

AGA KHAN MUSEUM CURRICULUM PROJECT

PATTERN AND LIGHT: CONTEMPORARY ISLAMIC DESIGN AND THE AGA KHAN MUSEUM VISUAL ARTS UNIT PLAN GRADE 9

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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.

Pattern and Light: Contemporary Islamic Design and the Aga Khan Museum

Visual Arts Unit Plan Grade 9

Connections to the Aga Khan

Context

The Aga Khan Museum brings together the designs of architects from Japan, India, and Lebanon and the Toronto firm of Moriyama & Teshima. The Museum is the first of its kind in North America that focuses on arts of Islam and its relationship to other traditions and cultures around the world. Three sections to the site: The Aga Khan Museum is located on a 6.8 hectare site on Wynford Drive in the northwest quadrant of the Don Valley and Eglinton Avenue area in Toronto. On the site there is also the Ismaili Center designed by the Indian architect Charles Correa and the park by the Beirut-based landscape architect Vladimir Djurovic. For the purpose of this unit, we will be focusing on the Aga Khan Museum. The architect of the Aga Khan Museum, Fumihiko Maki, worked in collaboration with His Highness the Aga Khan and came up with the theme of “light.” *In Wisdom Begin with Wonder: The Aga Khan Museum in Context*, Lusi Monreal explains the theme of light and its importance in the design of the museum:

The correspondence between the Aga Khan and the architect refers in the course of the design process to the Qur’anic “Chapter of Light” (Surat al-Nur) and shows that the Aga Khan wishes to emphasize a common denominator between the Muslim world and nations with other faiths. Light is a metaphorical concept shared by multiple faiths, from Islam to Christianity, from Zoroastrianism to Buddhism. The light that flows through Maki’s building, or that radiates from so many of the objects exhibited, is a metaphor of the understanding and tolerance the Museum aims to encourage. (Monreal, 2014,10)

The purpose of this unit is to examine the use of traditional and contemporary Islamic Design and to have students create their own architectural structure inspired by Contemporary Islamic Architectural design and the theme of light used in the Aga Khan Museum.

Summary

In this unit, students are introduced to Islamic Architecture and the Aga Khan Museum. Students will learn about traditional and contemporary elements and principles of Islamic design and they will discover the many architectural designs used as inspiration in the creation of the Museum. First, students will explore the important aspects of Islamic architectural design in relation to the Aga Khan Museum. Second, students will develop skills and greater understanding of their creative and critical analysis processes as they create their own vision board for a contemporary Islamic inspired architectural building. After the process stage, students will use Floor Planner or SketchUp to create 3 dimensional models of their previous vision board and finally students will create the models using balsa wood and other materials. Students will also determine an appropriate site for their architectural building.

The Arts Grade 9 and 10, 2010 Grade 9 AVI10

Curriculum Expectations

Overall and Specific Expectations

A. Creating and Presenting

A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;

1.2 use exploration/experimentation, reflection, and revision when producing a vision board and sculpture (e.g., *explore a variety of materials and/or techniques; reflect on the input of their peers; refine their design on the basis of useful feedback*) **Teacher prompt:** “What considerations might lead you to modify your original idea or plan when you are in the process of developing your architectural design?”

A1.3 document their use of the creative process in a portfolio (e.g., include thumbnail sketches of ideas and/or plans, vision board for the design of the architectural structure, and copies of their preliminary and final work to show evidence of revision and artistic growth), and refer to this portfolio to reflect on how effectively they have used the creative process **Teacher prompt:** “What evidence can be found in your portfolio of how the exploration and revision stages changed your original idea?”

A2. The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;

A2.2 apply elements and principles of design to create art works that communicate ideas and information (e.g., three-dimensional architectural model showing the elements and principles of Islamic architecture) **Teacher prompts:** “What is the function of your architectural structure? How might you use the elements and principles of design to showcase the importance of light that is shown in the Aga Khan museum?” “When designing your structure, how could you draw the viewer’s attention to specific details that reflect Islamic design?”

