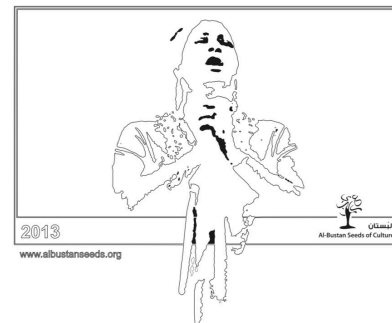


## **Al-Bustan Camp - July 2013**

**Art Teacher: Tremain Smith**

### **Art Curriculum**



We used drawing, painting, printmaking, collage, and mixed-media to create artworks that reflect our unique expression of the theme using the visual alphabet of line, shape, color, value, texture & space. We learned the elements of art in English & Arabic. We introduced the principles of art to the Middle School & Teen Groups.

Elements– the alphabet of art, the nouns, the ingredients - You can make a piece of artwork using just one element, or several elements such as line, shape and color, or all the elements – line, shape, color, texture, value and space. How you use them are the principles.

Principles – how the elements are arranged in a work of art, the verbs, the recipe

They are:

- Balance- How much does it weigh?
- Contrast- What is different?
- Focal Point- What do you see first?
- Movement- What direction is it going?
- Proportion- What size is it?
- Repetition- What is repeated?
- Unity- How do the parts fit together?

Expressive features –mood, how does it make you feel, dynamic state (sense of movement, tension, conflict, relaxation)

Theme: Umm Kalthum

Alphabet Project: print making on Scratch-Foam board printing plates 6” x 6”

Adhere to 32” x 54” fabric

Each student has letter, word/idea expressing some aspect of the theme of Umm Kulthum

Works out the idea in drawing – pre-planning, revising, editing, re-doing (like a song, like poetry, like poetry put to song & music)

An Artist – A Voice

A symbol, an icon

A letter – a line or shape

A word – a line or shape

An idea – a sketch

Details

A poem – a drawing

An image

A song

Music - a composition

What color? What shades or tones – light? dark? In-between? What textures – rough, smooth, soft, sharp? Work with the principles

Why do people make art? Some reasons:

Self-expression – one’s experiences, emotions, ideas, culture, values, beliefs, visions, concerns

Self-discovery – to learn about yourself, and to learn about your environment

To express who they are as a people (identity)

Who they are as a community, everyday life and activities, to tell a story about history - culture

To point out beauty

To tell a story – narrative

To record history or culture

To celebrate – special occasions, culture, daily life, spiritual traditions

Three styles of art:

Representational art

narrative art

abstract art

**Project 1: Mixed-Media:**

**Intros/materials/explain project/ describe elements & composition**

**Students K-5:** Tell story of Umm Kulthum starting from childhood. Make a drawing of her as a baby or child in the village with her mother.

**Middle School & Teens:** Umm Kulthum as icon. Draw/paint some aspect of her that captures your imagination.

**Project 2: Painting/ emphasis COLOR**

**Students K-5:** Go over elements

Umm Kulthum’s childhood – with her father singing at a wedding dressed as a boy. Her voice stopped conversation. People were awestruck at the power of her voice - she became known as “the little girl

with the powerful voice”. Paint a picture of Umm Kulthum’s voice, or of her singing – a little girl with a powerful voice. You can show other people listening, completely surprised & happy at the beauty of her singing

**Middle School & Teens:** Go over elements & introduce principles

Then portray her scarf, abstraction or representation, focus on COLOR using *principles of MOVEMENT and EMPHASIS*

### **Project 3:**

**Students K-5:** Collage/emphasis shape & space:

Materials: images of Cairo, white glue, 12 x 18 paper, various size rectangles & triangles in colored paper

Her family moved to Cairo in 1920’s – largest city in the Middle East

What shapes do you see in big cities?

Make a collage with shapes of the big city of Cairo.

