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Lesson Plan: CALLIGRAPHY

LEVEL: NOVICE

CULTURAL GOALS:

- Explore the art of Arabic calligraphy
- Learn about its cultural and historical importance
- Create a calligraphy piece

ACTIVITIES:

- Watching videos featuring calligraphy artists
- Identifying Arabic letters and words in art works and logos
- Designing and creating a piece of calligraphy
- Acting out a role-play

PRONUNCIATION:

- Emphatic /L/ vs. non-emphatic /l/

3AMMIYYA:

- Expressions that include الله

HOURS INSIDE CLASSROOM: 2

<http://khallina.org/?p=450>

ACTIVITY 1: GRAFFITI & TUNISIAN ARTIST

Suggested time: 10-15minutes

TO GET READY

. Browse the Calligraphy Module online + Read the Lesson Plan in detail.

. Print out the Graffiti discussion questions (under Step 1 of module) - 1 set of questions per student.

IN THE CLASSROOM

. Teacher shows the students the video in Step 1 (website)

. If students have studied Arabic letters and their sounds, teacher may write جرافيتي on the board; students sound out the word in pairs.

. As a class, students discuss in English the concept of “graffiti” and their background knowledge of it; potential discussion questions can be found in Step 1 (website) - Questions can be shown on a projector or as an alternative distributed in a piece of paper among students (groups of 3)

. Teacher opens up the floor for discussion and exchange of opinions. (In case students discussed questions in groups of 3)

. Teacher then draws attention to the word “calligraffiti” and asks students about this word (calligraphy + graffiti); teacher may write الخط العربي on the board for students to sound out and read together; potential transition questions:

- a. What do you know about calligraphy, whether in the Arab world or elsewhere?
- b. Have you seen different types of calligraphy in different cultures? How would you describe these differences?

BACKGROUND ON ARABIC

Suggested time: 15-20 minutes

TO GET READY

. Teacher prints out the worksheet that includes questions related to the video in Step 2 - 1 copy per student.

IN THE CLASSROOM

. To further acquaint students with Arabic calligraphy, teacher shows the video in Step 2 (website)

. Teacher may assign the worksheet printed during the video viewing. After completing the video and worksheet, students partner-share what they found most interesting about the video students then share ideas as a class.

. Alternatively, teacher may use the worksheet's questions to lead a class discussion. (Answer Key under "Materials for the Teacher")

READING ARABIC CALLIGRAPHY & LOGOS

Suggested time: 20-25 minutes

TO GET READY

IN THE CLASSROOM

. Teacher presents the pictures in Step 3 of the module on an overhead projector or on a large screen.

. With a partner, students identify and read out loud all the letters and logos that they can. (If lesson is used outside of an Arabic language class, students may still guess the origin of many of the logos based on their design)

. Teacher continues same activity using extra images and logos (under "Materials for the Teacher")

YOUR NAME IN CALLIGRAPHY

Suggested time: 5-10 minutes

TO GET READY

. Students bring their laptop, tablet, or smart phone, or alternatively teacher reserves a computer lab.

IN THE CLASSROOM

. If students don't know yet how to write their names in Arabic, this is a good opportunity to teach them how to do it. Each student attempts writing his/her name based on their knowledge of the alphabet so far.

. Teacher refers students to emashq.com (exact URL on Step 2 of Module).

. Teacher explains how to use this site to write names in Arabic calligraphy. (Note: when using this website, students must type their names in Latin script as they are pronounced--not as they are spelled--in order for the Arabic spelling to come out properly)

. Students are encouraged to type in various names so they can enjoy the Arabic calligraphy.

. Students write down their name using a regular pen and paper, imitating a particular font or shape they liked from the ones shown by emashq.com

PREPARE NEXT ACTIVITY

Time: around 1.5 hour

. Students read at home the 3ammiyya worksheet, and study the new expressions (on the website).

. Students study the new expressions and vocabulary on Quizlet (Vocab tab, on the website). Teacher shows students how to use the TEST section on Quizlet to study the vocab.

. Students read and study the Pronunciation worksheet (on the website). Then listen again to the vocabulary on Quizlet.

. Students prepare in pairs a 1-2 minutes role-play in which they use the new vocabulary studied.

ROLE-PLAY

Suggested time: 10-15 minutes

TO GET READY

. Prepare the set of pictures used in Quizlet to project, or print out the pictures in big format.

IN THE CLASSROOM

. Teacher projects/shows the different pictures used on the Quizlet sets for a quick review of the new 3ammiyya expressions.

. In pairs, students act out the role-play that they prepared outside of the classroom, while teacher takes notes.

. At the end of all presentations, the teacher points out a few situations in which the expressions used were culturally inappropriate. With the help of students, the whole group tries to understand why it was so, and find a more appropriate expression.

CREATING A PIECE OF CALLIGRAPHY

Suggested time: 30-45 minutes

TO GET READY

. Teacher brings to class enough calligraphy pens for all students (different colors if possible), and white and/or colored paper.

IN THE CLASSROOM

. Teacher shows students the video under Your Turn on the website (until 2:56), asking students to identify the different letters in the word سلام and asks for its meaning.

. Teacher tells students that they have the chance to create their own piece of calligraphy by imitating the Chinese artist they've just watched, by using the samples under Your Turn for inspiration, or by choosing any other word/ expression they prefer (e.g. their name, a new 3ammiyya expression). Be creative!

. Students grab a paper and calligraphy pens and start working on their piece of calligraphy.

. At the end, each student shares what he/she wrote. Students may display their work in the classroom or in a more public space in their school.