

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

**Black Line Masters included:**

**BLM #1: Exit Slip: Pattern and Light in the Aga Khan and in Contemporary Islamic Architecture (Student Resource)**

**BLM #2 Guiding Questions in the Critical Analysis Process**

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**BLM #1: Exit Slip: Pattern and Light in the Aga Khan and in Contemporary Islamic Architecture (Student Resource)**

**Exit Card**

Please fill in the following and submit to your teacher before you leave the class.

Name: \_\_\_\_\_

Exit Card			
List four elements of design that can be found in the Aga Khan Museum.			
Write a single sentence that describes the purpose of the mashrabiya as you understand it.			

**Mashrabiya:** the Arabic term given to a type of projecting oriel window enclosed with carved wood latticework located on the second story of a building or higher, often lined with stained glass.

## BLM #2 Guiding Questions in the Critical Analysis Process

STAGE OF THE PROCESS	SAMPLE GUIDING QUESTIONS
<i>Initial Reaction</i>	What is your first impression of the gallery? 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?
<i>Analysis and Interpretation</i>	What elements and principles are used in the architecture of the gallery? How are the elements and/or principles organized, combined, or arranged in this work by the architect? What message or meaning do you think the architect conveys with the use of light? How does this view match or contrast with your own view of the world?
<i>Consideration of Cultural Context</i>	What social, political, and historical events influenced the architect in the building of the Aga Khan museum? What cultural movements, events, and/or traditions may have influenced the architect?
<i>Expression of Aesthetic Judgment</i>	How effectively does the architect select and combine elements to achieve the gallery setting? What does not work in the gallery, and why?
<i>Ongoing Reflection For 3-D model building</i>	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?

Based on:

Ontario Ministry of Education. (2010). *The Ontario curriculum grades 9 – 10, the arts*. pp 18 -19.

Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf>

### BLM #3 VISION BOARD RUBRIC

Name:

Date:

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge and understanding				
<i>Knowledge and understanding of</i>	Demonstrates limited knowledge and understanding of the purpose and intent of the vision board for the architectural structure	Demonstrates some knowledge and understanding of the purpose and intent of the vision board for the architectural structure	Demonstrates considerable knowledge and understanding of the purpose and intent of the vision board for the architectural structure	Demonstrates a high level of knowledge and understanding of the purpose and intent of the vision board for the architectural structure
Thinking				
<i>Making connections between concepts, ideas, the creative process, and the artwork</i>	Makes limited connections between concepts, ideas, the creative process, and the artwork	Makes some clear connections between concepts, ideas, the creative process, and the artwork	Makes strong and consistent connections between concepts, ideas, the creative process, and the artwork	Makes strong, consistent, and detailed connections between concepts, ideas, the creative process, and the artwork
Communication				
<i>Communicating identity and personal meaning through media</i>	Communicates limited identity and personal meaning through media	Communicates some identity and personal meaning through media	Communicates strong identity and personal meaning through media	Communicates strong and insightful identity and personal meaning through media

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<i>Expressing ideas about meaning, process, and art concepts and terminology</i>	Expresses limited ideas about meaning, process, and art concepts and terminology	Expresses some ideas about meaning, process, and art concepts and terminology	Expresses many ideas about meaning, process, and art concepts and terminology	Expresses multiple and sophisticated ideas about meaning, process, and art concepts and terminology
Application				
<i>Applying knowledge, understanding, and skills to the content and design of artwork</i>	Applies limited knowledge, understanding, and skills to the content and design of artwork	Applies some knowledge, understanding, and skills to the content and design of artwork	Applies considerable knowledge, understanding, and skills to the content and design of artwork	Applies a high level of knowledge, understanding, and skills to the content and design of artwork
<i>Making connections between ideas, processes, and artwork</i>	Makes few meaningful connections between ideas, process, and artwork	Makes some meaningful connections between ideas, process, and artwork	Makes many meaningful connections between ideas, process, and artwork	Makes multiple meaningful connections between ideas, process, and artwork

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

The following is a list of instructions or questions your presentation should address.

### Description

Describe the form and function of your architectural structure.

### Analysis

Discuss the elements and principles of design and how you incorporated the use of light and mashribiya.

### Interpretation

Discuss the choices you made in selecting the design or the interior and exterior of the building. What do what the viewer of the building to take away from the structure?

