

Commonwealth of Independent States - Central Asian States



# GRADE 8 TEACHING GUIDE IN ARTS

## QUARTER 3 - MODULE 3

### India, Central Asia & Middle East

**Grade Level Standard:**

The learner demonstrates understanding of salient features of Asian music and art, through appreciation, analysis and performance for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.

Content Standard	Performance Standard
<p>The Learner ...</p> <ul style="list-style-type: none"><li>• Demonstrates understanding of art elements and processes by synthesizing and applying prior knowledge and skills</li><li>• Demonstrates understanding of the salient features of the arts of Southeast Asia by correlating the art elements and processes among culturally diverse Southeast Asian countries</li></ul>	<p>The Learner...</p> <ul style="list-style-type: none"><li>• Creates an artwork showing the characteristics elements of the arts of Southeast Asia</li><li>• Puts up a mini-Southeast Asian art exhibit using their own artworks</li></ul>
<p><b>LEARNING COMPETENCIES</b></p> <p>...</p>	

**Comment [T1]:** Please Insert Learning Competencies below.

**Comment [T2]:** PLANNING FOR ASSESSMENT  
1.Product/performance  
2.Assessment at level of understanding  
3.Assessment at level of performance

## INTRODUCTION

*In this module, you will learn about the art of India, Central Asia and Middle East :*

- How the [visual art](#) were produced and can be classified into specific periods, each reflecting particular religious, political and cultural developments
- How it intertwines with the enriching history, religions and philosophies of the subcontinent
- How strong sense of design can be observed in their modern as well as in their traditional forms
- How they exhibits ornate, very intricate and colorful motifs where a voluptuous feeling is given unusually free expression
- What are the five independent republics, that comprises **Central Asia**
- The **Middle East** is a [region](#) that encompasses Western Asia and all or part of North Africa

Comment [T3]: Missing links/text

Comment [T4]: Missing links/text



<http://images.redstate.com/files/map9-middle-east-and-cent.gif>

## OBJECTIVES:

At the end of this module, you, as a learner, are expected to...



- Analyze art elements (color, line, shape, etc.) and principles (texture, proportion, emphasis, harmony etc.) in the production of arts and crafts
- Understand how art plays a significant role in the daily life and activities of the people
- Describe the unique lines, forms, shapes and colors found in the representative folk arts
- Use the different motifs and designs as manifested in representative folk arts
- Identify contributions made by the named countries in the field of arts like architecture, painting and folk arts
- Compare the development of crafts in specific areas of a country, according to traditional specialized expertise, functionality, and availability of resources
- Appreciate the ethnic and unique characteristics of art form and style through creating and viewing similar artworks
- Compare the work of arts of the Philippines with the work of arts in terms of forms, motifs, shapes and designs.
- Appreciate the use of art to discover the glorious past of their people



**PRE- ASSESSMENT:**

**The Visual Arts of India**

1. Show some examples of Indian art, focusing on the designs, shapes, elements and principles.
2. Let the students realize the importance of
  - a) enhancing their skills in creating new designs showing the elements of arts aside from shapes and designs.
  - b) Importance of following the instructions strictly to avoid accident/or for safety.
3. Using separate sheet of papers, ask the students to create designs with repeated, radial, alternative motifs or border design based on the Indian art and ask them to apply the chosen design.
4. Ask the students to prepare the materials needed in the activity called "Indian Crepe".
5. Explain to them why they need to follow strictly the procedures.
6. Go around to check if the students are correctly following the procedures.
7. Explain the rubrics for evaluation of their projects.
8. Have the students post their work for critiquing.
9. Ask any student to evaluate the finish project based on the rubrics.



#### **ACTIVITY 1: Indian Crepe**

##### **You will need the following materials:**

Dark-colored crepe paper/or any colored paper  
Bleach (i.e., Clorox)  
Plastic cups  
Cotton buds

##### **Procedure:**

1. Draw your design on a piece of paper.
2. Spread out the crepe paper or the colored paper on a flat surface.
3. Pour a small amount of bleach in a plastic cup. Take care not to spill any on your clothes.
4. Slightly dip the tip of a cotton bud in the bleach.
5. Create designs on the crepe paper by gently drawing lines with the cotton buds. Be careful not to tear the thin crepe paper.
6. Decide on the pattern: repeated or alternative motifs, radial or border design.

### Rubrics

Indicators	5	3	1
1. Considered the suggestions of each member to come up with a presentable work			
2. Followed instructions correctly			
3. Shared and applied the skills and talents on the activity			
4. Manifested enjoyment while working with other group members			

Points	Descriptive	Equivalent Grade
16 – 20	Excellent	95%
11 – 15	Very Good	90%
6 – 10	Fair	85%
1 – 5	Needs Improvement	80%

*Let the student recall some of their remarkable childhood memories. Ask them to fill up the circles by drawing or sketching the places that have been a part of their lives. Ask them to make use of the different types of lines and curves to connect the places that have been of interest to their family. Ask the students to answer the guide questions and present their work.*