Overall Learning Goals

At the end of unit students will be able to:

- Demonstrate understanding of the elements and principles of design in the Aga Khan Museum and contemporary and traditional forms of Islamic Architecture
- Apply the Creative Process in the creation of a vision board, 2-dimensional computer model and 3-dimensional architectural model
- Optional: Document the Aga Khan and the elements and principles of design and photograph the areas that will be incorporated in their own design
- Demonstrate understanding of the necessity of design and how it impacts our daily lives (both function and aesthetics and the concept of light and the enlightenment)

Unit Title: Pattern and Light: Contemporary Islamic Design and the Aga Khan Museum

Lesson 1: Introduction to the Aga Khan Museum and Islamic Architecture

Instructional Components and Context

Readiness

What students need to know and be able to do in order to complete the lesson:

- Knowledge of the elements and principles of design would be an asset.

Lesson # 1: Introduction to the Aga Khan Museum and Islamic Architecture (70 minutes) whole class/group/ and individual

This lesson is designed to introduce students to the Aga Khan Museum and other forms of contemporary Islamic Architecture. Using the Critical Analysis Process, students critique several different architectural buildings that represent Islamic design and culture. Students will consider the elements and principles of design used and how the architecture reflects the culture. This lesson relates to the *Challenging and Inspiring* phase of the Creative Process. Through a Power Point presentation, as well as note-taking and reflections, students will become familiar with a variety of Contemporary Islamic Architectural inspired buildings.

Power Point presentation for this lesson is called *Aga Khan Grade 09 - Pattern and Light Contemporary Islamic Design and the Aga Khan Museum*.

Terminology

Qur'an

literally "recitation," the holy book of Islam, containing God's words as revealed in Arabic to Muhammad; the Qur'an contains 114 *suras*, or chapters

Materials

- Computer and projector access for internet connection and video

Introduction to the Aga Khan and Contemporary Islamic Architecture Power Point presentation (Teacher Resource)

Resources

Video: Exploring the Aga Khan Museum. If students are unable to go to the Museum, they can watch the video to get an idea of what the interior and exterior looks like.

<https://www.youtube.com/watch?v=bq2s-BTbfL8>

Aga Khan Museum - Moriyama & Teshima Architects. The architectural firm that was contracted to create the Aga Khan Museum.

<http://mtarch.com/projects/aga-khan-museum/>

Fumihiko Maki completes white granite museum for the Aga Khan Foundation. Students can read about the Museum and the architect Fumihiko Maki.

<https://www.dezeen.com/2014/09/15/aga-khan-museum-toronto-fumihiko-maki/>

Aga Khan Museum by Fumihiko Maki showcases Muslim heritage in Toronto. Students can read about the creation of the Museum and view photos of the gallery.

<http://www.designboom.com/architecture/aga-khan-museum-fumihiko-maki-toronto-09-15-2014/>

Building on faith: Inside Toronto's new Aga Khan Museum, designed by the world's leading architects. Students can read the article about the purpose and function of the Museum.

<http://www.theglobeandmail.com/life/home-and-garden/architecture/building-on-faith-inside-torontos-new-aga-khan-museum-designed-by-the-worlds-leading-architects/article19887289/>

The Museum and Site. Reference images of the Aga Khan Museum and the surrounding buildings. <https://www.agakhanmuseum.org/about/museum-and-site>

Islamic Treasure House: The Aga Khan Museum. Article about the Museum and how and why it was created.

<https://canadianart.ca/features/aga-khan-museum-islamic-treasure-house/>

Minds On

75-150 minutes

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Component I Initial Reaction

Prompt: Teacher will ask students to take notes on Contemporary Islamic Architecture and to considering the following questions:

- What is your first impression of the Aga Khan?
- What emotions does the gallery evoke?
- What puzzles you? What questions do you have?
- What connections can you make between this gallery and the other forms of Islamic architecture studied in class?

The teacher will share the **Power Point presentation: Introduction to the Aga Khan and Contemporary Islamic Architecture**. Teacher will then ask students to consider the images

seen in the Power Point presentation and to consider the purpose of the Aga Khan Museum.

Whole Class ⇒ **Guided Analysis** “**What is Contemporary Islamic Architecture?**”

Teacher guides students through the analysis of the Power Point presentation on the Aga Khan and Islamic Architecture.

Component II Challenging and Inspiring

Whole Class ⇒ **Guided Analysis** “**What is a mashrabiya? Why is it used in the Aga Khan?**”

Teacher guides students through the analysis of the power point presentation on the purpose of use of the mashrabiya.

Resources:

In pictures: Mashrabiya in contemporary architecture can be shown to students while teaching about Contemporary Islamic inspired architecture.

