Unit: Mithila Painting and Artwork

Total Time for Unit: 1 Month

Art Essential Questions

What is art?

Who is an artist?

Why do people create art?

Unit Essential Questions:

What is Mithila Art?

Why is Mithila Art important?

What connections to Mithila Artwork can we make to our own world?

Guiding Questions

Who creates Mithila artwork?

What is the significance of Mithila art?

Where is India?

What is a custom?

What is a custom that you have in your family?

What is a symbol?

What colors do you see in Mithila artwork?

Do you see any color families in the artwork?

Can you find any lines in the artwork?

What types of lines do you see?

What types of patterns can you find?

How are the patterns created?

Do you see any shapes in the Mithila artwork?

What shapes can you find?

Do you see any textures?

How are the textures created?

Do you see space? (Foreground, middle ground, background)

Do you see something that looks far away? And what makes you say that?

Do you see something that looks very close? And what makes you say that?

Vocabulary

Mithila

India

Custom

Color

Line

Shape

Texture

Space

Symbol

Composition

Pattern

Border

Assessments

Ticket out the Door

Think-Pair-Share

Thumbs Up /Thumbs Down

Student Created Visual Artwork

Lesson Rubrics

Literacy/ CCSS Standards

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details:

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

Integration of Knowledge and Ideas:

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

College and Career Readiness Anchor Standards for Writing

Text Types and Purpose:

2. Write informative texts to examine and convey complex ideas and information clearly.

Research to Build and Present Knowledge:

8. Gather relevant information from multiple print and digital sources.

NYS Standards

Standard 1:
Creating, Performing, and Participating in the Arts

Standard 2:
Knowing and Using Arts Materials and Resources

Standard 3:
Responding To and Analyzing Works of Art

Standard 4:
Understanding the Cultural Contributions of the Arts

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Mithila Art Questions

- What makes this a good artwork?

- How do you think the artist wants you to feel about the artwork?

- What symbol does the artist use? What do they mean?

Mithila Art Questions

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- What symbol does the artist use? What do they mean?

Mithila Art

Bihar, India

Where is Bihar, India?
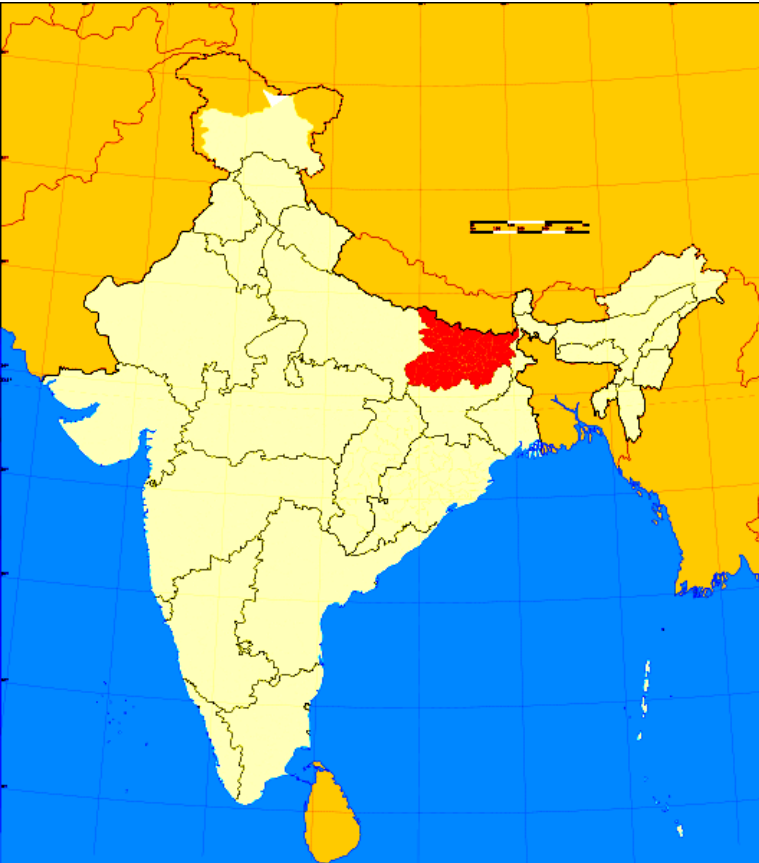
Mithila Art

- Traditionally done by women of the Mithila region in Bihar, India
- Painted on the walls of their houses on freshly plastered mud walls and floors of huts but now they are also done on cloth, handmade paper and canvas.
- The colors used come from plants.
- Symbols to tell stories of gods and goddesses believed to bring good luck
    - Symbols can include: fish, ponds and water life
    - Also: many different animals, birds, floral designs,

Woman Paining on a Wall

Fishes

- Auspicious= showing and suggesting that that future success is likely, good luck