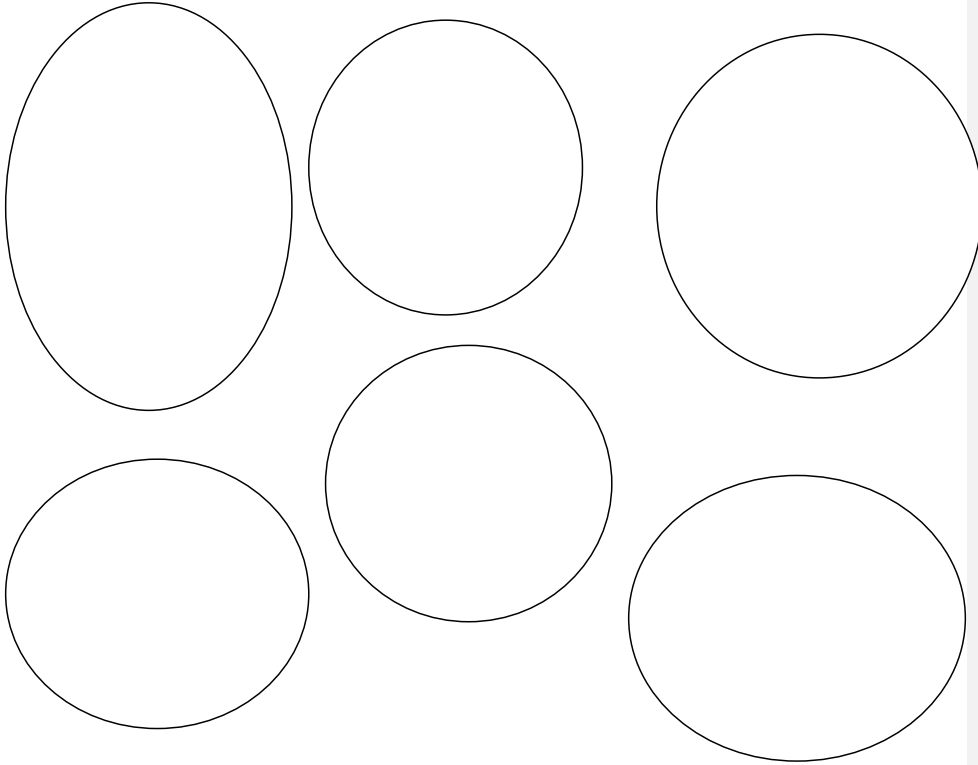
### ACTIVITY 2: LINES AND CURVES – MAP OF LIFE

#### MATERIALS NEEDED:

Oslo paper  
Pen, pencil or colored pencils

#### DIRECTION:

1. Recall some of your remarkable childhood memories.
2. Using the diagram below sketch or draw the places that have been a part of your life and are of interest to the members of your family.  
Example: From your house, church, malls, parks and school.



**GUIDE QUESTIONS:**

1. Why are those places important to you and your family? How did you reach those places?

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2. What features made those places memorable to you and your family?

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3. How have these places affected you and the other members of your family?

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4. What type of lines can you see on your sketch?

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## **PART I. KNOW**



Ask the students to report on the different periods of Indian art featuring its contributions to World art and festivals. Discuss to the class about Rangoli and its uses as one of the most beautiful and most pleasing art forms of India.

### **LESSON 1: Periods of Indian Art**

- **Ancient Period (3900 BCE-1200 CE)**

Some evidences of the early civilization are bronze and copper statuettes and steatite seals, which show vigor and concern for surface texture as constantly characterized in Indian art.

The **Ajanta Caves** of Maharashtra, India are 30 rock-cut cave monuments that date back from the 2nd century BCE to the 600 CE, including paintings and sculptures considered to be masterpieces of Buddhist religious art, as well as frescos that are reminiscent of the Sigiriya paintings in Sri Lanka.



- **Classical Period ( 5<sup>th</sup> to 6<sup>th</sup> centuries)**

The image of Shiva, the destroyer develop into Shiva the Cosmic- dance the four arm figure, where one hand holds the fire with which he destroys, another holds a drum, which is the first sound heard in the world at birth, the third arm points up in a reassuring gesture and a fourth points down to the dwarf in which he dances.

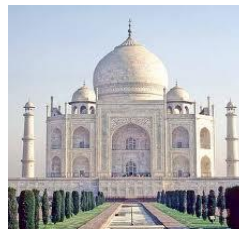
- **Islamic Ascendancy (1192-1757) or Transitional Period**

This was the period of evolution from Vedism into Hinduism or Brahmanism. The two great Indian epics: the Mahabharata and the Ramayana emerged in this period.

- **Mogul period ( 16<sup>th</sup> Century)**

Moguls contributed to the enrichment of Indian culture, in painting and in architecture. The most splendid example is the **Taj Majal** built in 1632 by Shah Jahan in memory of his wife.

Another great Buddhist monument is the **Borobudur** in Java built in the 8<sup>th</sup> century after the decline of Buddhism in India.



*Diwali lamps for sale in the market*





**Diwali** is celebrated by Hindus in India and all around the world in October or November. It is the Hindu New Year and is either a 3-day or 5-day holiday depending on where you come from.

It is a very exciting and colorful holiday, where homes are cleaned to welcome the New Year and windows are opened so that the Hindu goddess of wealth, Lakshmi, can enter. Hindus believed that she

cannot enter a house which is not lit up, so every household burns special *Diwali* clay lamps (*diyas*) to light the way for the goddess, which is why the holiday is also known as the 'Festival of Lights'.