<http://www.designmena.com/portfolio/in-pictures-mashrabiya-in-contemporary-architecture>

Light Matters: Mashrabiya - Translating Tradition into Dynamic Facades. This article gives information about the importance of the mashrabiya in contemporary and traditional Islamic architectural designs.

<http://www.archdaily.com/510226/light-matters-mashrabiya-translating-tradition-into-dynamic-facades>

The Magic of the Mashrabiya. Article that describes the history and use of the mashrabiya.

http://archive.aramcoworld.com/issue/197404/the_magic_of_the_mashrabiya.htm

Mashrabiya. Pinterest board with images of traditional and contemporary Mashrabiya designs.

<https://www.pinterest.com/divyavenkat91/mashrabiya/>

Lesson Plan: Geometric Design in Islamic Art. Students will understand the role of geometric design in the art of the Islamic world and recognize ways in which the featured works of art exhibit repetition, symmetry, two-dimensionality, and an illusion of infinity.

<http://www.metmuseum.org/learn/educators/lesson-plans/geometric-design-in-islamic-art>

In pictures: Mashrabiya in contemporary architecture. Students will learn about the importance of the mashrabiya in Contemporary Islamic architectural design.

<http://www.designmena.com/portfolio/in-pictures-mashrabiya-in-contemporary-architecture>

Independent ⇒ **Exit Slip** Teacher will distribute **BLM #1 Exit Slip: Pattern and Light in the Aga Khan and in Contemporary Islamic Architecture**. Teacher will ask students to explain the importance of the mashrabiya in Islamic Architecture. Students will also be asked to explain the use of light as a theme for the building of the museum.

Connections

30 minutes

Guiding Questions:

Analysis and Interpretation

- What are some examples of elements and principles of design being used in the Aga Khan Museum?
- How are the elements and/or principles organized, combined, or arranged in this work by the architect?

Consideration of Cultural Context


- What cultural movements, events, and/or traditions may have influenced the architect?
- What message or meaning do you think the architect conveys with his use of light? How does this view match or contrast with your own view of the world?

- How is mashrabiya used in personal and private domains?

Expression of Aesthetic Judgment

- How effectively does the architect select and combine elements to achieve the gallery setting?

Assessment:

 **A_{FL}** Assessment for learning

The Teacher will formally assess of the creative process and the completed model.

- Brainstorming
Lesson 1: **BLM #8: Architecture Model Rubric**

 **A_{AL}** Assessment as learning

Students will perform self-reflections and self-assessments of their progress through the creative process.

- Group Discussion

 **A_{OL}** Assessment of learning


Throughout the unit the teacher will use various diagnostics, including checklists, observations and discussions to assess how much students know about Islamic Architecture.

- Exit Slips
Lesson 1: **BLM #1: Exit Slip: Pattern and Light in the Aga Khan and in Contemporary Islamic Architecture**

Identify:

- what will be assessed
- an appropriate assessment strategy
- an appropriate assessment tool

Differentiated Instruction:

 Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning

Content:

- Students could research different contemporary buildings that incorporate Islamic Design.

Process:

- Invite an architect who can speak to the creative process and planning and development of a building.

Product:

- Teacher could write a short quiz, with key concepts, and have students demonstrate what they have learned from the presentation they viewed in class.
- Students could conduct their own research on traditional representations of mashrabiya patterns and compare and contrast the patterns with Contemporary mashrabiya designs.

Action! 30 minutes

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided > independent)

Small Group Activity ⇒

Divide students into collaborative groups of 3 to 5 students

Each small group will receive an envelope with images from the Aga Khan museum and other buildings that inspired its design. The group will have to take the images and create a collage explaining how and why the image relates to the theme of light, pattern and design.

Consolidation 15 minutes

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

Class Discussion ⇒

Students share their chart with table mates and the class, demonstrating an ability to explain their choices in terms of which images were selected for the collage, how Islamic design is used and what features they found the most interesting and would be interested in using in their own design.

Next lesson connection:

After completing this lesson, students will be ready to begin the culminating tasks of creating a vision board and a three-dimensional architectural building that incorporates the use of light, pattern and Islamic design.

Unit Title: Pattern and Light: Contemporary Islamic Design and the Aga Khan Museum

Lesson 2: Vision Boards for Contemporary Islamic Design

Instructional Components and Context

Readiness

What students need to know and be able to do in order to complete the lesson:

- Computer search and keyboarding skills will be an asset when researching Islamic architecture and while creating the vision board in Google slides or on Photoshop.