More Uses of Fish

Mithila Artist Profile: [Rambharos Jha](#), author and illustrator of *Waterlife*
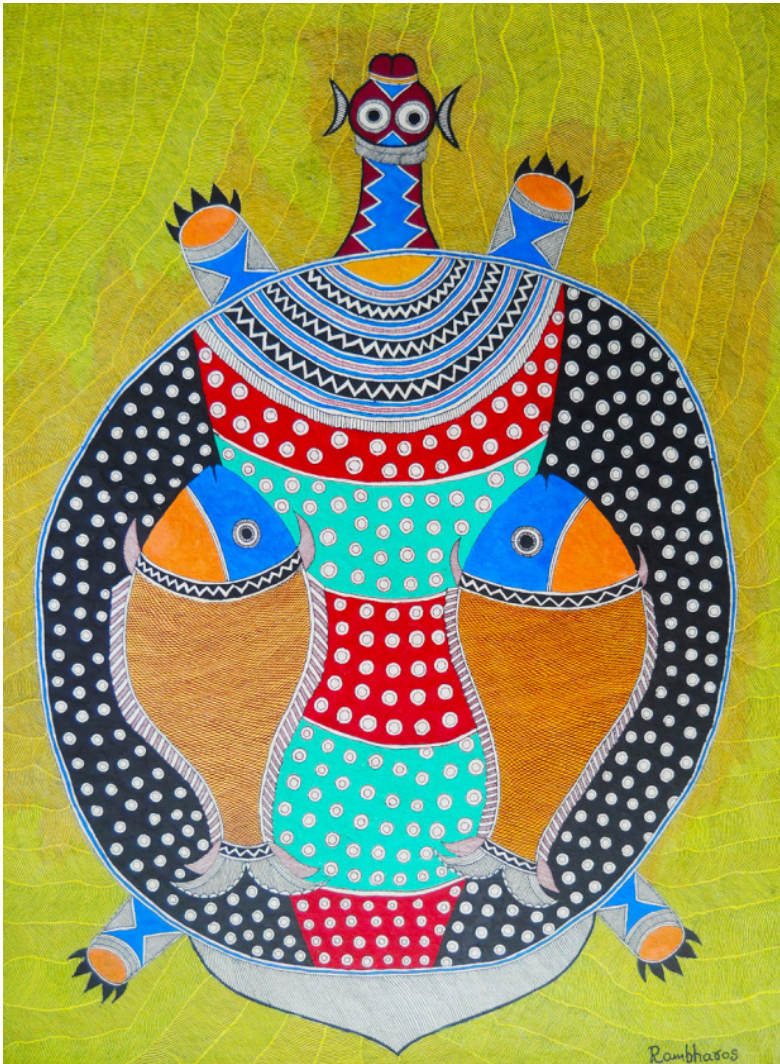
Turtles