## LESSON 2: RANGOLI

**Rangoli** is one of the most beautiful and most pleasing art forms of India. It is comprised of two words: '*rang*' meaning 'color' and '*aavalli*' meaning 'colored creepers' or 'row of colors'. Rangoli, the art of making designs or patterns on the walls or the floor of the house, uses finely ground white powder along with different colors. Numerous households in the Indian subcontinent make use of Rangoli designs for decorating the courtyard of their house.

<http://www.activityvillage.co.uk/rangoli-with-diya.jpg>



The traditional form of Rangoli made use of designs and motifs based on nature, such as mangoes, creepers, flowers, swans, peacocks, etc. Even the colors in the traditional art form were extracted from natural dyes, like barks of trees, leaves, indigo plant, etc. These days, synthetic dyes have more or less replaced the natural dyes of the earlier times.

The materials used in the Rangoli patterns of today give either a very flat appearance or a 3-D effect. Rangoli designs include geometric patterns, the swastika, lotus, trident, fish, conch, creepers, leaves, trees, flowers, animals, etc.

<http://www.activityvillage.co.uk/peacock-rangoli.jpg>

Group the students into 4 groups. Let the group choose the topics to be reported/presented in the class showcasing the arts, culture and the contribution made to world art.

1. Pakistan
2. Uzbekistan, Kazakhstan and Tajikistan
3. Turkmenistan and Kyrgyzstan
4. Arts and crafts of the Middle East



### LESSON 3: PAKISTAN

Pakistani architecture is divided into four recognized periods:

- Pre-Islamic
- Islamic,
- Colonial and
- Post-Colonial

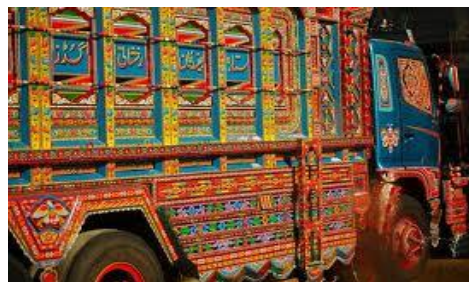


Mohenjo Daro

Around the middle of the 3rd millennium BCE, an advanced urban culture developed for the first time in the region, with large buildings, some of which still survive to this day like [Mohenjo Daro](#), Harappa and [Kot Diji](#) which are among the pre-Islamic settlements that are now tourist attractions.

Kot Diji

Across Pakistan, brightly colored flamboyant trucks painted with images of idealized landscapes, famous personalities, flowers and trees turned village lanes, city streets and long-distance highways into a national gallery without walls, a free-form, kaleidoscopic exhibition in perpetual motion.



Truck Art of Pakistan



Other arts of Pakistan includes painted chests and jars



#### LESSON 4: UZBEKISTAN, KAZAKHSTAN, TAJIKISTAN

- People who inhabited the region of present Uzbekistan was very popular in making printed cloth. Printed table-cloths, curtains, bed-spreads, shawls and various coverlets performed utilitarian function and served as a daily-round ornament.
- Uzbekistan ceramics hold a prominent place among the numerous forms of popular applied art.
- Applied arts in ancient Kazakhstan were part of life's daily routine.
- Clothing, utility tools, yurts, and horses' saddles were always decorated using nomadic patterns and design.
- Kazakhstan's visual arts are relatively young. In ancient times, nomads used to draw on rocks and, today, these petroglyphs can be found throughout Kazakhstan.
- Fine art in Kazakhstan varies in style, direction and genre. The most captivating work by Kazakhstan artists in different periods can be seen in museums across



the country.



- Tajiks have been making fabrics, utensils, musical instruments, carpets, furniture,



jewelry and many other things for many centuries.

- The art of decorative carving is very important for local residents. Carving is mostly present in architectural monuments, household structures and objects, musical instruments, and souvenirs.
- When Islam came, Tajik's carving gradually changed to Arabian inscriptions using images of people and animals while some carvers prefer "vegetative", geometrical patterns. In architecture, ornaments in the form of lotus, tulips and other flowers are more common.

The Boulder Dushanbe Teahouse



#### LESSON 5: TURKMENISTAN AND KYRGYZSTAN

- The most unique and beautiful carpets in the world are produced by Turkmenistan and depends upon its shape and purpose. Carpet weaving is an ancient art, and each tribe developed its own distinctive pattern.

- The traditional arts include felt manufacture, jewelry making, woodwork, ceramics, and silverwork.
- Turkmen carpets have been traditionally woven out of wool, cotton, and silk by women, using horizontal looms. The method of weaving has been modernized, but the beauty and quality of the fabrics remains.



- Turkmenistan is also the source of keteni, a homespun silk that is used for the beautiful dresses worn by Turkmen women on special occasions. The embroidery uses different patterns that are as unique as a family seal.

"KETENI" CLOTH IS AN OBJECT OF ONE OF THE WONDERFUL TRADITIONS OF THE TURKMEN PEOPLE



- Kyrgyz women produce a wide range of [textiles](#), mostly from the [felt](#) of their [sheep](#). Nowadays ancient patterns are adapted to the tourist and export market, but it is still a living tradition and that all [yurts](#) and most houses contain hand-made [carpets](#) or rugs called *shirdaks*.

