

BENGALI SCROLLS UNIT LESSON PLAN

Grade Level: 5th Grade

Title: Past-Present-Future Bengali Scrolls

Art Elements: Color, Line, Shape, Texture, Space

NYS Art Standards:

1. Creating, Performing, and Participating in the Arts
2. Knowing and Using Art Materials and Resources
3. Responding to, and Analyzing Works of Art
4. Understanding the Cultural Contributions of the Arts

Learning Objectives:

Students will be introduced to Bengali Scrolls

Students will utilize the elements of art to create an original artwork

Students will develop a scroll that represents the past-present-future

Students will create a pat (story) that goes along with the imagery (about yourself in real life, a wish for yourself, family or the world)

Materials:

Bengali PowerPoint

[Bengali YouTube video](#)

6x118 white paper

9x12 scrap Manila paper

pencils/erasers

rulers

markers

crayons

colored pencils

index cards

comic book

Introduction:

PowerPoint on Bengali Scrolls Art

Class discussion: compare and contrast scrolls to comic book (show a story with no words and how the frames have to connect to tell that story), history of Bengali scrolls, brainstorm ideas that could be used (animals, plants, insects, people, planets, etc.)

Using Elmo: Teacher demonstration of scroll layout and ideas that could be used to show past-present-future. Also demonstrate ideas for coloring and details to link the 3 frames together.

Process:

Day 1:

Student decides on a sketch and develop ideas for their pat on the manila paper. Use imagery such as animals, plant, people, planets, insects etc.

On a long sheet of paper, either horizontal or vertical and draw 3 panels (frames) that tell a story of past-present-future in a similar style to that of a Bengali scroll. Each panel should be a simple but independent image that relates to the next image in sequence.

Students should design a border based on traditional Bengali scrolls using florals, lines and shapes.

Day 2:

Finish pencil drawing if not completed. Student will have a choice of what materials they would like to use for coloring. Remind students of what they feel they can work most successful in. (crayons, color pencil, marker or a combination)

Day 3:

Finish coloring. When finished write a pat (story) on an index card that explains your story in a simple way.

Criteria for Evaluation:

Does your scroll represent past-present-future?

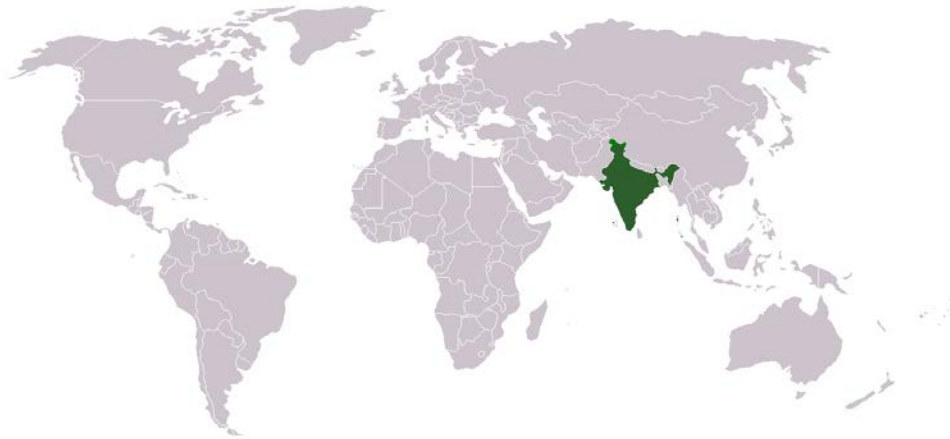
Are all 3 frames connected and related?

Does your writing make sense with your visual images?

How is your craftsmanship?

Bengali Scrolls

Where is Bengal?



