

Title of Lesson: Analyzing Islamic Art

Author: Michael Sears **School:** Shaker Heights Middle School **Subject Area:** World History
Grade Level: 7th **Time Frame to Allow for Lesson:** 40 minute class period

Introduction: Students will select one piece of Islamic art from the Metropolitan Museum of Art website and complete an art analysis worksheet.

Geographic Connections: D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

Students will be able to recognize characteristics of Islamic art, compare them to non-Islamic art, and explain why Islamic art often looks different from non-Islamic art.

Vocabulary: Calligraphy, Vegetal Patterns, Geometric Patterns, Figural Representation, Religious, Secular, Muhammad, Koran, Hadith, Cultural Diffusion

Content Standards: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Students will integrate knowledge gained from reading short thematic essays about Islamic art (from the Metropolitan Museum of Art website) with images of specific pieces of Islamic art in order to accurately complete art analysis worksheets.

Essential Question: How can art help us understand culture?

Literacy through the Content Area: Students will use the INSERT strategy while reading thematic essays about Islamic art from the Metropolitan Museum of Art website. Readings will be completed before analyzing an individual piece of art.

Placement of Lesson within Broader Curriculum/Context: This lesson will be taught at the end of a unit on Islamic civilizations. Islamic art will be viewed as one of the achievements of Islamic civilizations. It will also be used to help students understand how a culture's art reflects their values and religious beliefs. Islamic art will be compared to Christian art created during the late Middle Ages and Renaissance. In addition, the themes in Islamic art that appear in different regions of the Islamic world will be used as an example of cultural diffusion.

Learner Background: The students will be in the 7th grade near the end of their first semester studying world history. They will have used similar art analysis worksheets earlier in the school year to think about ancient Greek and Roman art. The worksheet for Islamic art analysis will be modified based on student needs from earlier art analyses. Students will also have an opportunity to analyze a second piece of art if they do not do well on their first attempt. The

teacher will also be circulating in the computer lab to assist students while they select and analyze art.

Objective(s) for Lesson: Students will be able to explain why most Islamic religious art does not include figural representations. Students will be able to identify examples of calligraphy, vegetal patterns, geometric patterns, and figural representation in both religious and secular Islamic art.

Integration of 21st century skills: Students will use websites to examine Islamic art. They will have to think critically to complete the art analysis worksheet. They will have to communicate effectively to complete the summative assessment (an extended response question similar to the objective above). Students will also have to present their ideas to each other in small groups.

Assessment: The formative assessment is the art analysis worksheet. The summative assessment is the extended response question assigned as a quiz a day or two after the lesson.

Explain why most Islamic religious art does not include figural representations. List examples of calligraphy, vegetal patterns, geometric patterns, and figural representations that you saw when you examined Islamic art. Your answer should include one example of each style.

Formative Assessment: Art Analysis Worksheet and **Summative Assessment:** Extended Response Quiz

Materials/Resources: Computer Lab or Classroom Set of Laptops

The Nature of Islamic Art

http://www.metmuseum.org/toah/hd/orna/hd_orna.htm

Calligraphy in Islamic Art

http://www.metmuseum.org/toah/hd/cali/hd_cali.htm

Vegetal Patterns in Islamic Art

http://www.metmuseum.org/toah/hd/vege/hd_vege.htm

Geometric Patterns in Islamic Art

http://www.metmuseum.org/toah/hd/geom/hd_geom.htm

Figural Representation in Islamic Art

http://www.metmuseum.org/toah/hd/figs/hd_figs.htm

INSERT Strategy Handout

Art Analysis Worksheet

Extended Response Quiz

Lesson Development/Instructional Strategies

1. Teacher demonstrates to the entire class how to access the short essays about Islamic art on the Metropolitan Museum of Art website. Each essay has a slideshow with works of art related to the essay. Students will choose art from the slideshows to analyze on their worksheet. Students will have already read each essay (on a hard copy) and used the INSERT strategy to help them understand the material. (5-10 minutes)
2. Students work independently finding and analyzing works of Islamic art from the Metropolitan Museum of Art website. (25 minutes)
3. Teacher asks students to share their analysis. (5-10 minutes)
4. Incomplete worksheets need to be completed for homework. Students will discuss their work in small groups the next day.

Students Needing Differentiated Instruction:

How will you differentiate instruction in this lesson for students you may anticipate struggling with the content/learning objectives?

The teacher may assist struggling students by assigning them a piece of art and helping them with their analysis either individually or in a small group.

How will you provide opportunities for enrichment/higher level of challenge for students?

The teacher may require students who need enrichment to examine additional pieces of art work (one from each slideshow). The teacher may also allow students who enjoy creating art to make relief sculptures (10th century Islamic Spain) using bars of soap and carving tools.