Lesson #2: Vision Boards (2 to 4- 70 minute periods)

Students will be asked to collect images from various outlets to create a vision board to design their own Islamic architectural structure. They will be introduced to how to create a vision board and how to begin the process in their sketchbooks. Students will use their sketchbook, Pinterest or Photoshop to explore and piece together images that will inspire their own design. This lesson relates to the *Imaging and Generating* phase of the Creative Process. Students work with their collection of images to begin to create their vision boards. Students explore various elements and principles of design and begin thinking about how they are going to incorporate these elements and principles in their designs. Students will study options for the layout of their design and their final architectural model. They will then arrange a vision board to present to their peers that explains the form and function of their design. This lesson relates to the *Planning and Focusing*, and *Exploring and Experimenting* phases of the Creative Process.

Prior to this lesson or throughout the duration of these lessons it would be an excellent idea, if possible, to have students go for a tour of the Aga Khan Museum. Please note there are tours at the Museum that focus strictly on the architecture of the building. While students are in the gallery they can take photos of the architectural design which could be used to help inspire their own design.

Materials

- Computer and projector access for internet connection and video
- Foam boards
- Scissors
- Glue sticks
- Printer
- **BLM #3: Vision Board Rubric**

Resources

<https://www.pinterest.com/explore/architecture-presentation-board/> Architecture Presentation Board

Minds On 75 minutes

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Prompt: Teacher will explain what a vision board is and how it is used in helping to design the interiors and exteriors of their own Contemporary Islamic inspired architectural building.

Whole Class ⇒ **Introduce the topic and Brainstorming**

Tell students that they are going to create a final architectural model inspired by the Aga Khan Museum and Contemporary Islamic Architectural designs. Their model should showcase the importance placed on light and the elements and principles of design. Hand out resources to students to assist them with brainstorming.

Whole Class ⇒ **Guided Analysis “What is a vision board?”**

Teacher guides students through the process of creating a vision board using prompts from the Critical Analysis Process.

- What is the purpose of a vision board?
- How does it help structure the form and function of your architectural design?
- What ways to do think the vision board helps with artistic intention?

Small Groups ⇒ **Think-Pair-Share**

Students will look through various resources and think to themselves of possible designs for their building. They will begin to sketch ideas in their sketchbook. Have students discuss their possible ideas for their structure in pairs.

Whole Class ⇒ **Group Discussion**

Students can share their own perspectives of concept of light and architecture. Teacher will ask students to share what they have written in their journals, recording common themes, reflections, and questions on the board.

Connections

Guiding Questions:

- How have you used the stages of the creative process to inform your architectural design?
- What elements and principles did you choose to incorporate from the Aga Khan Museum?
- What is the relationship between the form and function of your design?
- How is the importance of light and pattern reflected in your designs?

Assessment:

A_{for}L Assessment for learning

The Teacher will formally assess the creative process and the completed model.

- Brainstorming

BLM #3: Vision Board Rubric

BLM #4 Presenting Your Artwork Peer Evaluation of Architectural Model

A_{as}L Assessment as learning

Students will perform self-reflections and self-assessments of their progress through the creative process. Students will hand in their Learning Contract. While students are listening to their peer's description of their architectural structure and completing the peer assessment the teacher should be circulating the class and making sure that students are expressing their thoughts.

- Group Discussion

BLM #5: Learning Contract

AOL Assessment of learning

Throughout the unit the teacher will use various diagnostics, including checklists, observations and discussions to assess how much students have learned about Contemporary Islamic Architecture. The teacher will provide oral feedback on the students' choices while they are creating their vision boards.

Identify:

- what will be assessed
- an appropriate assessment strategy
- an appropriate assessment tool

Differentiated Instruction:



Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning

Content:

• Students could research various ancient Islamic Architectural buildings and compare some of the elements and principles of design with Contemporary Islamic Architecture.

Process:

- Invite an architect or student studying to be an architect to speak to the students about the profession.
- Scaffolding
 1. Student creates a vision board independently by using classroom exemplar as a way in which to complete the task.
 2. Student collects some of the images for their vision board, but the teacher also supplies resources and folders on Pinterest for the student to use.
 3. Teacher provides the student with a selection of images on Pinterest and students use those images to create their vision board.

