

Exploring Islamic Art and Architecture

Grade Level or Special Area: Fourth Grade

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Length of Unit: 5 Lessons, 10-14 days

I. ABSTRACT

Through many hands-on projects, students will develop a clearer understanding of Islamic art and architecture. The students will become familiar with examples of Islamic art and be able to note characteristic features of Islamic architecture. While studying this unit, students will develop an understanding and appreciation for cultures other than their own.

II. OVERVIEW

A. Concept Objectives

1. The student develops and organizes ideas from the environment. (TEKS Art 4.1)
2. The student demonstrates an understanding of art history and culture as records of human achievement. (TEKS Art 4.3)

B. Content

1. Islamic Art and Architecture p.97
 - Become familiar with examples of Islamic art, including illuminated manuscript and illumination of the Qur'an (Koran).
 - Note characteristic features of Islamic architecture, such as domes and minarets, in Dome of the Rock (Mosque of Omar). Jerusalem
Alhambra Palace, Spain
Taj Mahal, India

C. Skill Objectives

1. Identify simple main ideas expressed in art. (TEKS Art 4.3a)
2. Compare and contrast selected artworks from a variety of cultural settings. (TEKS Art 4.3b)
3. Demonstrates translations, reflections, and rotations using concrete models (TEKS Math 4.9a)
4. Use reflections to verify that a shape has symmetry. (TEKS Math 4.9b)
5. Draw inferences and support them with text evidence. (TEKS ELA 4.10h)
6. Write to inform such as to narrate. (TEKS ELA 4.15c)
7. Capitalize and punctuate correctly to clarify and enhance meaning. (TEKS ELA 4.16b)
8. Revise selected drafts. (TEKS ELA 4.19c)
9. Identify traditions of various culture groups in Texas. (TEKS SS 4.20b)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *DK Eyewitness Books: Islam*
2. *Inside Islam*

B. For Students

1. The Spread of Islam and the "Holy Wars" (p.92-93)
 - a. Muhammad
 - b. Allah
 - c. Mosques
 - d. "Five pillars" of Islam

2. Abstract Art: Architecture (p.53)
 - a. symmetry
 - b. noting line, shape, and special features (such as domes)

IV. RESOURCES

- A. Demi. Muhammad
- B. Wood, Angela. Muslim Mosque

V. LESSONS

Lesson One: History of Islamic Art

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. The student develops and organizes ideas from the environment. (TEKS Art 4.1)
 - b. The student demonstrates an understanding of art history and culture as records of human achievement. (TEKS Art 4.3)
 2. Lesson Content
 - a. Become familiar with examples of Islamic art, including illuminated manuscript and illumination of the Qur'an (Koran).
 - b. Note characteristic features of Islamic architecture, such as domes and minarets, in Dome of the Rock (Mosque of Omar), Jerusalem
Alhambra Palace, Spain
Taj Mahal, India
 3. Skill Objective(s)
 - a. Identify simple main ideas expressed in art. (TEKS Art 4.3a)
 - b. Compare and contrast selected artworks from a variety of cultural settings. (TEKS Art 4.3b)
 - c. Identify traditions of various culture groups in Texas. (TEKS SS 4.20b)
- B. *Materials*
 1. pencil
 2. scratch paper
 3. map pencils
 4. *Art... the Islamic Way*- Appendix A
 5. examples of Islamic art
 6. *Family Art...the Islamic Way rubric*- Appendix B
- C. *Key Vocabulary*
 1. graven image- man made copy
 2. arabesques- elaborate design from intertwining lines suggesting flowers, etc.
 3. abstract- not representing things realistically
 4. textiles- woven or knitted fabric
 5. adorn- to put decorations on
- D. *Procedures/Activities*
 1. Ask students to sketch a picture of a friend.
 2. Have the students share their pictures with their group.
 3. Ask "What did all of your pictures have in common?"
 4. Illicit the responses that all/most were human form.
 5. Introduce the concept that different cultures have different guidelines for their art.

6. Hold classroom discussion on what the students' prior knowledge is of Muslims and their culture. Point out that there are many Muslims living in our state and that their culture and art have influenced some of our culture and art. For example, the fancy writing that we use on formal invitations is called calligraphy, which originated in Islamic societies.
 7. Pass out the *Art...the Islamic Way* resource sheet. Read and discuss.
 8. Have the students complete the task on the resource sheet of drawing their family.
 9. When finished drawing, have students compare their pictures with their group and decide if they followed the Islamic art guidelines.
 10. Show samples of Islamic art and identify examples of adherence to Islamic guidelines.
- E. *Assessment/Evaluation*
1. Formal Assessment- Teacher will evaluate *Art...the Islamic Way* using the *Family Art...the Islamic Way rubric*