- Bengal is in India
- Community of artists called Patuas
- Paint colorful scrolls to accompany songs (pat) which they sing while displaying their scrolls



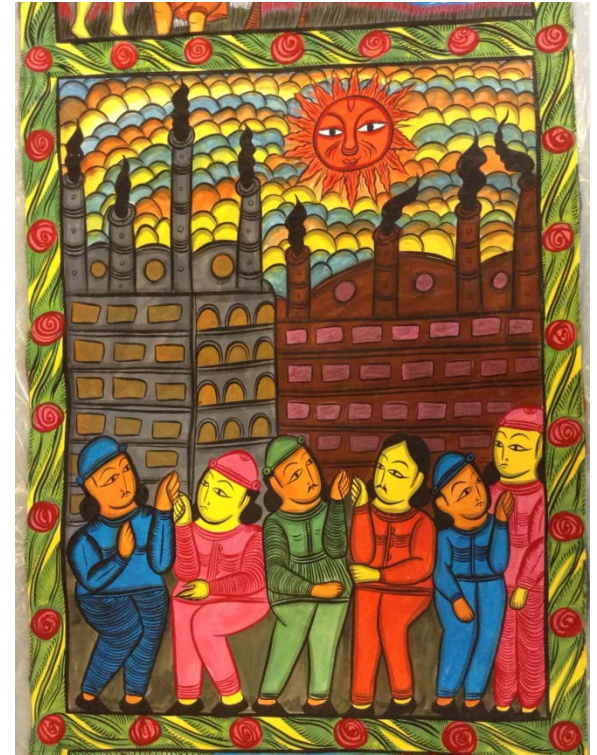
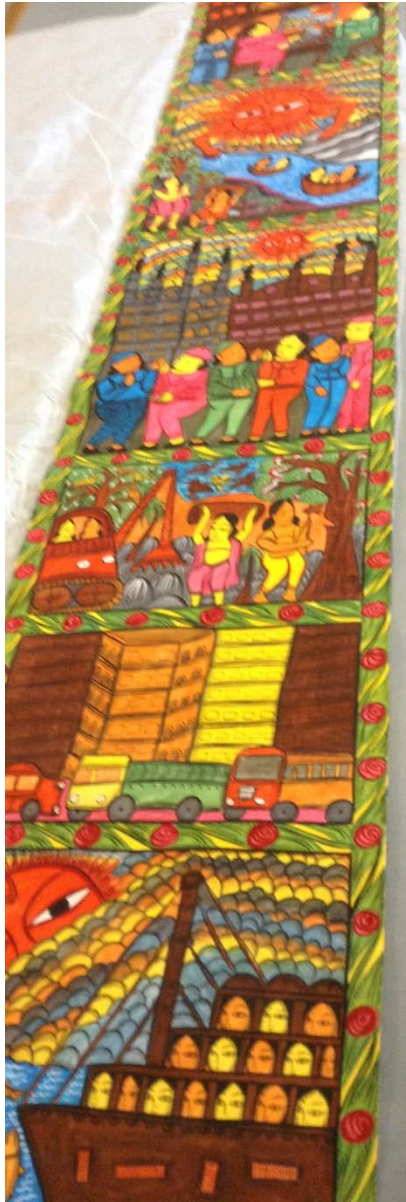
What do these scrolls show?

- Scrolls may relate to historic, current, religious, and cultural events to the audience
- These patuas have passed their tradition down for generations
- travel long distances to perform in small villages.
- often tell stories with morals, gods and goddesses, or symbolism.
- still made today although only few still create them because of competition from radio, television, and movies.