For students who are really struggling with the form and function of their building, the teacher should prepare some ideas ahead of time, along with a selection of examples from which the student can choose.

Product:

• Students final vision boards will vary in depth of information and explanation of content depending on each individual student. The vision boards could be placed on display in the hallway for all students to see.

Action!

150-200 minutes

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided > independent)

-Creating a Vision Board-

- Guide students in consolidating their ideas for their structure into a specific design. Use some examples of images **BLM #8 Architecture Model Rubric** to guide students in coming up with a succinct statement about the form and function of their structure. Students write a single sentence stating the function of their architectural design. The purpose of the building could be: residential, commercial, educational, sport facility etc. Reiterate the purpose of the Aga Khan Museum from the Power Point presentation.
- Students will spend time finding images that relate to Contemporary Islamic Design. The images will be used in the creation of their vision boards.
- Assemble photos on a board in Pinterest or Photoshop all the images on one document, students can either print and place on board or LCD projection screen.

- Students will fill out the **BLM #5 Learning Contract** which clarifies the assignment and focuses students learning.
- Collect all student statements who are having difficulty determining the form and function of their building. Have one-on-one conferences with them to help them establish an idea.

Consolidation 40-60 minutes

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

As students near the end of completing their vision boards, a gallery showing should be arranged. Students should be prepared to showcase their vision boards to their peers. They can print out their images and display them on a board or their sketchbook, they showcase their images in a Pinterest folder on the LCD projection screen or they can cut and paste their images into Photoshop and project the collage.

Whole Class ⇒ Class Critique

Students will have a gallery walk in the class where their sketchbooks, vision boards or displays are showcased to their peers. Individual students will meet with the teacher to discuss their layout and design. Students will perform peer assessments and provide constructive feedback using the **BLM #4: Presenting Your Artwork Peer Evaluation of Architectural Model**. This lesson relates to the *Planning and Focusing* phase of the Creative Process.

Next Lesson Connection:

After completing this lesson, students will be ready to begin the culminating task of designing their architectural structure using technology. Students will work on creating a three-dimensional model and will showcase their models during a class critique.

Unit Title: Pattern and Light: Contemporary Islamic Design and the Aga Khan Museum

Lesson #3: Introduction to Floor Planner and Contemporary Islamic Design

Instructional Components and Context

Readiness

What students need to know and be able to do in order to complete the lesson:

- Computer skills will be an asset when creating 2-dimensional model of building on Floor Planner.

Lesson #3 Introduction to Floor Planner and Model Design Building (4 to 6- 70 minute periods) Completion of Model and Individual Reflection

Students will be introduced to how to build a 2-dimensional structure in Floor Planner or SketchUp. Both Floor Planner and SketchUp are interior design software used to design any form of structure. Students will use Floor Planner or Sketch Up to create the interior and exterior of their structure. This lesson brings together multiple phases of the Creative Process as students work through creating their design. After students have completed their design in Floor Planner or SketchUp they will print off the structure and create a 3-dimensional model. Students will begin to create their 3-dimensional model using balsa wood, glue guns, and exacto knives. They will use the *Exploring and Experimenting*, *Producing Preliminary Work*, and *Revising and Refining* phases of the Creative Process. After students have completed building their structural design they will have to write an artist statement and reflection (**BLM #7: Artist Statement Questions with Rubric**). Students will write an artist statement reflecting on how their Creative Process unfolded and if they think their model meets the requirements outlined in the assignment. Does the model show the elements and principles of Islamic Architecture? They will also showcase their model in a peer critique discussion. The final lesson will allow students to complete the final phases of the

Creative Process, using the *Presenting and Sharing* and *Reflecting and Evaluating* phases of the Creative Process.

Materials

- Balsa wood, exacto knives, glue guns, glue sticks, cutting boards
- Writing supplies: students can write with pen and paper or on computers/tablets.
- Whiteboard/Whiteboard Markers, Smartboard, Chalk and Chalkboard or Chart Paper and Markers to record students' responses.

Resources

Floor Planner is both 2D and 3D modelling software that can be downloaded for free to create floor plans for structures. <https://www.floorplanner.com>

SketchUp is 3D modeling software that's easy to learn and fun to use. SketchUP can be downloaded for free to create a 3D structure. <http://www.sketchup.com>

Minds On 150-250 minutes

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Whole Class ⇒ **Introduce the topic and Brainstorming**

Tell students that they are going to create a final architectural model inspired by the Aga Khan Museum and Islamic Architectural designs. Their model should showcase the importance placed on light and pattern and the elements and principles of design.