Lesson Two: The Call of Calligraphy

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student develops and organizes ideas from the environment. (TEKS Art 4.1)
 - b. The student demonstrates an understanding of art history and culture as records of human achievement. (TEKS Art 4.3)
 2. Lesson Content
 - a. Become familiar with examples of Islamic art, including illuminated manuscript and illumination of the Qur'an (Koran).
 - b. Note characteristic features of Islamic architecture, such as domes and minarets, in Dome of the Rock (Mosque of Omar). Jerusalem
Alhambra Palace, Spain
Taj Mahal, India
 3. Skill Objective(s)
 - a. Identify simple main ideas expressed in art. (TEKS Art 4.3a)
 - b. Compare and contrast selected artworks from a variety of cultural settings. (TEKS Art 4.3b)
 - c. Draw inferences and support them with text evidence. (TEKS Reading 4.10h)
- B. *Materials*
1. *The Call of Calligraphy*- Appendix C
 2. Examples of Arabic scripts
 3. Examples of calligrams
 4. *Creating a Calligram project outline*- Appendix D
 5. *Creating a Calligram rubric*- Appendix E
- C. *Key Vocabulary*
1. calligraphy- beautiful writing
 2. esteemed- well thought of
 3. variations- changed forms
 4. embellished- decorated
 5. calligram- a word, phrase or poem in which the handwriting or font used form part of the focus

- D. *Procedures/Activities*
1. Pass out ***The Call of Calligraphy*** paper.
 2. Read and discuss.
 3. Complete Activity A in groups, check results as a class.
 4. Complete Activity B independently, allow students to discuss results in groups.
 5. Complete ***Creating a Calligram*** project.
- E. *Assessment/Evaluation*
1. Formal Assessment- Teacher will evaluate Creating a Calligram project using the ***Creating a Calligram rubric***.

Lesson Three: Persian Miniatures

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student develops and organizes ideas from the environment. (TEKS Art 4.1)
 - b. The student demonstrates an understanding of art history and culture as records of human achievement. (TEKS Art 4.3)
 2. Lesson Content
 - a. Become familiar with examples of Islamic art, including illuminated manuscript and illumination of the Qur'an (Koran).
 3. Skill Objective(s)
 - a. Identify simple main ideas expressed in art. (TEKS Art 4.3a)
 - b. Compare and contrast selected artworks from a variety of cultural settings. (TEKS Art 4.3b)
 - c. Write to inform such as to narrate. (TEKS ELA 4.15c)
 - d. Capitalize and punctuate correctly to clarify and enhance meaning. (TEKS ELA 4.16b)
 - e. Revise selected drafts. (TEKS ELA 4.19c)
- B. *Materials*
1. pencil
 2. samples of Persian miniatures
 3. ***Persian Miniatures***- Appendix F
 4. ***Persian Miniature project outline***- Appendix G
 5. ***Persian Miniature book page***- Appendix H
 6. ***Persian Miniature rubric***-Appendix I
- C. *Key Vocabulary*
1. figural images- realistic picture of a living thing
 2. sacred- religious
 3. secular- non religious
 4. accentuate- to highlight
- D. *Procedures/Activities*
1. Read aloud the book ***Muhammad*** by Demi. Read and discuss the author's forward.
 2. Pass out ***Persian Miniatures*** paper. Read and discuss.
 3. Show the students samples of Persian miniatures. Identify characteristics- color, action, elaboration.
 4. Have students complete the activity at the bottom of the ***Persian Miniatures*** page.
 5. Share and discuss their drawings in small groups.
 6. Introduce and assign ***Persian miniature book page*** project.
- E. *Assessment/Evaluation*

1. Formal Assessment- The teacher will evaluate the project using the *Persian Miniature rubric*.

Lesson Four: Architecture as Art

A. Daily Objectives

1. Concept Objective(s)
 - a. The student develops and organizes ideas from the environment. (TEKS Art 4.1)
 - b. The student demonstrates an understanding of art history and culture as records of human achievement. (TEKS Art 4.3)
2. Lesson Content
 - a. Become familiar with examples of Islamic art, including illuminated manuscript and illumination of the Qur'an (Koran).
 - b. Note characteristic features of Islamic architecture, such as domes and minarets, in Dome of the Rock (Mosque of Omar), Jerusalem
Alhambra Palace, Spain
Taj Mahal, India
3. Skill Objective(s)
 - a. Identify simple main ideas expressed in art. (TEKS Art 4.3a)
 - b. Compare and contrast selected artworks from a variety of cultural settings. (TEKS Art 4.3b)

B. Materials

1. Book: Muslim Mosque by Wood
2. *Architecture as Art*- Appendix J
3. pencils
4. pictures of Islamic architecture (Taj Mahal, Dome of the Rock, and Alhambra Palace)
5. *You be the Architect...Design an Islamic mosque project outline*- Appendix K
6. *You be the Architect...Design an Islamic mosque rubric*- Appendix L

C. Key Vocabulary

1. aesthetics- the philosophy of art and beauty
2. facade- front or main face of a building
3. symmetry- each side being a mirror image of the other

D. Procedures/Activities

1. Read aloud the Muslim Mosque book to the class.
2. Review the purpose and parts of a mosque.
3. Pass out *Architecture as Art* resource paper.
4. Read and discuss.
5. Have the students complete Activities A & B with their group.
6. Review the results of the activities with the class.
7. Show pictures of Islamic architecture (Taj Mahal, Dome of the Rock, and Alhambra Palace).
8. Assign *You be the Architect...Design an Islamic mosque* project.