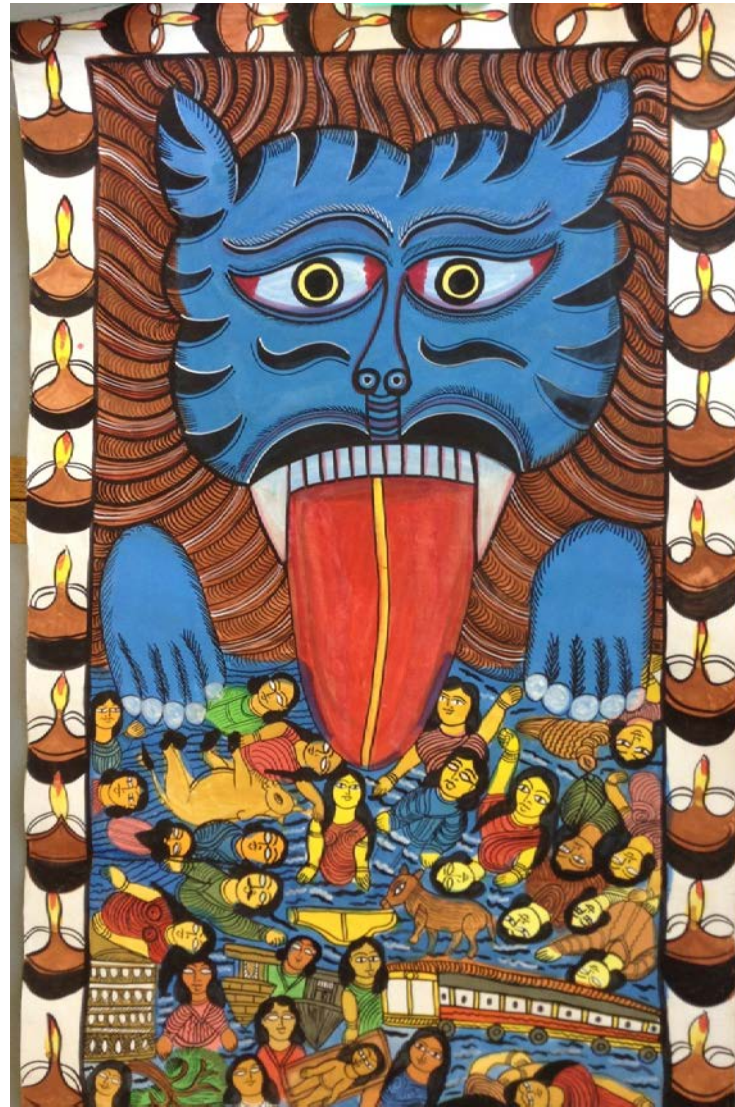


To make the scroll the patua uses one piece of paper per “frame.” This is similar to a story board or comic book which are also broken up into “frames.” These frames together create a visual story.