- Longevity= having a long life, living for many years

From the book *Waterlife* by Rambharos Jha

More Turtles and Fish

Rambharos Jha   *Turtle & Two Fishes*
Acrylic on handmade paper, 22"x30

Rambharos Jha   *Snake Goddess*
Acrylic on handmade paper, 22"x30

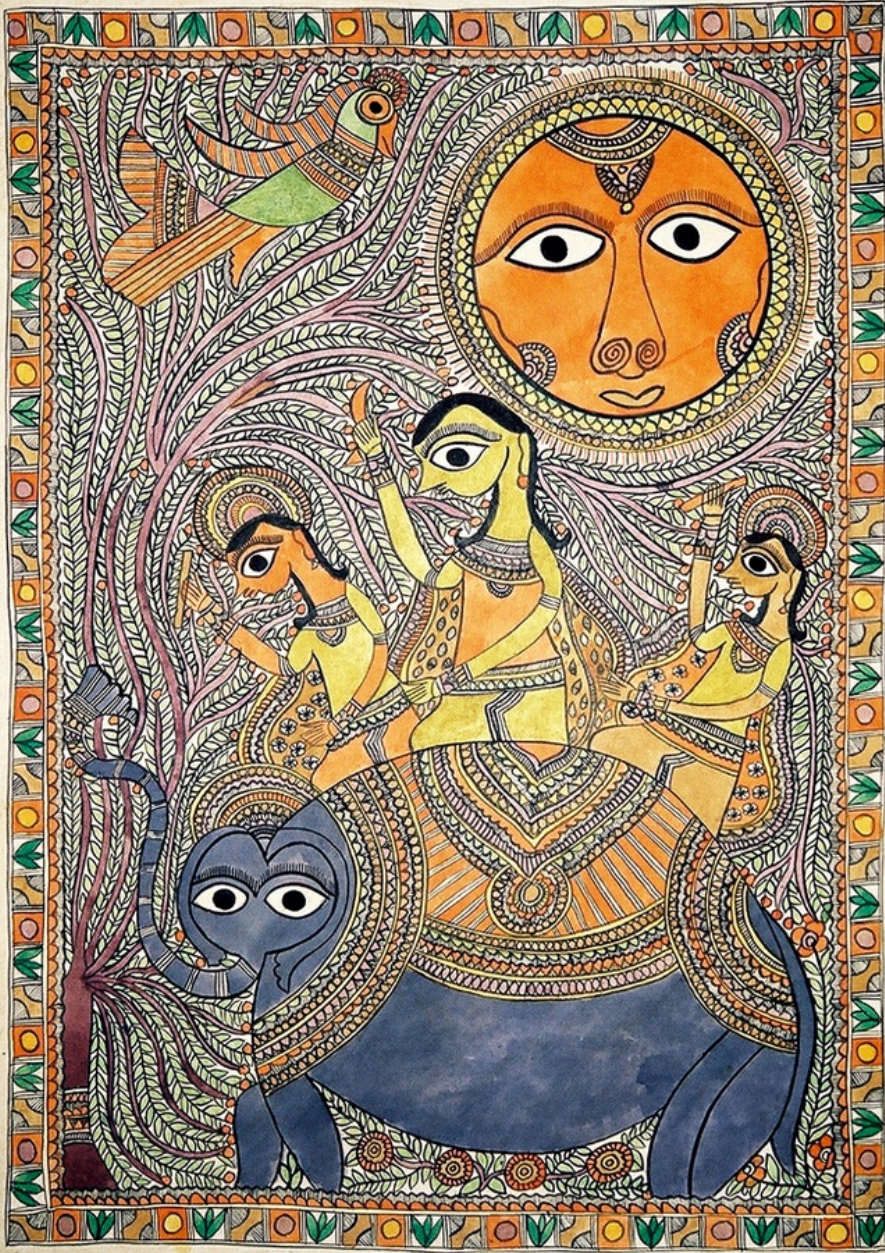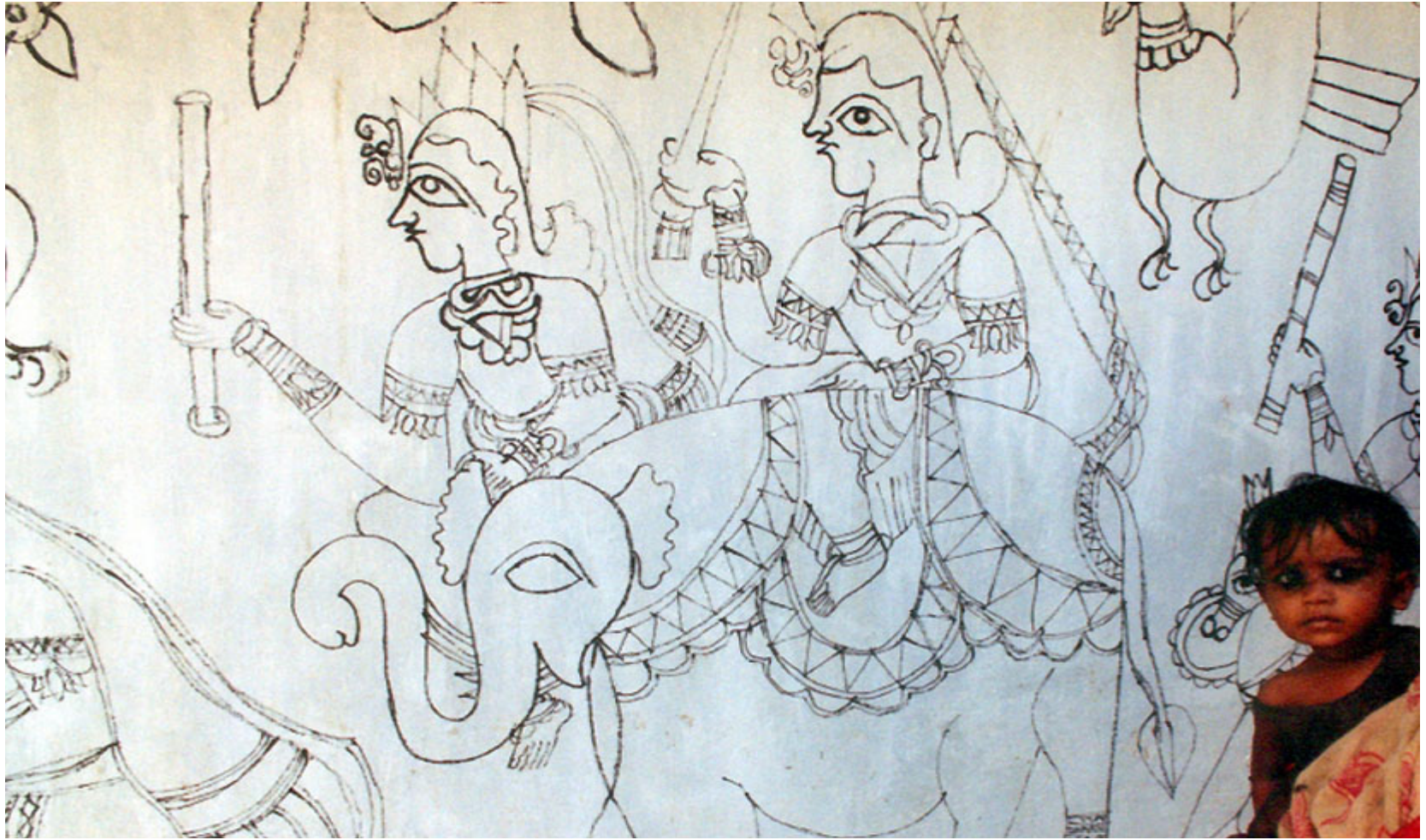# Pinki Jha, *Marriage Kohbar,* acrylic on paper, 2008