- Large elaborately embroidered wall hangings called [Tush kyiz](#), are traditionally made in Kyrgyzstan and Kazakhstan, by elder women to commemorate the [marriage](#) of a son or daughter.
- Colors and designs are chosen to symbolize Kyrgyz traditions and rural life. Flowers, plants, animals, stylized horns, national designs, and emblems of Kyrgyz life are often found in these ornate and colorful embroideries.
- Flat cushions called xxx, are usually made in shadow-pairs. These are seen on every chair, padding the seat.



## LESSON 6: ARTS AND CRAFTS OF THE MIDDLE EAST

The Middle East is rich in cultural heritage, and this is clearly evident in the



variety and quality of regional arts and crafts.

Typical artistic forms from the region include:

- embroidery
- ceramics
- wood carving
- inlaid wood designs
- Calligraphy
- hammered metalwork
- blown glassworks

#### Arts-Crafts--Middle-East-Design



**Metalwork** craftsman **hammering** a design

- Although these are some of the most acclaimed art forms contributed by the Middle East, the Middle Eastern aesthetic can be seen in almost any product from the region even including such things as handmade soap from Syria or Lebanon.



a **Lebanese** man sculpting **soap** blocks

Show pictures of Rangoli in the class. Let them identify and describe the pictures. Based on the discussion about Rangoli art, let the students enumerate examples of designs usually seen in this form of art.

Ask the students to prepare the materials needed in Rangoli art.

On a clean sheet of bond paper ask the students to sketch lightly some designs with repeated, alternating, radial and border design using chalk or pencil. Let them choose the best design and finalize the outline with heavier lines. Carefully follow the direction on how to make the Rangoli art.

Let them display their work for assessment by honestly answering the questions below.

## **PART II. PROCESS**

### **ACTIVITY 1: Rangoli Art**



#### **You will need:**

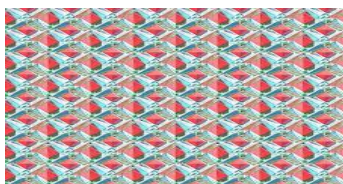
Glue  
Plain paper plate  
Pencil  
Colored sand (different colors)



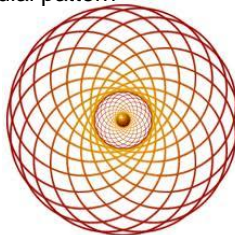
#### **DIRECTION:**

1. Sketch your design lightly in pencil or chalk.
2. When you are happy with your design, finalize the outline with heavier lines.
3. Use glue to outline your design.
4. Roll the paper plate into a cone and snip a small hole in the narrow end.
5. Fill the larger opening with colored sand. Use your finger as a stopper on the small hole you made. This is how you will control the flow of the sand.
6. Fill in your design with sand according to your choice and color combination. This is the most interesting step, and usually the most fun.
7. Apply different design patterns:

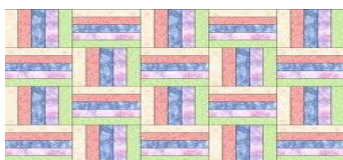
#### **- Repeated**



#### **- Radial pattern**



#### **- Alternating**



#### **- Border pattern**





8. Display your work in class.

**SELF ASSESSMENT:**

1. Is my work worth emulating? How was I able to come up with this emulous project?

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2. Were the colors and designs applied properly?

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3. Did I enjoy working on my Rangoli art?

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Samples of Rangoli

[http://t3.gstatic.com/images?q=tbn:ANd9GcTkakjlvnJADbh\\_ADQGXIxujJwjocUYbPKR2f3\\_6SKZFAHiGxKxtA](http://t3.gstatic.com/images?q=tbn:ANd9GcTkakjlvnJADbh_ADQGXIxujJwjocUYbPKR2f3_6SKZFAHiGxKxtA)

Ask your students to imagine that they are from India and are about to take part in the *Diwali* celebration. The place of celebration is fully lighted with *diya*. Everyone is asked to hold a *diya* to make the place look festive and brighter.

Set the students mood in preparation for their activity on Diwali Mobile. Let them prepare their materials . Explain the importance of following the directions/ instructions correctly. Display their artwork.

## ACTIVITY 2: *DIWALI* MOBILE



Here is the procedure for the *diya* mobile.

### You will need:

Yellow textured paper or pages of magazines  
Textured paper in bright color  
Gold cord  
Gold glitter glue  
String  
Scissors  
Puncher



### INSTRUCTIONS:

1. Cut out a flame shape from yellow paper and a *diya* shape from your other paper.
2. Make a hole at the bottom of the flame and another in the middle of the *diya*.
3. Tie them together with the gold cord.
4. Make a hole at the top of the flame and tie on some gold cord for hanging.
5. With glitter glue or a gold pen, write 'Happy' on the flame and '*Diwali*' on the *diya*.