Name \_\_\_\_\_ Peer Evaluator's Name: \_\_\_\_\_

5= Superior 4= Above Average 3= Average 2= Below Average 1= Weak

Content	1.	2.	3.	4.	5.
Description					
Analysis					
Interpretation					

Presentation Skills	1.	2.	3.	4.	5.
Did the presenter speak clearly about their architectural structures?					
Did the presenter show their vision board and structure during the presentation?					
Was the presenter's voice clear?					

## **BLM #5 Learning Contract**

**NAME:** \_\_\_\_\_

Use a single and concise sentence to explain the form and function of your architectural structure:

### **Non-negotiable**

- Use the concepts of light and pattern to design your architectural structure
- Create a Vision Board
- Create a computer graphic model of your architectural structure using Floor Planner or SketchUp
- Create a 3-D model of your architectural structure using balsa wood

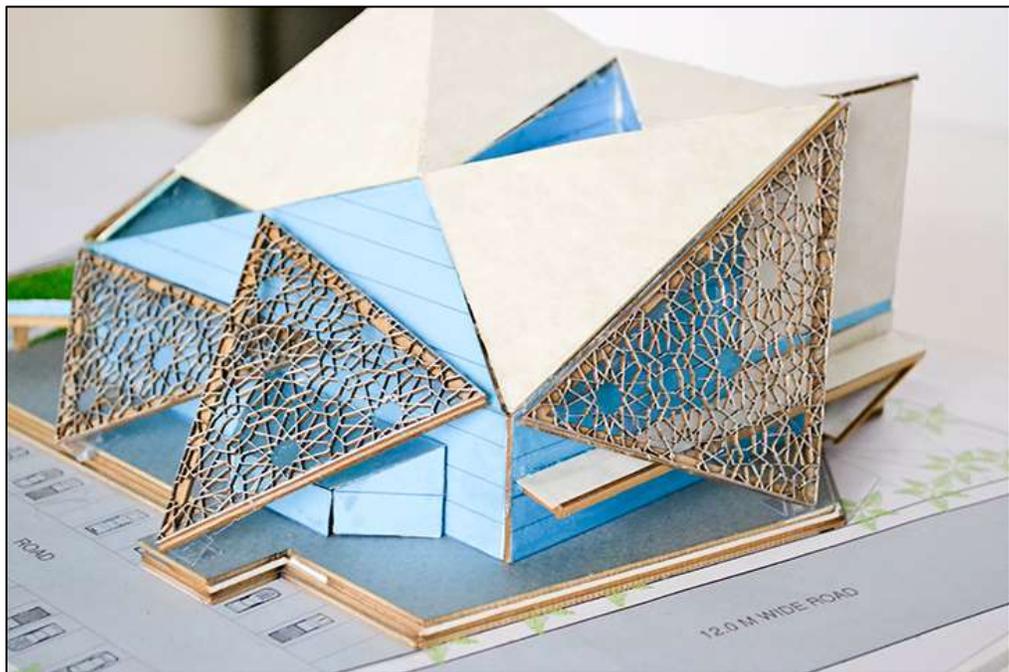
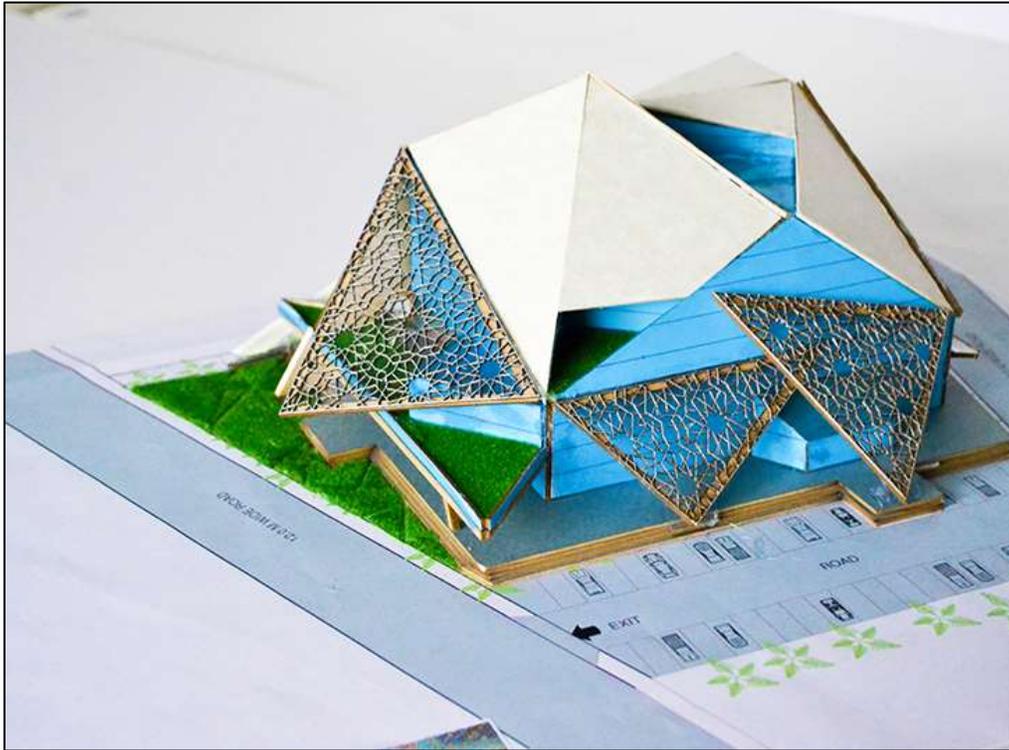
### **Negotiable**