E. Assessment/Evaluation

1. Formal Assessment- The teacher will evaluate *You be the Architect...Design an Islamic mosque* project using the *You be the Architect...Design an Islamic mosque rubric*.

Lesson Five: Totally Tessellated

A. Daily Objectives

1. Concept Objective(s)
 - a. The student develops and organizes ideas from the environment. (TEKS Art 4.1)
 - b. The student demonstrates an understanding of art history and culture as records of human achievement. (TEKS Art 4.3)
 2. Lesson Content
 - a. Become familiar with examples of Islamic art, including illuminated manuscript and illumination of the Qur'an (Koran).
 - b. Note characteristic features of Islamic architecture, such as domes and minarets, in Dome of the Rock (Mosque of Omar). Jerusalem
Alhambra Palace, Spain
Taj Mahal, India
 3. Skill Objective(s)
 - a. Demonstrates translations, reflections, and rotations using concrete models (TEKS Math 4.9a)
 - b. Identify simple main ideas expressed in art. (TEKS Art 4.3a)
 - c. Compare and contrast selected artworks from a variety of cultural settings. (TEKS Art 4.3b)
 - d. Use reflections to verify that a shape has symmetry. (TEKS Math 4.9b)
- B. *Materials*
1. pencil
 2. ***Totally Tessellated***- Appendix M
 3. pattern blocks
 4. set of examples of M.C. Escher's tessellations per group (include repeating and non-repeating patterns)
 5. set of examples of tessellations used in mosques per group
 6. ***Totally Tessellated Tiles project outline***- Appendix N
 7. ***Totally Tessellated Tiles rubric***- Appendix O
- C. *Key Vocabulary*
1. quadrilateral- figure with four sides
 2. reflection- figure flips
 3. translation- figure slides
 4. rotation- figure turns
 5. tessellation- repeating, interlocking, geometric pattern
 6. mosaic- designs or pictures made by inlaying small bits of colored stone
- D. *Procedures/Activities*
1. Display two well-known examples of M.C. Escher's tessellations and ask students if they are familiar with the art. (If any are, allow them to share their knowledge.)
 2. Give each group (2-4 students) a set of examples of Escher prints that include repeating and non-repeating patterns..
 3. Instruct students to sort examples into two groups.
 4. When students are finished, ask each group to describe the criteria used to determine their two groups. Illicit that some had repeating patterns, others did not.
 5. Introduce the term tessellation and pass out ***Totally Tessellated*** paper.
 6. Read and discuss.
 7. Show the class some examples of tessellations used in mosques.
 8. Have students use pattern blocks and work the activity at the bottom of the ***Totally Tessellated*** paper.
 9. Introduce the ***Totally Tessellated Tiles*** project.
- E. *Assessment/Evaluation*

1. Formal Assessment- The teacher will evaluate the *Totally Tessellated Tiles* project using the *Totally Tessellated Tiles rubric*.

VI. CULMINATING ACTIVITY

At the end of this unit, students will create a classroom museum in which to showcase their work and share their newly acquired knowledge of Islamic art and architecture. Displays will be set up to feature each type of Islamic art that has been studied and students will act as museum tour guides. The school district and community will be invited to celebrate in the successful conclusion of this project.

VII. HANDOUTS/WORKSHEETS

IMPORTANT: Copyrighted material should only be cited by source, not photocopied.

Directions for Appendices

1. Any handout should be labeled as an Appendix.
 2. Position all appendices at the end of the unit.
 3. Appendices should be labeled in alphabetical order according to their position in the unit. Don't forget to include the title of your unit too!
 4. If a handout consists of more than one page, each page should be labeled with the same letter.
 5. "Appendix" should be centered at the top of each page, allowing for a one inch margin.
- | | |
|----------------|--|
| 1. Appendix A | <i>Art...the Islamic Way</i> |
| 2. Appendix B | <i>Family Art...the Islamic Way Rubric</i> |
| 3. Appendix C | <i>The Call of Calligraphy</i> |
| 4. Appendix D | <i>Creating a Calligram project outline</i> |
| 5. Appendix E | <i>Creating a Calligram rubric</i> |
| 6. Appendix F | <i>Persian Miniatures</i> |
| 7. Appendix G | <i>Persian Miniature project outline</i> |
| 8. Appendix H | <i>Persian Miniature book page</i> |
| 9. Appendix I | <i>Persian Miniature rubric</i> |
| 10. Appendix J | <i>Architecture as Art</i> |
| 11. Appendix K | <i>You be the Architect...Design an Islamic mosque project outline</i> |
| 12. Appendix L | <i>You be the Architect...Design an Islamic mosque rubric</i> |
| 13. Appendix M | <i>Totally Tessellated</i> |
| 14. Appendix N | <i>Totally Tessellated Tiles project outline</i> |
| 15. Appendix O | <i>Totally Tessellated Tiles rubric</i> |

