**Lesson Title:** Islamic Tile Art

**Grade Level:** 6-8th Grade

**Time:** 2-3 48 minute class periods

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**National Art Standards:**

**VA.Cr2.1.6a** Demonstrate openness in trying new ideas, materials, methods and approaches in making works of art and design.

**VA.Re.7.1.6a** Identify and interpret works of art or design that reveal how people live around the world and what they value.

**VA.Re.7.2.6a** Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions and actions.

**VA.Cn11.1.6a** Analyze how art reflects changing times, traditions, resources, and cultural uses.

**Materials:**

1. Islamic Tile Powerpoint (projector)
2. Document Camera (optional)
3. Blick Water-soluble Block Printing Ink-Black (1 8oz jar per table)
4. 9X12” assorted color construction paper (1 per student)
5. Speedball Linoleum Cutter (1 per student, however, mine shared)
6. Blick E-Z Cut Printing Blocks or Soft-Kut Linoleum (1 3X3” square per student)
7. Speedball Hard Rubber Brayer (1 per 2 students)
8. Blick Studio Disposable Palette (1 sheet per 2 students)
9. 1 plastic knife per table
10. 3X3” white paper ( 1 per student)
11. Compass (1 per student)
12. Ruler (1 per student)
13. Masking Tape (1 per table)
14. Artist Statement Worksheet
15. Scissors (1 per student)

**Procedure:**

**Day 1:**

1. Prepare the powerpoint on the projector and allow the students to watch the video clip Islamic Art and Architecture. I only played the video clip for the first 5 minutes (that is all my students could sit for!)
2. I talked about the different types of scarves worn by Muslim women. I explained about my own personal experiences of running into a woman with a niqab and how I was initially fearful. I asked the students why I would have initially had the fear reaction for a certain type of dress.
3. The “I Am Divided” videoclip explains why a Muslim teenager decided to wear her hijab. I played this for the students and then asked additional questions why they think it was important to her to wear the hijab in today’s society.
4. At this point my students were getting antsy so I skipped to the geometric planning. I played the “DIY Drawing Islamic Tiles” video only from minute 2:30- 3:17.
5. We then drew the construction lines together on a precut 3X3” white paper. Technically you could just copy these on the copy machine but I wanted my students to get the measuring experience.

**Day 2:**

1. Return to the power point to briefly look over a few more examples of Islamic Tile Art. The Missouri Botanical Garden has a garden from the Ottoman Empire that is similar to the Islamic Tile Designs.
2. Students started working on their own designs based on the construction lines. Check each individual drawing before giving them their own linoleum block.
3. Students used a graphite transfer to transfer their design from the paper to their linoleum block. The handle of a pair of scissors was rubbed on the back of the 3X3” paper. This allowed the graphite to transfer onto the stamp. After the design was transferred, students darkened their design with a pencil.
4. Using the document camera, demonstrate how to use the gouge tool to carve AWAY from themselves. Be very strict about not putting their hand in front of the tool!
5. Because I only had 15 tools, I had the students take turns carving their design. The other students worked in their sketchbooks while the first 15 were carving.
6. Depending on the length of your class periods, you might be able to print on this same day. I used the extra time on Day 2 & 3 for sketchbooks.

**Day 3:**

1. Clearly label 3 boxes for brayers, ink, and stamps. I had students wash and return any stamps that they did not wish to take home. Some could be used again on the back.
2. Demonstrate the printmaking process with students gathered around one table. Tape the paper palette sheet in between two students on the table. This way, both students can share the ink and brayer.
3. Remove a small amount of ink with the plastic knife and smear in the middle of the paper palette. Prime the brayer by moving it in a cross-like direction.
4. Roll the ink onto the stamp and print on the 9X12 construction paper. Some students prefer to ink the stamp each time while others like the faded look that inking every other time provides.
5. Wash the stamps at the end and allow the students to keep their block.
6. Students in my class completed an artist statement pertaining to their work.