiles together on a display board to create a mosaic of all the tiles.

Connections

Guiding Questions:

- What plants/flowers could we represent in our collagraph?
- Do you see any transformations/tessellations in the patterns?
- What elements or principles of design do you see in the image?
- What would you need to do to create a successful design?
- How many ways can we arrange the collagraph pattern on our tile?

Assessment:

A&L Assessment as Learning (AasL)

Identify:

- Students are able to create a collagraph using information from previously researched plants and flowers and translations/tessellations
- Peer assessment

Differentiated Instruction:

- Provide students access to assistive technology, or a scribe as required by their IEP
- Provide student with a printout of the grid options
- Extended time

Consolidation

Individual ⇒ **Artist Statement and Process Documentation**

Teacher will:


- Provide students with BLM 3.9 Documentation of Tile Making Process
- Give students access to iPads and/or cameras
- Review procedural writing structure with students
- Provide students with BLM 3.10 Artist Statement

Students will:

- Outline the process they used to create their tile (see BLM 3.9 Documentation of Tile Making Process)
- Use their Artist Statement Graphic Organizer (BLM 3.10 Artist Statement) to:
 - Reflect on how they were inspired by Islamic Art (plants and flowers)
 - Reflect on how they were inspired by Canadian natural elements in their design
 - Explain how they used translations in the creation of their design and pattern
 - Explain how they used the Elements and Principles of Design
 - Reflect on what their strengths were during this process, as well as, reflect on areas where growth is required

Connections


Assessment:

 Assessment of Learning (AofL)

Identify:

- Rubric that reflects co-created success criteria (see BLM 3.7 Islamic Art Inspired Patterned Tile Rubric)
- Documentation and procedural writing of Tile Making Process (see BLM 3.9 Documentation of Tile Making Process)
- Artist Statement (see BLM 3.10 Artist Statement)
- Anecdotal notes taken while students are working

Differentiated Instruction:

-  Provide students access to assistive technology, or a scribe as required by their IEP
- Student/Teacher conferencing
- Extended time and reduced questions

Media Tutorials:

Arnold, K. (2015). How to use Pic Collage App [video file]. Retrieved from https://www.youtube.com/watch?v=DdfKy7_rcyQ

How To Use Air Dry Clay – Fatema’s Art Show [video file]. (2015, December 30). Retrieved from: <https://www.youtube.com/watch?v=px5OT70fuAw>

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