Elephants

- Prosperity= with state of being successful or thriving

More Mithila

Mithila Paintings on Walls

[More examples of Mithila Wall Paintings](#)

More Kohbars

Kohabar, mariage ritual wall painting,
Madhubani, Bihar 1997

MITHILA ART UNIT LESSON PLAN

Grade Level: Kindergarten
Title: Fish
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 Mithila art
Students will utilize the elements of art to create an original mixed media
   fish image
Students will develop an awareness of how a stencil is used
Students will experience the art process of crayon/wax resist

Materials:
Mithila PowerPoint
12x18 white paper
black and blue crayons (variety)
fish body tracers
paint containers
paint brushes
Elmer's glue
scissors
newspaper
12x18 construction paper, assorted colors
watered-down tempera paint, primary colors, red, yellow, blue

Introduction:
   The teacher will show a PowerPoint on Mithila Art and have a class discussion pointing out how the elements of art are utilized in Mithila artwork

Process, step by step:

Day 1:

Demonstrate DRAWING A LINE to trace the fish body in the center of the white 12x18 paper using a black crayon, going AROUND the OUTSIDE EDGE of the tracer PRESSING HARD; Student should be able to FEEL the wax of the crayon on their paper if they are pressing nice and HARD on their paper

Demonstrate adding TRIANGLE SHAPES for fins at the top and bottom of the fish body for fins, PRESSING HARD

Demonstrate drawing a STRAIGHT LINE, VERTICALLY for the fish's head, PRESSING HARD

Demonstrate drawing a CIRCLE SHAPE for the fish's eye, PRESSING HARD

Demonstrate drawing CURVED LINES for scales on the fish's body for scales, PRESSING HARD ; REPETITION of the scale LINES to fill the SPACE of the fish body in a PATTERN/TEXTURED look on their fish; Additional TEXTURES may be added elsewhere as students desire with reminders to press HARD with their crayons

Students write their name on the back of their paper

Using watered-down tempera paint in the PRIMARY COLORS, students carefully paint their fish allowing colors to mix and create the SEONDARY COLORS, Orange, Green and Purple(Violet)

Place paintings in drying rack to dry

Day 2:

Using scissors, cut out around the SHAPE of their fish, being careful to try to leave as much of the black outline as possible

Students choose 1 color, 12x18 construction paper

Students choose a blue crayon; add wavy lines across background to show water

Demonstrate how to apply glue to the back of the fish shape, glue onto construction paper