- Use Photoshop, Pinterest, or cut and paste collage to build a Vision Board
- Use Floor Planner or SketchUp to create a model of your structure

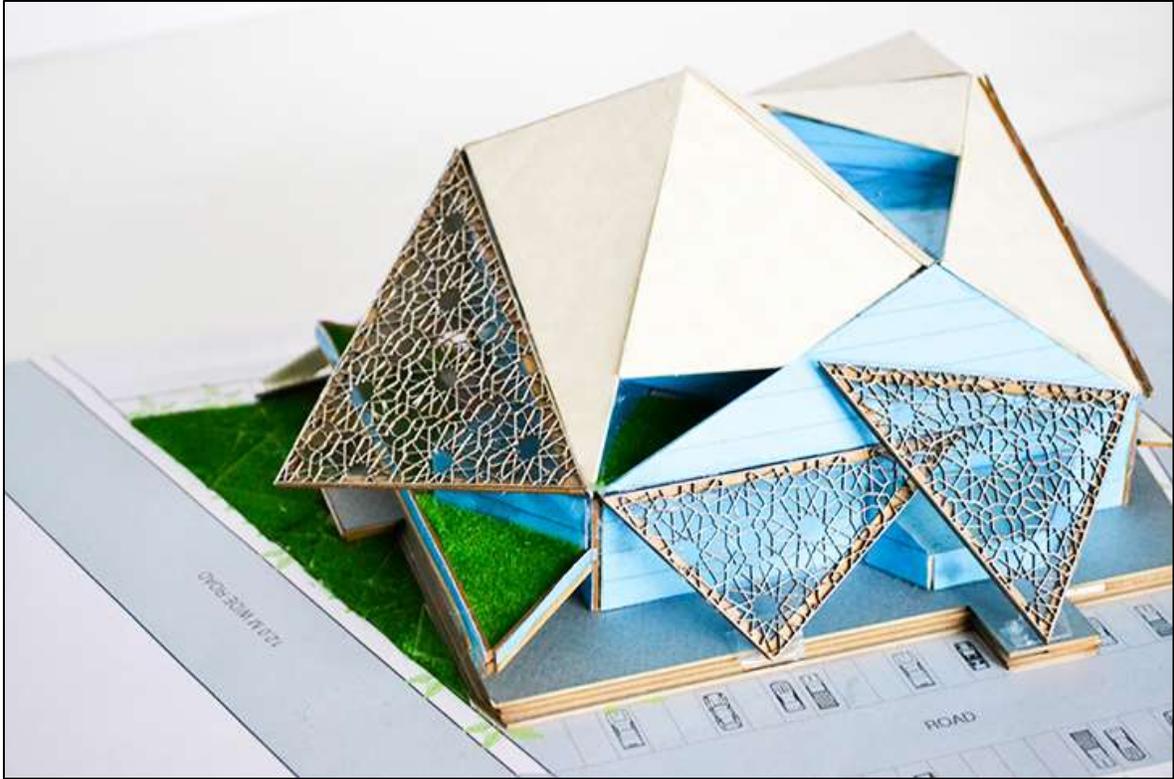
## BLM #6: Images of Models (Teacher/ Student Reference)

Examples of Models built using Islamic Inspired Mashrabiya

Photos used with permission of Nash Khan







## **BLM #7 Artist Statement Questions with Rubric**

Describe your architectural structure and its purpose.

What is the title of your structure?

What elements and principles were used in the creation of your structure?