### SUGGESTED REFERENCE FOR DIWALI PICTURES

[http://www.google.com.ph/search?num=10&hl=fil&newwindow=1&site=imghp&tbn=isch&source=hp&biw=1137&bih=538&q=diwali&oq=diwali&gs\\_l=img.3..0i3j0i24i9.1610.2846.0.3642.6.6.0.0.0.208.964.0j5j1.6.0...0.0...1ac.1.h10ocRUbrRw](http://www.google.com.ph/search?num=10&hl=fil&newwindow=1&site=imghp&tbn=isch&source=hp&biw=1137&bih=538&q=diwali&oq=diwali&gs_l=img.3..0i3j0i24i9.1610.2846.0.3642.6.6.0.0.0.208.964.0j5j1.6.0...0.0...1ac.1.h10ocRUbrRw)

Let students answer the assessment and write their answers on their journal.

**ASSESSMENT:**

Did I make use of recycled materials?

Was I able to employ different art elements and principles in making this project?

Was I able to follow directions correctly?

Did I enjoy working on this praise-worthy project?

What Philippine designs look similar to the designs of India?

Is my mobile moving? If not, what can I do to make it move?



Show video presentation about the truck art of Pakistan to further understand how lines, colors, shapes, balance and repetition can give more meaning and significance to the art of Central Asia . This will help students

- a) understand the processes in art;
- b) determine its impact to you as an individual
- c) learn the importance of appreciating a work of art; as well as
- d) understand its relationship to other countries around you.

Ask the students to answer the guide questions on their journal.



### ACTIVITY 3: VIDEO PRESENTATION – TRUCK ART

Uploaded by journeymanpictures

<http://www.youtube.com/watch?v=4EhNAib0b6Q>

#### Guide Questions

1. Describe the unique lines, color, forms and shapes found in Pakistan's truck art.

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2. Give your impressions on how Pakistanis use the elements of arts in their artwork.

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3. Compare our Pinoy jeep with their truck art with regards to the color, design, forms and shapes.

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#### SUGGESTED REFERENCE FOR TRUCK ART OF PAKISTAN:

<http://www.google.com.ph/imgres?q=TRUCK+ART+VIDEO+OF+pAKISTAN&hl=fil&newwindow=1&tbm=isch&tbid= fbCkd80J0 GHM:&imgrefurl=http://www.bashaoorpakistan.com/interactive/pictures/beautiful-pakistani-decorated-vehicles-part-4-truck-art/&docid=q2EdBiVwCa6buM&imgurl=http://thewondrous.com/wp-content/uploads/2009/05/truck-painting>

This activity may be use to improve the skills of the students in designing and showcasing the art of Tajikistan.

Ask the students to prepare the materials needed in making the candle sculpture. Keep watch on the students work if they are following the directions correctly.

Present the rubrics to the students as basis of their artwork. Display the finish project for critiquing.



#### ACTIVITY 4: CANDLE SCULPTURE

##### MATERIALS NEEDED:

Old newspaper  
pencil

Candle – 2" in diameter  
Sketch of your chosen design  
Nail pusher  
Black permanent marker



##### DIRECTIONS:

1. Spread out the old newspaper to protect your work area.
2. Sketch your chosen design on the candle using your pencil. Use geometric shapes and patterns like scrollwork and curved lines.
3. With the nail pusher, carve the design on the candle. Use the subtractive technique to cut away the unwanted part.
4. Highlight the design with the use of a black permanent marker.

##### RUBRICS

Indicators	5	3	1
1. Directions and procedures were followed accurately			
2. Art elements and design were used and are clearly evident			
3. Artwork shows creativity and effort			

Numerical	Descriptive	Grade Equivalent
11 – 15	Excellent	95%
6 - 10	Good	85%
1 - 5	Need Improvement	75%

##### SUGGESTED REFERENCE FOR CANDLE ART PICTURES:

[http://www.google.com.ph/search?hl=fil&newwindow=1&biw=1137&bih=538&site=img&tpb=isch&sa=1&q=CANDLE+ART&oq=CANDLE+ART&gs\\_l=img.3..0i19I5j0i5i19I2.318348.324](http://www.google.com.ph/search?hl=fil&newwindow=1&biw=1137&bih=538&site=img&tpb=isch&sa=1&q=CANDLE+ART&oq=CANDLE+ART&gs_l=img.3..0i19I5j0i5i19I2.318348.324)

Present some pictures of artworks contributed by Tajiks like inscriptions with images of people, architectural monuments, household structure and souvenirs.  
 Let students compare this art work with the artworks of the Philippines.  
 Ask the students to prepare the workplace for smooth application of procedures on clay pot designing.  
 Explain the importance of following the direction correctly to clearly see the visual details on the said project.

### ACTIVITY 5: Clay Pot Designing

#### MATERIALS:

Old newspaper	Pencil
Black and white acrylic paint	Brushes of different sizes
Small clay pot	

#### PROCEDURE:

Prepare your work place by spreading old newspaper as your placemat.

1. Choose either the white or black paint as your base. Apply and let it dry.
2. Plan the design you want to be painted on your pot. Keep in mind the elements and principles of design in Indian art.
3. Using your pencil, sketch out your design on the pot.
4. Use your paint and brush to create your design. Let it dry.
5. Display your work for assessment.