Name on back of construction paper

Place in drying rack to dry

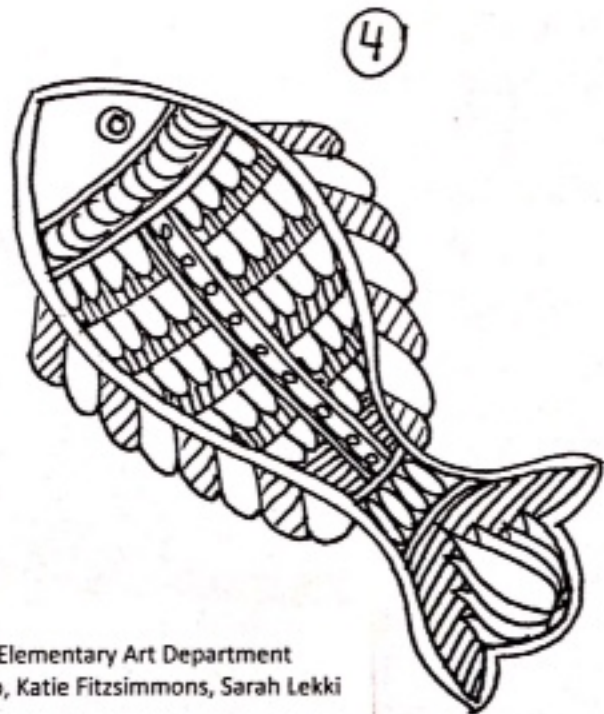**Criteria for Evaluation:**

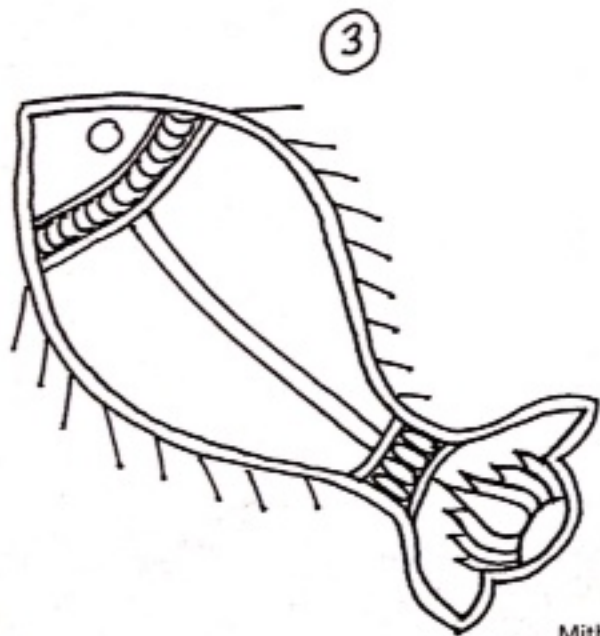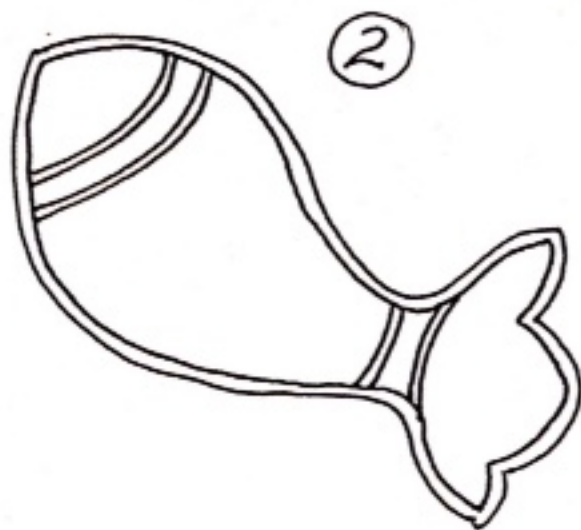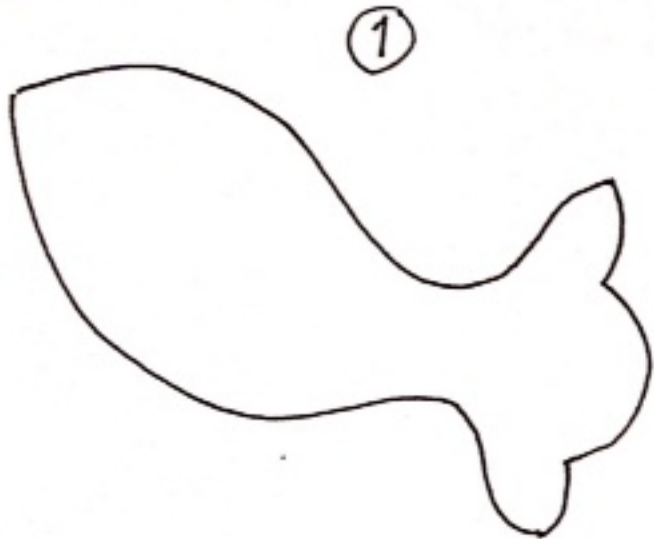Student trace AROUND fish tracer
Student create TRIANGLE SHAPES to add fins at TOP and BOTTOM of fish body
Student press hard with black crayon to achieve wax/crayon resist
Student cut AROUND fish, leaving black outline

Mithila Art Unit Rubric   Grade Level: Kindergarten   Project: Fish

Art Rubric	1	2	3	4
CRAFTSMANSHIP Appearance Concern for Excellence	Student did not draw, paint, or cut neatly. Art work looks incomplete and sloppy.	Student attempted to draw, paint, and cut neatly, 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: tracing, pressing hard, spacing, repetition, painting, pattern, drawing shapes, cutting, and gluing.
CREATIVITY Unique Personal Touch	Student fish is completed in the style of the demonstration with no variation or originality.	Student fish is completed in the style of the demonstration with very little variation or originality.	Student fish is completed with variation and original patterns.	Student fish is completed in a style that is totally his/her own. Patterns are varied and unique.
ASSIGNMENT COMPLETION Met goals/Objectives	Assignment is incomplete. Student did not follow process directions.	Student has completed some process steps. Additional work is needed for completion.	Student has completed the assignment, following all process steps.	Student has completed the assignment, following all process steps accurately.
WORK HABITS On task Use of time Attitude/Behavior	Student needed several reminders to stay on task. Student did not utilize time wisely.	Student needed a few reminders to stay on task. Student could have utilized time better.	Student stayed on task with no reminders. Time was utilized appropriately.	Student worked with superior focus. Student worked independently.