VIII. BIBLIOGRAPHY

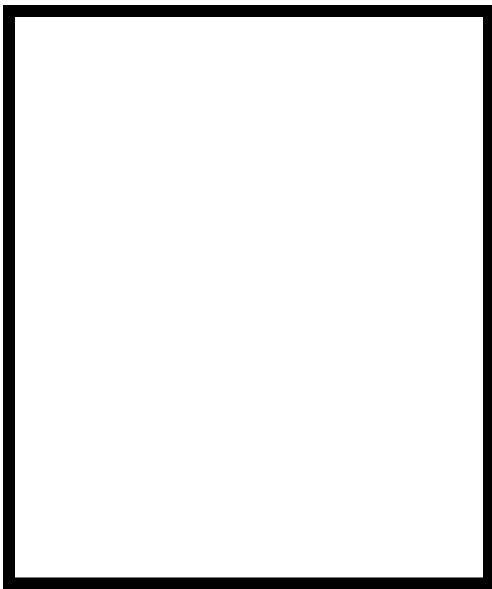
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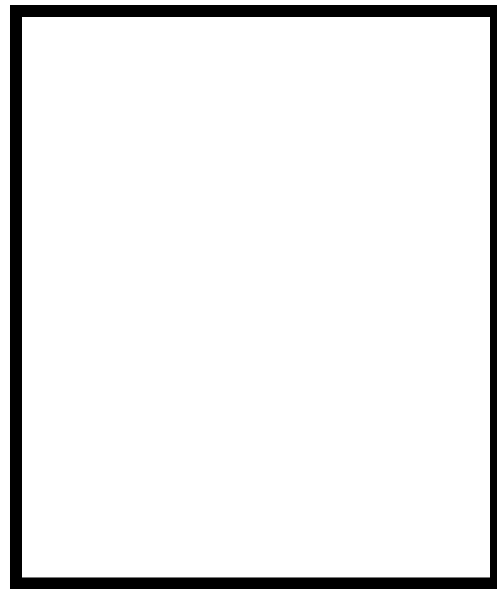
Appendix A
Art... the Islamic Way

Muslims have a famous saying that "Allah is beautiful and loves beauty." Therefore, art plays an important part in Islamic society within the guidelines of their religion. Muslims, like people of other religions, follow the Ten Commandments; especially "Thou shalt not create graven images." This belief means that Muslims believe it is wrong to draw pictures or make statues of the human form in religious settings. They fear that an artistic likeness of the human form would lead to worship of the artistic expression rather than worship of The One God, who created all. They also believe that if an artist created an image of the human form it would be considered imitating God. This guideline led to the development of numbers, letters, patterns and geometry as a highly decorative form of art. Islamic artists use arabesques, which are a kind of scrollwork designed from twisting vines and abstract leaves and flowers. The Muslims use their skills of elaborate decoration to adorn their metalwork, pottery, glassware and textiles. Islamic art is valued world wide for its detailed craftsmanship and exceptional beauty.

Directions: In the frames below, illustrate your family. In the first frame, you may draw your family in any way you choose. In the second frame, you must follow the guidelines of Islamic art.



Family
Art... My Way



Family
Art... the Islamic Way

Appendix B
Art... the Islamic Way Rubric

Artist _____

Grade (total points x 5)= _____

	4 points	3 points	2 points	1 point
Explanation of how pictures relates to family.	The artist clearly explains how their pictures represent family.	The artist somewhat explains how their pictures represent family.	The artist vaguely explains how their pictures represent family.	The artist cannot explain how their pictures represent family.
Details	The artist clearly incorporates elaborate details.	The artist somewhat incorporates elaborate details.	The artist vaguely incorporates elaborate details.	The artist does not incorporate details.
Islamic Guidelines: - No human form -Illustration does not imitate God	The artist clearly follows and understands all Islamic guidelines.	The artist follows and understands most of the Islamic guidelines.	The artist follows a few guidelines, but does not understand.	The artist does not understand or follow any of the Islamic guidelines.
Incorporates important features: (numbers, letters, patterns, geometry)	The artist incorporates all four features listed.	The artist incorporates three out of the four features listed.	The artist incorporates one to two out of the four features listed.	The artist does not incorporate any of the four features listed.
Presentation	The artist clearly displays effort and neatness.	The artist displays effort and is mostly neat.	The artist displays some effort, but was not neat.	The artist displays no effort and no neatness.