#### Rubrics

Criteria Indicator	5	3	1
1. Follows direction correctly			
2. Uses time and materials wisely			
3. Submits finish project neatly and with visual details			
4. Cleans area after work			

Points	Descriptive	Equivalent Grade
16 – 20	Excellent	95%
11 – 15	Very Good	90%
6 – 10	Fair	85%
1 – 5	Needs Improvement	80%

#### SUGGESTED REFERENCE FOR CLAY POT ART:

[http://www.google.com.ph/search?hl=fil&newwindow=1&biw=1137&bih=491&site=imghp&tbn=isch&sa=1&q=CLAY+POT+ART&oq=CLAY+POT+ART&gs\\_l=img.3..0i19l2.876098.889531.0.893533.14.9.0.0.0.0.1532.12416.7-7j2.9.0...0.0...1c.1.g4EziZC3Vm0](http://www.google.com.ph/search?hl=fil&newwindow=1&biw=1137&bih=491&site=imghp&tbn=isch&sa=1&q=CLAY+POT+ART&oq=CLAY+POT+ART&gs_l=img.3..0i19l2.876098.889531.0.893533.14.9.0.0.0.0.1532.12416.7-7j2.9.0...0.0...1c.1.g4EziZC3Vm0)

Show some examples of border designs to class. Ask students to give any suggestion on how to improve the design as border for picture frame, bulletin board, notebooks and others.

Give encouraging lines or phrases to set the mood of the students in preparation for the said activity.

Let the students prepare the work place and the materials. Explain to the class the importance of following the directions/instructions correctly.

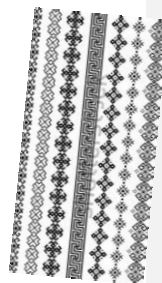
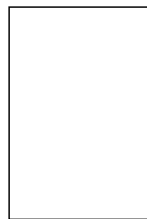
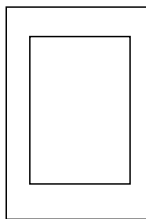
Encourage students to display their work for assessment.



#### ACTIVITY 6: **BORDER DESIGN IT!!!**

##### MATERIALS:

Black cartolina  
Pair of scissors  
Stapler  
Long bond paper  
Glue  
Emulsion  
Paintbrush



##### DIRECTIONS:

1. Cut out two 5"x7" rectangles of black cartolina. Set aside one rectangle.
2. On one of the cartolina rectangles, draw an inside rectangle, measuring .5" from the outside edges. Cut out and discard. You will now have a frame.
3. Place the frame on top of the other rectangle. Staple three of the outer edges together so that a 4" by 6" photo can fit inside.
4. Cut the bond paper into 8 lengthwise strips.
5. From the sample design above, create your design by cutting the strips of bond paper.
6. Paste the strips of paper on the frame-shaped cartolina as a border. Trim as needed.
7. Apply emulsion with a brush and let it dry.
8. Put in your photo after finishing your work.
9. Display your work for critiquing.

Do you know?

- That the suffix "stan" means "land of"?
- That the countries in Central Asia have the same flora and fauna?
- That they have the same religion, beliefs and customs?

##### SUGGESTED REFERENCE FOR DIFFERENT BORDER LINE DESIGNS:

[http://www.google.com.ph/search?hl=fil&newwindow=1&biw=1137&bih=491&site=imghp&tbm=isch&sa=1&q=border+designs+for+projects&oq=BORDER+DESIGN&gs\\_l=img.1.4.0i19i10.1015681.1019036.0](http://www.google.com.ph/search?hl=fil&newwindow=1&biw=1137&bih=491&site=imghp&tbm=isch&sa=1&q=border+designs+for+projects&oq=BORDER+DESIGN&gs_l=img.1.4.0i19i10.1015681.1019036.0)



This activity will help the students enhance their skills in creative designing.

Show examples of designed soap blocks. Give some pointers on how to handle the soap block while sculpturing the design. Let the students strictly follow the directions to come up with emulous product.

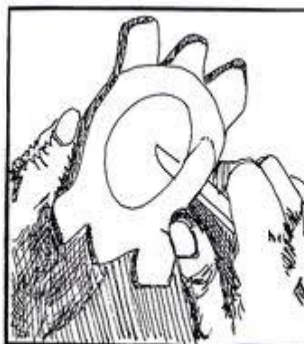
Examples of soap carvings



### ACTIVITY 7: SOAP SCULPTURE

#### YOU WILL NEED:

Ivory, Perla or any soft soap  
Nail pusher  
Pencil  
Old newspaper  
Black pentel pen



#### DIRECTIONS:

1. Prepare your working area by spreading out an old newspaper to gather soap scrapings.
2. Decide on what design you would like to carve on your soap.
3. Use the nail pusher to scrape out part of the soap you want to remove.
4. Highlight your design with the black pentel pen.
5. Clean up after work.

#### QUESTIONS TO ANSWER:

1. Which part of the procedure did you find difficult to do?
2. How did you achieve the design of your work?
3. What technique was applied best for scraping the design in the soap?
4. How can you make all the parts be evenly designed?
5. How do you feel while doing the activity?