Total Points_____   divided by 4 = Final Grade_____

① ② ③ ④

Mithila Art Unit 2014-2015
Central Square School District Elementary Art Department
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Mithila Art Unit Lesson

Grade Level: 1st grade
Title: Turtle
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 Mithila art
Students will utilize the elements of art to create an original mixed media
    turtle image
Students will develop an awareness of how a stencil is used
Students will experience the art process of crayon/wax resist

Materials:
Mithila PowerPoint
9x12 watercolor paper (2 sheets per student)
black and green crayons
circle tracer for shell
watercolor paints
paint containers
paint brushes
Elmer's glue
scissors
newspaper

Introduction:
The teacher will show a PowerPoint on Mithila Art and have a class
discussion pointing out how the elements of art are utilized in Mithila artwork

Process, step by step

Day 1:

Demonstrate DRAWING A LINE to trace the circle tracer shell in the center of
the white 12x18 paper using a black crayon, going AROUND the OUTSIDE
EDGE of the tracer PRESSING HARD; Student should be able to FEEL the
wax of the crayon on their paper if they are pressing nice and HARD on their
paper

Demonstrate drawing and coloring in the head, feet, and tail of their turtle,
PRESSING HARD making sure to demonstrate drawing CIRCLE SHAPES for
eyes

Demonstrate drawing STRAIGHT LINES, VERTICALLY and then STRAIGHT LINES, HORIZONTALLY to create a grid design on the turtle's shell, PRESSING HARD

Demonstrate drawing different patterns and designs to fill in each section on the grid on the shell of the turtle, PRESSING HARD

Students write their name on the back of their paper

Using watercolor paints paint over the shell of the turtle creating a watercolor wax resist

Place paintings in drying rack to dry

Day 2:

Have students create a watercolor wash over their 9x12 paper and set aside to dry, be sure to put their NAME on the back before doing so

Review and revisit how elements of art are utilized in Mithila art and relate it to the turtle they created last class

Using scissors, cut out around the SHAPE of their turtle, being careful to try to leave as much of the black outline as possible and not cut off any feet, head, or tail

Demonstrate how to apply glue to the back of the turtle shape, glue onto the watercolor wash paper

Place in drying rack to dry

Criteria for Evaluation:

Student traces AROUND circle tracer
Student creates feet, head, and tail SHAPES to their turtle's body
Student fills in a variety of different patterns and lines in their turtles shell
Student presses hard with black crayon to achieve wax/crayon resist
Student cuts AROUND turtle, leaving black outline

Mithila Art Unit 2014-2015
Central Square School District Elementary Art Department
Amber Cerio, Katie Fitzsimmons, Sarah Lekki
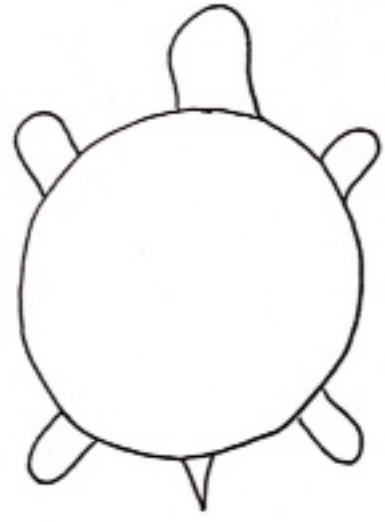
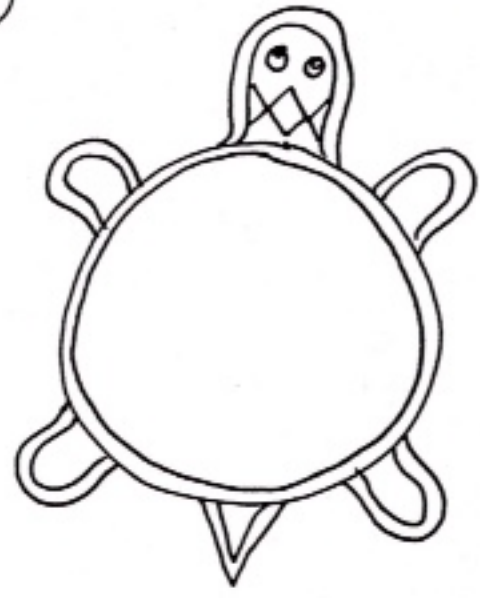# Mithila Art Unit Rubric   Grade Level: 1st Grade   Project: Turtles

Art Rubric	1	2	3	4
CRAFTSMANSHIP Appearance Concern for Excellence	Student did not draw, paint, or cut neatly. Art work looks incomplete and sloppy.	Student attempted to draw, paint, and cut neatly, 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: tracing, pressing hard, spacing, repetition, painting, pattern, drawing shapes, cutting, and gluing.
CREATIVITY Unique Personal Touch	Student turtle is completed in the style of the demonstration with no variation or originality.	Student turtle is completed in the style of the demonstration with very little variation or originality.	Student turtle is completed with variation and original patterns.	Student turtle is completed in a style that is totally his/her own. Patterns are varied and unique.
ASSIGNMENT COMPLETION Met goals/Objectives	Assignment is incomplete. Student did not follow process directions.	Student has completed some process steps. Additional work is needed for completion.	Student has completed the assignment, following all process steps.	Student has completed the assignment, following all process steps accurately.
WORK HABITS On task Use of time Attitude/Behavior	Student needed several reminders to stay on task. Student did not utilize time wisely.	Student needed a few reminders to stay on task. Student could have utilized time better.	Student stayed on task with no reminders. Time was utilized appropriately.	Student worked with superior focus. Student worked independently.