Appendix C The Call of Calligraphy

The word "calligraphy" means "beautiful writing." In Islamic society, calligraphy is highly respected as the most noble of art forms due to its association with the Muslims' Holy Book, the Qur'an. It is not only considered an art form, but a form of religious expression as well. Since the Muslims believe that the Qur'an contains the direct words of Allah, it is important to them that each reproduction be copied correctly and as beautifully as possible. Good calligraphers are held in very high esteem among Muslims.

The Qur'an is written in Arabic script. Over the centuries, Islamic calligraphers have developed many variations of this script in order to further enhance the beauty of Allah's words. The Deewani script is undotted and the letters are joined together. Letters in the Kufi script are wider than they are high. The Naskh script has full and deep curves. The Thuluth script is identified by the barbed heads at the top of its letters.

The art of calligraphy is so highly appreciated in Islamic society that it is not only used to adorn the Holy Book. It is used to decorate mosques as well, since images of living things are forbidden. Everyday objects, such as plates and jewelry, are ornamented with calligraphy. Artists add meaning as well as beauty, to the objects through religious quotes, popular poetry and good luck sayings. Some Muslim calligraphers create beautiful pictures, called calligrams, by fitting scripted words into recognizable shapes, such as stars and animals, and embellishing them with brightly colored inks.

Directions:

Part A - Use the information about different styles of Arabic script in the second paragraph to match each sample of calligraphy to its name.

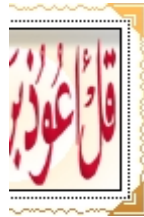
- _____ 1. Deewani
- _____ 2. Kufi
- _____ 3. Nashk
- _____ 4. Thuluth



A



B



C

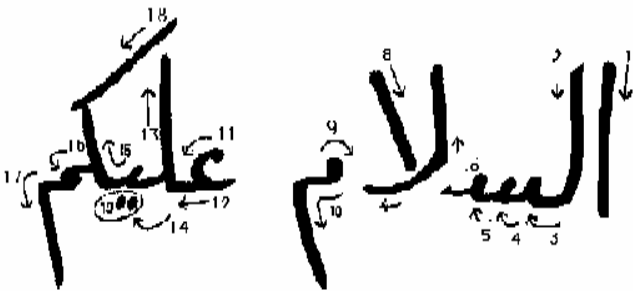


D

Part B - The sample of Arabic writing below says "A-Salamu alaykum" which means "Peace be with you." Use the numbers and directions to help you write it yourself. Note that Arabic is written, as well as read, from right to left.

Example

Now You Try



Appendix D
Creating a Calligram
Project Outline

Project Objective: The student will create a calligram, by copying a quote in which the handwriting used forms an illustration of the topic of the quote. The student will use a personalized form of calligraphy, beautiful writing.

Project Materials:

samples of Islamic calligrams
samples of English calligraphy (Teacher Note - the different fonts in a word processor could be considered styles of calligraphy)
pencils
blank paper
book of quotes
black ink pens
variety of colored ink pens
black construction paper

Project Steps:

1. Review samples of Islamic calligrams. Discuss how the script takes the form of the quote topic. Discuss the fact that real calligraphers spend much time learning, practicing and perfecting their art.
2. Show examples of Arabic and English calligraphy. Allow students time to experiment writing their names on blank paper in different styles of English calligraphy.
3. Pass out the books of quotes. Instruct students to select a quote that they find meaningful.
4. Instruct students to think of a simple form that would illustrate their chosen quote.
5. Instruct students to use pencil to draw a large outline of form on blank paper.
6. Instruct students to use pencil to fill in form with quote using personalized form of calligraphy - one they attempt to copy from the sample sheet, or one they create. Remind students to be as consistent as possible with the style of calligraphy they use.
7. Instruct students to trace over calligram with black and colored ink pens.
8. Instruct students to copy quote in calligraphic style again across the bottom of the page.
9. Mount student work on black construction paper.
10. Assess the project using the *Creating a Calligram rubric*.

Appendix E
Creating a Calligram Rubric

Artist _____

Grade (total points x 5)= _____

	4 Points	3 Points	2 Points	1 Point
Calligram form and quote relationship	The calligram form very clearly represents the meaning of the quote.	The calligram form somewhat represents the meaning of the quote.	The calligram form vaguely represents the meaning of the quote.	The calligram form does not represent the meaning of the quote.
Consistency of the calligraphy	The artist shows a consistent style of letter formation throughout the quote.	The artist has a few inconsistencies in the letter formation throughout the quote.	The artist has several inconsistencies in the letter formation throughout the quote.	The artist has many inconsistencies in the letter formation throughout the quote.
Conventions (spelling, capitalization, punctuation)	The artist has no mistakes.	The artist has a few mistakes.	The artist has several mistakes.	The artist has many mistakes.
Presentation of the quote in the calligram	The calligram has no tears, no smudges, and no wrinkles.	The calligram has a few tears, smudges, and/or wrinkles.	The calligram has several tears, smudges, and/or wrinkles.	The calligram has many tears, smudges, and/or wrinkles.
Presentation of art in the calligram	All outlines are: in black, colorful, and appropriate size.	Most outlines are: in black, colorful, and appropriate size.	Few outlines are: in black, colorful, and appropriate size.	No outlines are: in black, colorful, and appropriate size.