“Global Warming”
by Monu Chitrakar

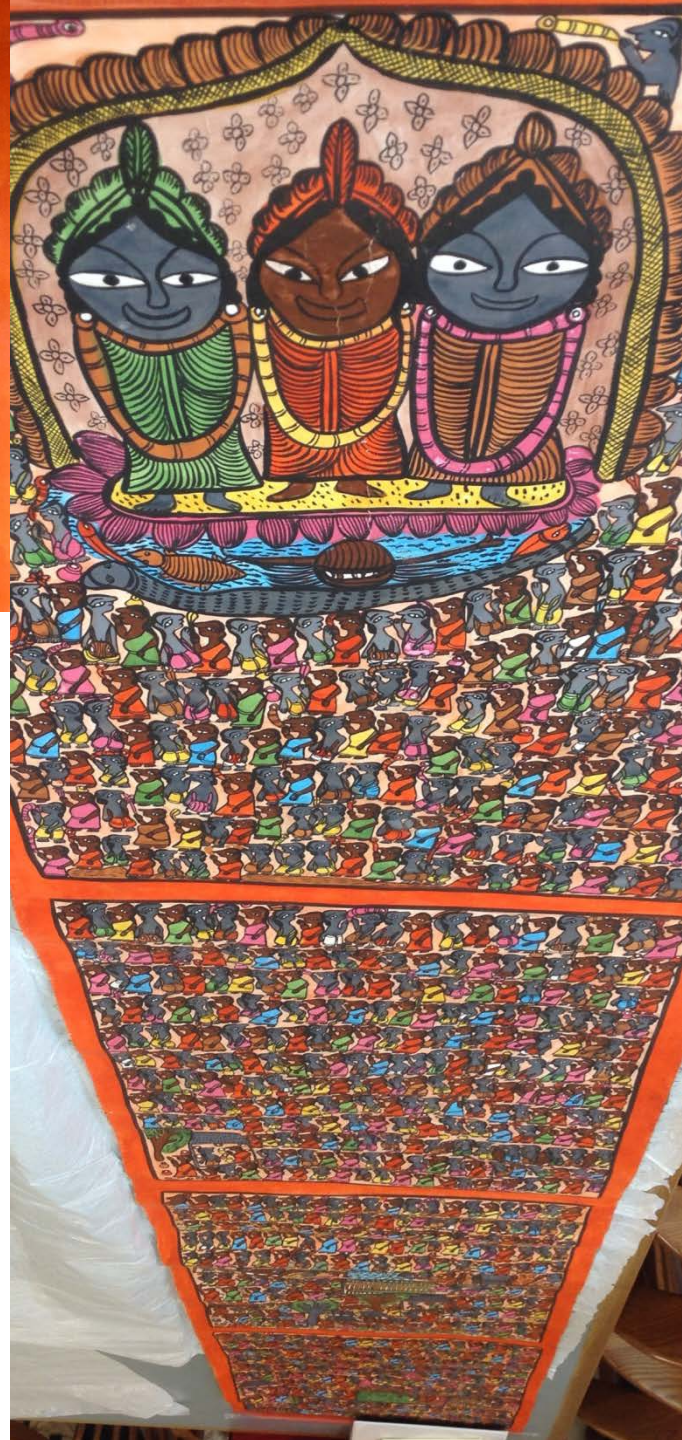


The patuas sew or glue the frames together to create one long scroll which they often adhere to old saris. The individual frames have borders which disguise the seams between frames. In pencil, the patuas first draw the images and borders for their frames. Then they paint. Some paints are made of plants and minerals, some use commercial paints.



Two Contemporary Patua

9-11 America's Burning by Madhusudan Chitrakar



"Evolution up to Environmental Chaos" by Haseena Chitrakar



A Bengali scroll
made by an 8 year
old artist





Once the painting is complete, the dark outlines are often added at the end of the painting process.



[An Example of a scroll being performed](#)

“Fish Wedding” by Ananda Chitrakar

Bengali Scrolls Unit Rubric**Grade: 5th grade**

Art Rubric	1	2	3	4
CRAFTSMANS HIP Appearance Concern for Excellence	Student did not draw or color neatly. Art work looks incomplete and sloppy.	Student attempted to draw and color but was not always successful. More care should be taken for a look of completion.	Student completed all facets of the assignment neatly and carefully.	Close attention has been given to neatness: drawing, pressing hard, spacing, repetition, color and drawing lines and shapes.
CREATIVITY Scroll-Past, Present, Future	Students' scroll and border is not completed in the style of the demonstration with no variation or originality. No sign of past, present or future in drawing. No relevant ideas to topic.	Students' scroll and border is somewhat completed in the style of the demonstration with very little variation or originality. Trouble seeing the ideas connect from one frame to the next.	Students' scroll and border is completed with variation and original patterns and designs. Can visually see the past, present and future in drawing. Ideas are great with imagery.	Students' scroll and border is completed in a style that is totally his/her own. Patterns and designs are varied and unique. Past present future stand out because drawing was done above and beyond with many details. Ideas are creative and outside the box of what was presented in class.
ASSIGNMENT COMPLETION 3 frames connected	Assignment is incomplete. Student frames are not connected.	Student has two out of the three frames that connect. Transition not apparent from either past to present or present to future drawing.	Student has completed the assignment incorporating a nice progression from past present future.	Student has completed the assignment incorporating a nice progression from past present future. Student drew details that connect the frames going above and beyond.
WRITING HABITS	Student writing does not make sense with the visual images drawn.	Student writing does not always go with visual image drawn.	Student writing goes with visual images drawn.	Student writing goes completely with visual images drawn. Student went above and beyond to explain images.