#### SUGGESTED REFERENCE FOR SOAP SCULPTURE

[http://www.google.com.ph/search?hl=fil&newwindow=1&biw=1137&bih=491&site=imghp&tbn=isch&sa=1&q=SOAP+SCULPTURE+ART&oq=SOAP+SCULPTURE+ART&gs\\_l=img.3..0i24.7908.17789.0.19051.20.18.0.0.2.1203.9649.0j3j3j2j1j2j6j1.18.0...0.0...1c.1.](http://www.google.com.ph/search?hl=fil&newwindow=1&biw=1137&bih=491&site=imghp&tbn=isch&sa=1&q=SOAP+SCULPTURE+ART&oq=SOAP+SCULPTURE+ART&gs_l=img.3..0i24.7908.17789.0.19051.20.18.0.0.2.1203.9649.0j3j3j2j1j2j6j1.18.0...0.0...1c.1.)

Show the picture of the doll. Ask the students to choose the right dress to signify the country where it came from in Central Asia.

### PART III. REFLECT AND UNDERSTAND

#### SUMMATIVE EVALUATION

#### **DRESS ME UP!!!**

Dress me up according to the country I came from in Central Asia. Describe the designs, forms, colors and style to signify the country I came from.

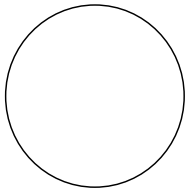
I can't decide  
what to wear...



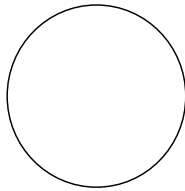
Ask the students to make caricature of faces using dots and lines to show them how they feel after this module.

### ASSESSMENT:

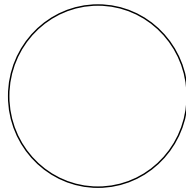
Fill up the following circles according to how you feel after using this module. Make a caricature of faces using dots and lines.



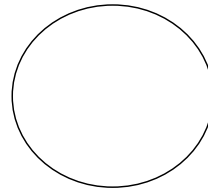
Happy



Surprised



Amazed

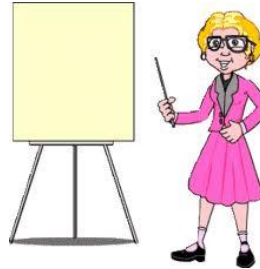


Sad

Give significant pointers about this module (culture, arts and contributions to world art of India, Central Asia and Middle East)

### KEEP IN MIND:

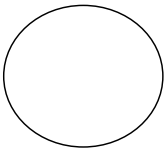
- Art plays a significant role in the daily life and activities of the people of India, Central Asia and Middle East.
- Unique lines, forms, shapes, colors , motifs and designs are manifested in the art of India, Central Asia and Middle East
- Resourcefulness and clarity are keys to successful art activities
- The art of India, Central Asia and Middle East, reflects the dominant attitudes toward important aspects of life of the period which produce them as mirror of cultural history
- We can better understand and appreciate a work of beauty and vitality by understanding its place in the historical continuity



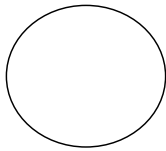
Ask the students to form the word inside the circle and relate to the gained information on India, Central Asia and Middle East.

### CAN YOU READ THE CARICATURE?

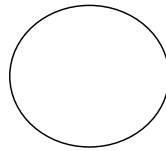
Direction: Form the word inside the circle and relate to the gained information on India, Central Asia and Middle East.



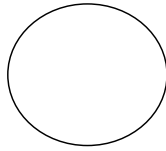
\_\_\_\_\_



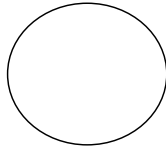
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\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**(Note to the artist: Please follow the attachment)**

- A. Using their journal, ask the students to answer the questions to test their understanding about the module.
- B. Ask the students to read the directories correctly and choose the best answer by writing the letters.



### TEST YOURSELF

#### A. INDIA

Identification: Choose the correct word from the box below

Diwali	Rangoli	Shiva	Lakshmi	Diyas
--------	---------	-------	---------	-------

- \_\_\_\_\_ 1. The art of making designs or patterns on the walls or floors of houses.
- \_\_\_\_\_ 2. Hindu Goddess of wealth.
- \_\_\_\_\_ 3. A four arm dancing Hindu Goddess.
- \_\_\_\_\_ 4. The festival of light of India.
- \_\_\_\_\_ 5. Clay lamp to light the way of the Goddess.

#### B. CENTRAL ASIA AND MIDDLE EAST

Multiple Choice: Read the directions correctly. Choose the best answer. Write the letters only

- \_\_\_\_\_ 1. Country known for making printed table cloth, curtains, bed spreads and shawls
  - a. Uzbekistan
  - b. Kazakhstan
  - c. Tajikistan
  - d. Pakistan
- \_\_\_\_\_ 2. Country in Central Asia known for utensil making, musical instruments, furniture and jewelries
  - a. Pakistan
  - b. Tajikistan
  - c. Uzbekistan
  - d. Kazakhstan
- \_\_\_\_\_ 3. A homespun silk used for beautiful dresses worn by Turkmen women
  - a. shirdaks
  - b. Tush Kyiz
  - c. keteni
  - d. Diyas
- \_\_\_\_\_ 4. It is a large elaborately embroidered wall hanging made in Kyrgystan and Kazakhstan
  - a. keteni
  - b. frescoes
  - c. shirdaks
  - d. tush Kyiz
- \_\_\_\_\_ 5. Images created by removing part of the rock surface by incising, picking and carving
  - a. petroglyphs
  - b. hieroglyphs
  - c. calligraphy
  - d. ochre

Congratulate the students for showing their best. It mirrors their interest and appreciation in learning about the culture and arts of India, Central Asia and Middle East. It also shows understanding their understanding that the Philippine culture is comparable to the culture of other countries.