How did you create your structure, what tools, techniques and processes did you use to create your structure?

What inspired the design of your structure?

What are your overall thoughts of the final model and vision board?

What did you learn while creating the structure?

Is the final 3-D structure that you imagined?

## Artist Statement

Name:

Date:

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge and Understanding				
<i>Knowledge and understanding of required content in an artist's statement</i>	Demonstrates limited knowledge and understanding of required content in an artist's statement	Demonstrates some knowledge and understanding of required content in an artist's statement	Demonstrates considerable knowledge and understanding of required content in an artist's statement	Demonstrates a high level of knowledge and understanding of required content in an artist's statement
<i>Knowledge and understanding of key concepts, materials, and processes used in the artwork</i>	Demonstrates limited knowledge and understanding of key concepts, materials, and processes used in the architectural structure	Demonstrates some knowledge and understanding of key concepts, materials, and processes used in the architectural structure	Demonstrates considerable knowledge and understanding of key concepts, materials, and processes used in the architectural structure	Demonstrates a high level of knowledge and understanding of key concepts, materials, and processes used in the architectural structure
Thinking				
<i>Reflecting and analyzing the key concepts, ideas, and processes used to complete the work</i>	Offers limited reflection and analysis of the key concepts, ideas, and processes	Offers some reflection and analysis of the key concepts, ideas, and processes	Offers considerable reflection and analysis of the key concepts, ideas, and processes	Offers a high level of reflection and analysis of the key concepts, ideas, and processes

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<i>Transferring information about the artwork to the artist's statement</i>	Transfers limited information about the artwork to the artist's statement	Transfers some information about the artwork to the artist's statement	Transfers considerable information about the artwork to the artist's statement	Transfers considerable and highly insightful information about the artwork to the artist's statement
Communication				
<i>Expressing ideas and information in ways that help the viewer understand the work</i>	Expresses limited ideas and information in ways that help the viewer understand the architectural structure	Expresses satisfactory ideas and information in ways that help the viewer understand the architectural structure	Expresses effective ideas and information in ways that help the viewer understand the architectural structure	Expresses excellent ideas and information in ways that help the viewer understand the architectural structure
Application				
<i>Summarizing and communicating important information about the work for the target audience/viewer</i>	Summarizes and communicates limited important information about the architectural structure	Summarizes and communicates some important information about the architectural structure	Summarizes and communicates most of the important information about the architectural structure	Summarizes and communicates all important information about the architectural structure

## BLM #8 Architecture Model Rubric

Name:

Date:

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge and understanding				
<i>Knowledge and understanding of design</i>	Demonstrates limited knowledge and understanding of design	Demonstrates some knowledge and understanding of design	Demonstrates considerable knowledge and understanding of design	Demonstrates a high level of knowledge and understanding of design
Thinking				
<i>Making connections between concepts, ideas, the creative process, and the artwork</i>	Makes limited connections between concepts, ideas, the creative process, and the artwork	Makes some clear connections between concepts, ideas, the creative process, and the artwork	Makes strong and consistent connections between concepts, ideas, the creative process, and the artwork	Makes strong, consistent, and detailed connections between concepts, ideas, the creative process, and the artwork
Communication				
<i>Communicating identity and personal meaning through media</i>	Communicate s limited identity and personal meaning through media	Communicate s some identity and personal meaning through media	Communicate s strong identity and personal meaning through media	Communicate s strong and insightful identity and personal meaning through media

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<i>Expressing ideas about meaning, process, and art concepts and terminology orally and in writing</i>	Expresses limited ideas about meaning, process, and art concepts and terminology orally and in writing	Expresses some ideas about meaning, process, and art concepts and terminology orally and in writing	Expresses many ideas about meaning, process, and art concepts and terminology orally and in writing	Expresses multiple and sophisticated ideas about meaning, process, and art concepts and terminology orally and in writing
Application				
<i>Applying knowledge, understanding, and skills to the content and design of artwork</i>	Applies limited knowledge, understanding, and skills to the content and design of artwork	Applies some knowledge, understanding, and skills to the content and design of artwork	Applies considerable knowledge, understanding, and skills to the content and design of artwork	Applies a high level of knowledge, understanding, and skills to the content and design of artwork
<i>Making connections between ideas, processes, and structure</i>	Makes few meaningful connections between ideas, process, and structure	Makes some meaningful connections between ideas, process, and structure	Makes many meaningful connections between ideas, process, and structure	Makes multiple meaningful connections between ideas, process, and structure