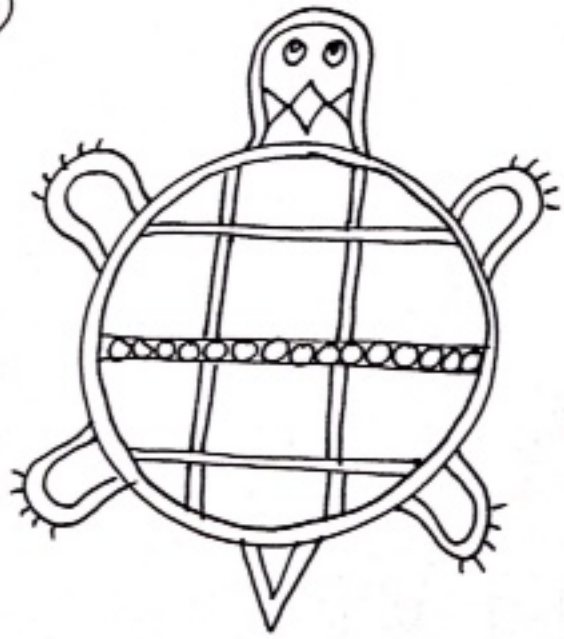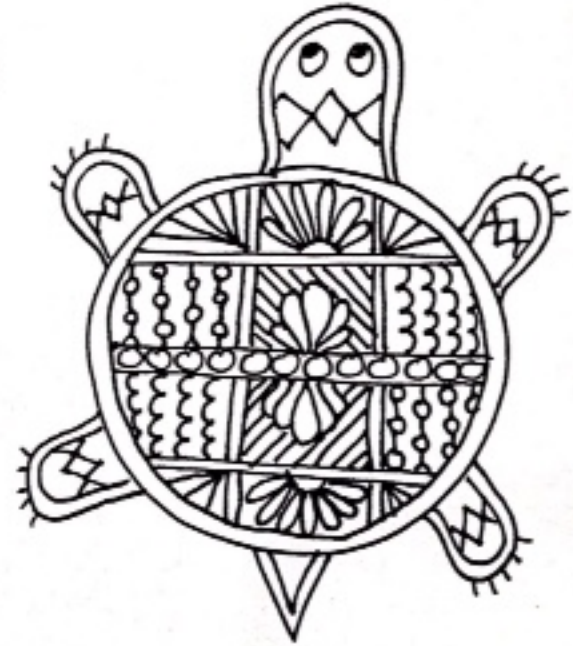Total Points_____   divided by 4 = Final Grade_____

Mithila Art Unit Plan

Grade Level: Second Grade

Title: Elephants

Art Elements: Line, Color, 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 Mithila art
Students will utilize the elements of art: shape, color, texture and space to create an original mixed media artwork of an elephant
Students will create a border using lines and shapes in an original design

Materials:
Mithila PowerPoint
Mithila artwork images of elephants
9 x 12 white paper, 2 per student
pencils/erasers
elephant tracers, 3 different designs
tissue paper in various colors pre-cut into squares
scissors/glue sticks
fine point black sharpie markers
colored construction paper for mounting

Introduction:
PowerPoint on Mithila Art
Class discussion: Elements of Art: Color, Line, Shape, Texture, and Space

Images in PowerPoint show LINE repetition, SHAPES creating patterns, the creation of TEXTURE, the use of SPACE, and the bright use of COLOR used by Mithila Artists.

> Discuss the importance of elephants in India and how they are thought of as bringing good luck, strength and peace to the people of India. Elephants are also seen as majestic animals.

Process:

Day 1:

Students will choose the elephant tracer they like, trace it on 9x12 white paper in pencil.

Add in body features from copying tracer in pencil, **check** with teacher before tracing **all** lines in sharpie

Using the elements of art: color, students will glue (glue stick) tissue paper squares that have been cut out and collage them onto the elephant overlapping the tissue paper. Students will discuss colors to use as seen in Mithila art. Elephant tissue collage needs to be done at end of day 1.

If time allows start border in sharpie on a **separate** piece of 9 x 12 white paper as well.

Day 2:

Cut out elephant on the sharpie line.

Using the elements of art: line, shape, space and texture students will create a border design around the outside of a second piece of 9 x 12 white paper.

Students can also create a design on the back of the elephant with a pattern if time allows.

When design is finished student will glue elephant into middle of new paper with border on outside.