**Middle School & Teens:** Printmaking/ emphasis line:

Materials: Scratch & Foam printing plates, pencils, printing ink, inking plates, brayers, 9x12 paper

Look at the stenciled artwork of contemporary Egyptian artist

Discuss the three families of lines, qualities & directions of lines. *Introduce principle of repetition, rhythm.*

Make a print using lines that expresses this process of Umm Kulthum’s voice bringing her audience to the state of “tarab”. This will be the first layer. When dry, spray with acrylic spray.

A technique of improvisation, which was typical of old classical Arabic singing, which Umm Kulthum used was to repeat a single line or stance over and over, subtly altering the emotional emphasis and intensity and exploring one or various musical modal scales (maqām) each time to bring her audiences into a euphoric and ecstatic state known in Arabic as "tarab" طرب.

- The word *maqam* in Arabic means place, location or position.
- subjected to no definite organization
- A maqam also determines starting note, the ending note, and the **dominant** note. It also determines which notes should be emphasized and which should not
- It is sometimes said that each maqam evokes a specific emotion or set of emotions – one is said to evoke pride, power, soundness of mind, and masculinity. Another: vitality, joy, and femininity. Another love. Another: sadness and pain.
  
- Her voice - heightened expressiveness –like an airplane
- the singer and the audience fed off each other's emotional energy
- Her voice and creativity made her a brilliant artist. Umm Kulthum understood the art of reading the mood of every individual audience and responding to the tempo of the atmosphere.

Her performances would last hours, not minutes, as she gave the audience what they wanted; repeating lines until they were satisfied. It was not just a performance; it was a sincere dialogue, an emotional exchange.

#### **Project 4: Self-Portrait**

##### Students 3-5: Prints:

Materials: Scratch & Foam printing plates, pencils, printing ink, inking plates, brayers, 9x12 paper, spoons for rubbing

Draw a picture of yourself. Take a minute to think about the details of your portrait: Will your drawing be just of the face or the whole body? What kind of clothes are you wearing? Where are you – inside or outside? What are you doing? Use the space well.

##### Students K-2: Drawing

Draw a picture of you with colored pencil and color sticks. Adhere name in Arabic to finished drawing. Do group print of everyone's face at end of class.

Middle School & Teens: The second layer: collage using a shape of some aspect of her iconic image: glasses, lips, hair, earrings, scarf, her silhouette, or a combination. The shape can be repeated, or stand alone as the focal point.

Materials: colored paper, X-acto knives, heavy paper for stencils, scissors, acrylic matte medium, tracing paper, china marker, cutting boards

1. Using pencil, play around with possible shapes for your stencil
2. Once you have your shape, trace it very darkly with pencil on tracing paper. Lay this face down on heavy paper and , pressing firmly, go over the pencil line to leave an impression on the paper
3. **CAREFULLY**, using X-acto knife, cut out shape to get your stencil
4. Use stencil to draw shape on colored paper, cut out with scissors, mindful that you don't want pencil outline to show & collage on print
5. Use stencil to make outline of shape in china marker as the final layer

#### **Project 5:**

##### Students K-2: Collage/Print: Umm Kulthum's scarf -Color, Shape, Movement

Materials: bleeding colored tissue paper, sponges, 12x18 paper, scissors, soap to wash hands

We've looked at her life as a baby in the village in the Nile Delta, as a child with her father singing at a wedding dressed as a boy -"the little girl with the powerful voice", and with her family moving to Cairo in 1920's, the largest city in the Middle East. Now she's a singer on stage, capturing everyone's attention. She always holds a handkerchief in her hand as she sings.

Look at pictures of Umm Kulthum with her scarf/handkerchief (mandil). What shape is it? How big is it? Is it heavy or light? How does it move?

Cut scarves in different colors out of tissue paper. Wet your whole paper with sponge. Press the scarves on your paper and lift up to make an imprint of color. Make a print of moving color. Let some of them overlap. What happens to the color when they overlap?

(Black tissue paper for glasses)

### Students 3-5: Arabic Alphabet -Prints

I show the campers the printing plates & printing paper we will be working with & explain how it will be arranged in rows of four across/seven down. Hand out their letters/words.