**CONGRATULATIONS!!!** You made it!!!

You really learned facts and ideas on art of India, Central Asia, and Middle East. Knowing the culture and arts of other countries is really a tremendous experience! Right? You are now ready to move on to your next module... about Festivals and Theatrical Forms of Asia.



**KEY TO CORRECTION:**

\*\*\* Can you read the Caricature

- STAN
- DIWALI
- YURTS
- RANGOLI
- TAJIKS

\*\*\* Test Yourself

- |               |         |
|---------------|---------|
| A. 1. Rangoli | B. 1. a |
| 2. Lakshmi    | 2. b    |
| 3. Shiva      | 3. c    |
| 4. Diwali     | 4. d    |
| 5. Diyas      | 5. a    |

**GLOSSARY:**

aesthetic	- pertaining to, involving or concerned with pure emotion and sensation as opposed to pure intellectuality
Carving	- the act of fashioning or producing by cutting into or shaping solid material, as wood.
Conch	- is a common name that is applied to a number of different medium to large-sized sea snails or their shells. The term generally applies to large sea snails that have a high spire and a siphonal canal
deity	- is a being, natural, super natural or preternatural, with superhuman powers or qualities, and who may be thought of as holy, divine, or sacred.
Distinctive	- having a special quality, style, attractiveness, etc; notable
Diwali	- celebrated by Hindus in India and all around the world in October or November. It is the Hindu New Year and is either a 3-day or 5-day holiday depending on where you come from.
Diyas	- special Diwali clay lamps
Ecological	- the branch of sociology concerned with the spacing and interdependence of people and institutions.
Emulating	- to strive to equal or excel, especially through imitation
Emulous	-Eager or ambitious to equal or surpass another.
Encompass	- to enclose; envelop; to constitute or include
Flamboyant	- marked by or given to strikingly elaborate or colorful display or behavior
Frescos	- a technique of mural painting executed upon laid lime. Water is used as the vehicle for the pigment and, with the setting of the plaster, the painting becomes an integral part of the wall.
Inscriptions	- something inscribe; a historical, religious, or other record cut, impressed, painted or written on stone, brick, metal or other hard surface
Kaleidoscope-	is a cylinder with mirrors containing loose, colored objects such as beads or pebbles and bits of glass. As the viewer looks into one end, light entering the other creates a colorful pattern, due to the reflection off of the mirrors.



Keteni	- a homespun silk that is used for the beautiful dresses worn by Turkmen women on special occasions.
Lakshmi	- the Hindu goddess of wealth
Loom	- a hand-operated or power-driven apparatus for weaving fabrics, containing harnesses, lay, reed, shuttles, treadles, etc.
Nomads	-a group of people that moves from one place to another
Ochre	- is the term for both a golden-yellow or light yellow brown color and for a form of earth pigment which produces the color.
Ornament	- an accessory, article or detail used to beautify the appearance of something to which it is a part.
Ornate	- elaborately or sumptuously adorned, often excessively or showily so.
Petroglyph	- (also called <b>rock engravings</b> ) are pictogram and logo gram images created by removing part of a rock surface by incising, picking, carving, and abrading.
pictogram	- a picture or symbol for a word or group of words
Rangoli	- the art of making designs or patterns on the walls or the floor of the house, uses finely ground white powder along with different colors.
Repeated	-a duplicate or reproduction of something; a decorative pattern repeated, usually by printing, on a textile or the like.
Shawls	- a simple item of clothing, loosely worn over the shoulders, upper body and arms, and sometimes also over the head. It is usually a rectangular or square piece of cloth, which is often folded to make a triangle. Sometimes it can also be triangular in shape. Other shapes include oblong shawls.
Shirdaks	- hand-made carpets or rugs; flat cushions made in shadow-pairs
Shiva	-is a major Hindu deity, and is the Destroyer or Transformer among the Trimurti, the Hindu Trinity of the primary aspects of the divine.
siphonal canal	- is an anatomical feature of the shells of certain groups of sea snails

swastika	- an equilateral cross with four arms bent at 90 degrees. The word <i>swastika</i> came from the Sanskrit word <i>svastika</i> , meaning any lucky or auspicious object, and in particular a mark made on persons and things to denote auspiciousness.
Tajiks	- an ethnic group Tajikistan, Afghanistan, Uzbekistan, Iran, Russia and China
Trident	- a three-pronged spear; the traditional weapon of the Hindu god Shiva used as a geometric design for Rangoli
Utilitarian	- having regard t utility or usefulness rather that beauty, ornamentation, etc.
Vegetative	- noting the parts of a plant not specialized for reproduction
Voluptuous	- focused attention on the female body as a source of aesthetic pleasure, sexual attraction, fertility, and reproduction, considered an ideal or preferred body shape, both for attractiveness and for health reasons.
Yurt	- is a portable, bent wood-framed dwelling structure traditionally used by nomads in the steppes of Central Asia.

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