Hand out resources to students to assist them with brainstorming. Encourage students to use their vision boards for inspiration.

Whole Class ⇒ **Guided use of how to use the Floor planner program or SketchUp (please note that Floor Planner is easier to use than SketchUp)**

Teacher guides students through the process of creating an architectural structure using Floor Planner.

- How are students going to use their vision boards to help create their architectural structure in Floor Planner or SketchUp?
- What ways to do you think the vision board helps with artistic intentions?

Small Groups ⇒ **Think-Pair-Share**

Students will look through various resources and think to themselves of possible designs for their building. They will begin to sketch ideas in their sketchbook, Sketch Up or Floor Planner. Have students discuss their possible ideas for the structure in pairs.

Whole Class ⇒ **Group Discussion**

The teacher can use the following quote to support a discussion about the importance light plays in Islamic Architecture.

The correspondence between the Aga Khan and the architect refers in the course of the design process to the Qur'anic "Chapter of Light" (Surat al-Nur) and shows that the Aga Khan wishes to emphasize a common denominator between the Muslim world and nations with other faiths. Light is a metaphorical concept shared by multiple faiths, from Islam to Christianity, from Zoroastrianism to Buddhism. The light that flows through Maki's building, or that radiates from so many of the objects exhibited, is a metaphor of the understanding and tolerance the Museum aims to encourage. (Monreal, 2014,10)


Students can share their own perspectives of concept of light and architecture. Teacher will ask students to share what they have written in their journals, recording common themes, reflections, and questions on the board.

Connections

Guiding Questions: Ongoing Reflection for 3-D model building

- In what ways do you feel your work is successful?
- In what ways would you change the work to improve it?
- How did your work affect the audience? Was it the way you intended?
- How would you alter this work for a different audience, or to send a different message?

Assessment:

 Assessment for learning

Students submit their Artist's Statement and completed 3-D model.

BLM #7: Artist Statement Questions with Rubric

BLM #8: Architecture Model Rubric

 Assessment as learning

Students listen to their peer's explaining their artistic intention for the creation of their architectural design and their fill out a peer assessment. The teacher circulates the class to make sure students are on task and filling out the peer evaluation documents.

- Small Group Discussions

BLM #4: Presenting Your Artwork Peer Evaluation of Architectural Model


 Assessment of learning

Throughout the unit the teacher will use various diagnostics, including checklists, observations and discussions to assess how much students know about the Islamic Architecture.

Identify:

- what will be assessed
- an appropriate assessment strategy
- an appropriate assessment tool

Differentiated Instruction:

 Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning

Content:

- Field trip to the Aga Khan Museum or video viewing can be experienced.

Process:

- Teacher may direct students to work with a partner, some students may require assistance and may learn more from a peer. Teacher can also guide students to select simple designs that can be easily constructed.

Product:

- For the reflection, students can audio or video record their reflection in lieu of writing.

Action!

75 minutes

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided > independent)

Small Group Presentations⇒ Model Reveals

Divide the class into small groups of four or five. Each student will take a turn presenting their model and answering questions as peers evaluate their work. (**BLM #4: Presenting Your Artwork Peer Evaluation of Architectural Model**)

Each student completes a copy of the peer evaluation for each member of the group.

Consolidation

75 minutes

- Providing opportunities for consolidation and reflection

- Helping students demonstrate what they have learned

***Whole Group Discussion* ⇒ Artist Statement**

Discuss the requirements of a well written Artist's Statement. The statement should provide insight into the artist's work and the intention of the artwork. The artist statement is written in first person and uses simple, straightforward language this is easy to understand. The teacher will read some examples of Artist's Statements and show the work to which they refer. **BLM #7:Artist Statement Questions with Rubric**

***Individual* ⇒ Artist Statement**

Students write an artist statement for their Contemporary Islamic Architectural Inspired Design.

- In what ways do you feel your work is successful?
- In what ways would you change the work to improve it?
- How did your work affect the audience? Was it the way you intended?
- How would you alter this work for a different audience, or to send a different message?

Next lesson connection:

This is the end of the Unit, ask students where they think their vision boards and 3-D models should be displayed to make the most impact.