Appendix F Persian Miniatures

The art of Persian miniatures began in Islamic Iran in the fourteenth century. These tiny illustrations of both historic and romantic manuscripts were commissioned by the wealthy rulers of Iran. Although the depiction of figural images is forbidden in sacred art of Muslims, it is an important aspect of their secular art. Persian miniatures showed scenes of battles, dragon slayings and other epic events. Daily life in the royal courts of Iran was also portrayed in these small paintings. No matter what the topic, there was always a lot of action displayed in the miniatures. When the topic of the miniatures was religious, the Prophet Muhammad and his family were pictured as solid forms filled in with gold. Angels and other people were clearly shown, with understanding that the artist did not intend to compete with Allah for the glory of creation.

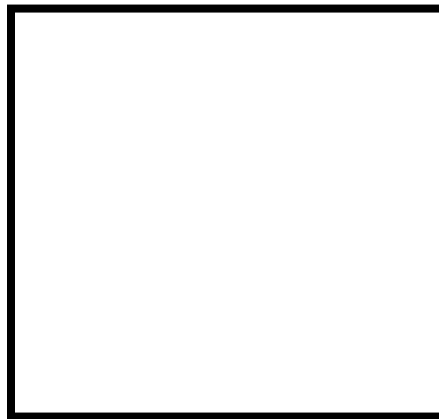
The Persian miniature illustrations were not realistic. They were flat and two-dimensional, without shadowing. Every surface of the illustration was covered with geometric and floral designs. Walls, clothes and buildings were lavishly decorated with arabesques and calligraphy. Each miniature seemed to be set in the spring due to the abundance of flowers blooming across the page. An elaborate border of gold surrounded each painting.

Although very small, Persian miniatures were very expensive. Only the richest rulers could afford to pay for books illustrated with the amazing paintings. Real gold and silver leaves were used to accentuate details in the scenes and in the borders. The bright colors that glowed like jewels on the page were made from crushed minerals, like lapis lazuli, and made into paint. Also, miniature artists were highly trained and extremely well paid for their work. It could often take up to a year for an artist to complete a single painting.

Directions: In the frames below, illustrate an event that happened at your school. Using what you learned from the passage above, make one of the illustrations in the style of a Persian miniature, and the other NOT in the style of a Persian miniature.



Persian Miniature Style



Not Persian Miniature Style

Appendix G
Persian Miniature
Project Outline

Project Objective: Students will write a short paragraph describing an exciting action and illustrate it in the style of a Persian miniature.

Project Materials: per student

pencil

Persian Miniature book page- Appendix H

map pencils

fine tipped permanent marker

gold and silver metallic paint

paintbrushes

Project Steps:

1. Brainstorm with the students a list of common fairy tales.
2. Identify exciting events from the fairy tales.
3. Instruct students to choose a fairy tale event to write about and illustrate.
4. Instruct students to write a paragraph describing the action from the fairy tale event that they chose.
5. Revise and edit the students' paragraphs. Put a final copy of their paragraph onto *Persian Miniature book page*.
6. Instruct students to draw illustration of fairy tale event in the style of a Persian miniature in the box provided on the *Persian Miniature book page*. Remind them to incorporate action, bold color, and elaborate decoration including a border.
7. Instruct students to brightly color illustration with map pencils and trace paragraph and illustration outlines with fine tipped permanent marker.
8. Instruct students to highlight illustration details and border with metallic gold and silver paint.
9. Assess using the Persian Miniature rubric.

Appendix I
Persian Miniature Rubric

Artist _____

Grade (total points x 5)= _____

	4 Points	3 Points	2 Points	1 Point
Presentation of the Persian miniature	The artist clearly displays effort and neatness.	The artist displays effort and is mostly neat.	The artist displays some effort, but is not very neat.	The artist displays no effort or neatness.
Details	The details are <i>excessive</i> and elaborate across the entire miniature.	The details are mostly <i>excessive</i> and elaborate.	The details are somewhat <i>excessive</i> and elaborate.	The details are not <i>excessive</i> or elaborate.
Action displayed in Persian miniature	The Persian miniature clearly displays a vivid action from a fairy tale.	The Persian miniature somewhat displays an action from a fairy tale.	The Persian miniature vaguely displays, but is not from a fairy tale.	The Persian miniature does not display an action from a fairy tale.
Illustration	The illustration includes an elaborate border and bright colors.	The illustration includes a somewhat elaborate border and bright colors.	The illustration includes a vaguely elaborate border and bright colors.	The illustration does not include a border or bright colors.
Use of art materials (gold/silver metallic paint, permanent marker, map pencils)	The artist correctly uses all three art materials.	The artist correctly uses two out of the three art materials.	The artist correctly uses one of the three art materials.	The artist incorrectly uses all three art materials.