Think about the word you've chosen that your Arabic letter starts with.

How do you want to draw it?

With pencil on paper, work out ideas by sketching. What is sketching?

A sketch – a quick impression

Make 4 or 5 sketches. Once you have one you want to use, think about the composition and start to draw it, adding any details, on a 6x6 square piece of paper.

Composition – the putting together (arrangement) of lines, shapes & colors to make a piece of artwork

Then draw it on the printing plate.

Think about what color you want to print it in.

While we in the printing process, they will practice writing the word in Arabic.

Once the print is printed, dried & sprayed, they will stencil the letter and write the word on the print.

### Middle School & Teens: Arabic Alphabet

I show the campers the printing plates & printing paper we will be working with & explain how it will be arranged in rows of four across/seven down.

Think about the word/idea representing your Arabic letter and expressing some aspect of the theme of Umm Kulthum.

Play around with different ideas of how to express it visually. What is the subject matter, the main idea?

Work out ideas by sketching. What is sketching?

A sketch – a quick impression

Make 4 or 5 sketches.

pre-planning, revising, editing, re-doing

Once you have an idea/sketch you want to use, think about the composition and start to draw it, adding any details, on a 6x6 square piece of paper.

Composition – the putting together (arrangement) of lines, shapes & colors to make a piece of artwork

We will be doing:

1. a background – printed
2. the main idea – collaged or stenciled
3. the Arabic letter – stenciled

#### 4. the Arabic word - written

#### **Project 6: Students K-2: Oil Pastel Prints: Oud, Line, Shape, Space**

Materials: Oil pastels, 12x18 paper, pencils, spoons for rubbing

Umm Kulthum's voice was her instrument, and the oud was its closest companion

What shapes do you see in the oud? What lines? Talk about composition – how the lines, shapes, textures are arranged in the space.

Fold the drawing paper in half. Open it up and, with oil pastels fill one half with areas of deep color. Press hard to get deep color.

Fold the paper back up. Turn it over so that you are drawing on the back of the side that has the color. With a pencil, draw a picture of the oud and other Arabic instruments, thinking of how you are filling the space with your drawing. Open it up to get your print.

#### **Project 7: Students K-2: Rubbings: Color, Shape, Repetition/Pattern**

Materials: Arabic letter stencils, color sticks, 9x12 paper, tempera paint, small brushes, water containers

What is a pattern? In art, what elements can repeat?

With color sticks, using the flat side of the stick, make a pattern by doing rubbings of at least 3 Arabic letters and at least two colors. You can overlap the shapes if you want. Add paint either within the shapes of the letters or around them to finish your piece.

I demo this.

#### **Project 8: Groups A, B, C & Teens: Mixed-media**

Materials: pencils, colored pencils, oil pastels, color sticks, crayons, tempera paint, collage, stencils

A camper will read quote aloud:

**“When you listen to Umm Kulthum you just stand still and the song gets inside you and makes you move, and then you understand its meaning. The song makes you so happy that you feel you’re dancing with it, you’re living with it”**

Play songs & music of Umm Kulthum

Do a piece of artwork of you dancing/moving to Umm Kulthum's music.

You are on stage like Uum Kulthum

Or, what kind of artist/talent/star would you be?

See Below for the Art Arabic Vocabulary

فضاء

fada'

**SPACE**

حركة

haraka

**MOVEMENT**



إيقاع

iqa'

**RHYTHM**

قيمة الضوء

keemat al-thaw

**value of light**

**قيمة اللون**

**keemat al-lawn**

**value of color**

خط

khatt

**LINE**

لون

laawn

**COLOR**

مالمس

malmass

**TEXTURE**

مقياس

mikyaas

**PROPORTION**

نسبة

nissba

**SCALE**



شكل

shakl

**SHAPE**

تباين

tabayun

**CONTRAST**

تأكيد

ta'keed

**EMPHASIS**

توازن

tawazun

**BALANCE**

تكرار

tikrar

**REPETITION**

وحدة

wiHda

**UNITY**