Appendix J
Architecture as Art

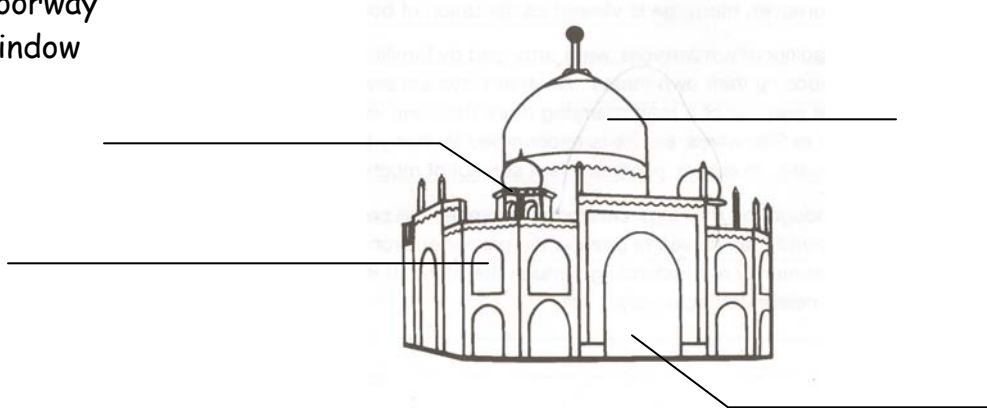
Mosques play a very influential role in Islamic society. They are often the most important buildings in a Muslim city. These structures have many useful functions such as providing a place for Muslims to worship, teach and socialize. However, mosques are not only practical buildings; they are considered to be great examples of Islamic art.

Muslim architects give careful consideration to aesthetics when designing new mosques. The walls and ceilings are inlaid with beautifully decorated tiles designed with geometric patterns, arabesques and calligraphy. The façade of the mosque is enhanced with domes, arched doorways and windows, and minarets. One technique frequently used by Muslim architects is symmetry. One side of a mosque that is built symmetrically is the mirror image of the other side, thus resulting in a structure that reflects balance, grace and beauty.

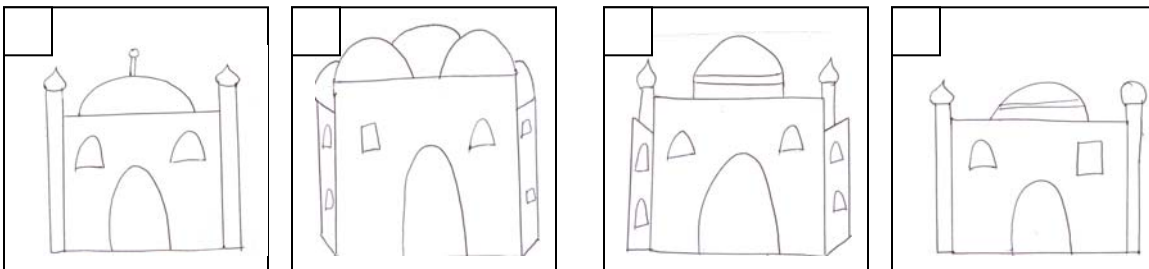
Directions:

A. In the blanks provided, locate and label the following:

- Arched doorway
- Arched window
- Minaret
- Dome



B. Put a check mark in the box beside the mosques that are symmetrical.



Appendix K
You be the Architect...Design an Islamic mosque
Project Outline

Project Objective- Students will work in groups of 2-4 to create a three dimensional façade of an Islamic mosque. Each group must incorporate symmetry as well as the architectural features of a mosque.

Project Materials- A set of the following materials will be provided for each group:

- 1 box of sugar cubes
- 3 plastic Easter eggs
- 10 straws
- 5 cardboard tubes (i.e. paper towel roll)
- 3 sheets of 12x18 black construction paper
- 3 sheets of 12x18 white construction paper
- 1 set of colored markers
- 1 bottle of glue
- 2 pairs of scissors
- 1 blue poster board

Project Steps:

1. Review the term façade.
2. Review symmetry and architectural features of a mosque.
3. Instruct students to use their set of materials to construct a façade of an Islamic mosque.
Teacher note (sugar cubes can be used as the outside wall tiles, Easter eggs can be used as domes, tubes or straws can be used as minarets, and arched windows/doors can be made from the black construction paper) Students should be encouraged to incorporate any other ideas and items to construct their mosque.
4. When group members agree on a final design for their mosque, they will use the *You be the Architect...Design an Islamic mosque rubric* to check their work.
5. Students will glue their final design onto the blue poster board.
6. Assess using the *You be the Architect...Design an Islamic mosque rubric*.

Appendix L
You Be the Architect...Design an Islamic Mosque Rubric

Architects _____ Grade (total points x 5)= _____

	4 Points	3 Points	2 Points	1 Point
Symmetry in the Structure	The Islamic mosque is completely symmetrical.	The Islamic mosque is mostly symmetrical.	Half of the Islamic mosque is symmetrical.	Less than half of the Islamic mosque is symmetrical.
Symmetry in the Decorations	The decorations on the Islamic mosque are completely symmetrical.	The decorations on the Islamic mosque are mostly symmetrical.	Half of the decorations on the Islamic mosque are symmetrical.	Less than half of the decorations on the Islamic mosque are symmetrical.
Important Features (minaret, arched doorway, arched window, dome)	The Islamic mosque includes all four features.	The Islamic mosque includes three out of the four features.	The Islamic mosque includes two out of the four features.	The Islamic mosque includes 1 or none of the four features.
Aesthetics	The Islamic mosque displays elaborate designs and neatness.	The Islamic mosque displays a semi-elaborate design and is mostly neat.	The Islamic mosque vaguely displays an elaborate design and is somewhat neat.	The Islamic mosque does not display an elaborate design or exhibit neatness.
Islamic Art Guidelines	The artist clearly follows and understands all Islamic guidelines.	The artist follows and understands most of the Islamic guidelines.	The artist follows a few guidelines, but does not understand.	The artist does not understand or follow any of the Islamic guidelines.

Appendix M Totally Tessellated

Tessellations date back to the early Greeks. The word tessellation comes from the Greek word "tesseres" which means "four." The Greeks used quadrilateral tiles as tokens for their games. These tiles were eventually used to make mosaic pictures on walls, floors and ceilings. Muslims then used the idea of tiling to decorate their own buildings. As you learned before, the Muslim religion frowned upon art that included human forms, so their tiles were decorated with geometric designs. These tiles were widely used to decorate Islamic mosques. The Alhambra Palace in Granada, Spain displays the finest geometric tessellations in the world. In fact, M.C. Escher, a Dutch artist, was inspired by the remarkable tiles at the Alhambra Palace and decided to create his own. He used reflections, translations and rotations to create his different tessellations. Escher's artwork became extremely popular and spread worldwide. Because of his popularity, M.C. Escher went on to become known as the "Father of Tessellations".

Directions: In the box below, you will design your own tessellation pattern. You need to choose a combination of at least three pattern blocks. Connect the blocks together in order to create your pattern.



Appendix N

Totally Tessellated Tiles Project Outline

Project Objective: Students will work independently to create a ceramic tile decorated with a geometrically tessellated design.

Project Materials: (per student)

8x8 ceramic tile
pattern blocks
Totally Tessellated worksheet
fine tipped permanent marker
assorted colors of ceramic glazes
paintbrushes
gold/silver metallic paint
kiln

Project Steps:

1. Use the pattern blocks to recreate the pattern from the Totally Tessellated worksheet.
2. Trace the tessellation pattern with permanent marker onto the ceramic tile.
****make sure that the tile is completely covered with the tessellation****
3. Paint the tessellation pattern using the ceramic glazes.
4. Fire the tile in the kiln at 0.6 cone.
5. Assess using the *Totally Tessellated Tiles rubric*.

Appendix O
Totally Tessellated Tiles Rubric

Artist _____

Grade (total points x 5)= _____

	4 Points	3 Points	2 Points	1 Point
Tessellated Tile	The tessellation completely covers the entire tile.	The tessellation mostly covers the tile.	The tessellation covers half of the tile.	The tessellation covers less than half of the tile.
Consistency of Pattern	The tessellation pattern is consistent throughout the tile.	The tessellation pattern displays a few inconsistencies throughout the tile.	The tessellation pattern displays several inconsistencies throughout the tile.	The tessellation pattern displays many inconsistencies throughout the tile.
Following Directions for the Pattern	The artist follows all directions for making the pattern.	The artist follows most of the directions for making the pattern.	The artist follows very few directions for making the pattern.	The artist did not follow any of the directions for making the pattern.
Appearance	The tessellated tile is attractive and neat.	The tessellated tile is mostly attractive and neat.	The tessellated tile is somewhat attractive and somewhat neat.	The tessellated tile is not attractive or neat.
Use of art materials (gold/silver paint, permanent marker, ceramic glazes)	The artist correctly uses all three art materials.	The artist correctly uses two out of the three art materials.	The artist correctly uses one out of the three art materials.	The artist incorrectly uses all three art materials.