Criteria for Evaluation:
Incorporate LINE repetition into border
Incorporate SHAPES creating patterns into elephant and border
Incorporate TEXTURE into border and elephant
Make good use of the COLOR and SPACE when covering the elephant
Use of cutting and gluing skills
Use of Sharpies

The designs and paintings are full of life, bright and colorful, focusing on the themes of animals, especially peacock birds; fishes, reptile, amphibians, and elephants that are believed to bring good luck in Mithila culture.
More about Mithila Art
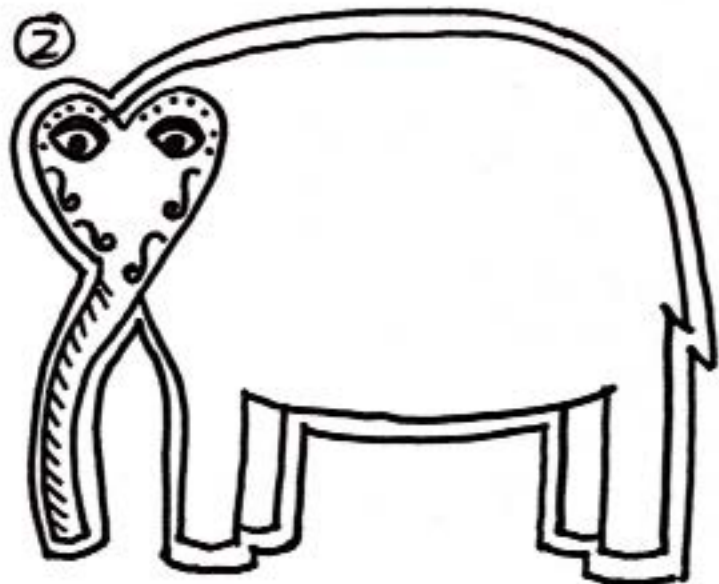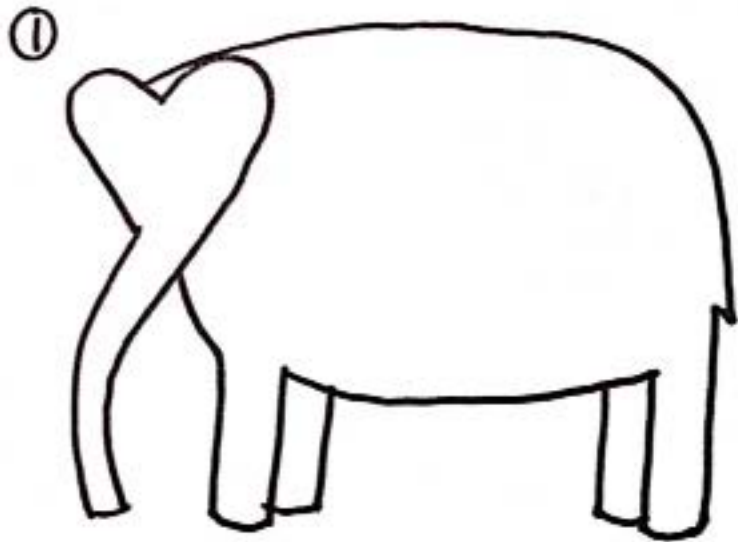

Artist: Mala Thakur

Artist: Nupur Nishith

Mithila Art Unit Rubric   Grade Level: 2nd Grade   Project: Elephants

Art Rubric	1	2	3	4
CRAFTSMANSHIP Appearance Concern for Excellence	Student did not draw, collage, or cut neatly. Art work looks incomplete and sloppy.	Student attempted to draw, collage, and cut neatly, 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: tracing, spacing, repetition, collaging, pattern, drawing shapes, cutting, and gluing.
CREATIVITY Unique Personal Touch	Students' elephant is completed in the style of the demonstration with no variation or originality.	Students' elephant is completed in the style of the demonstration with very little variation or originality.	Students' elephant is completed with variation and original patterns.	Student's elephant is completed in a style that is totally his/her own. Patterns are varied and unique. Designs are added to elephant to make it his/her own.
ASSIGNMENT COMPLETION Met goals/Objectives	Assignment is incomplete. Student did not follow process directions. Many empty spaces within elephant.	Student has completed some process steps. Additional work is needed for completion. Some empty space in elephant.	Student has completed the assignment, following all process steps.	Student has completed the assignment, following all process steps accurately.
WORK HABITS On task Use of time Attitude/Behavior	Student needed several reminders to stay on task. Student did not utilize time wisely.	Student needed a few reminders to stay on task. Student could have utilized time better.	Student stayed on task with no reminders. Time was utilized appropriately.	Student worked with superior focus. Student worked independently.

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Mithila Art

Bihar, India

What is Mithila Art?

- Traditionally done by women of the Mithila region in Bihar, India
- Painted on the walls of their houses on freshly plastered mud walls and floors of huts but now they are also done on cloth, handmade paper and canvas.
- These use two-dimensional imagery and the colors used are derived from plants.
- Images to tell stories of gods and goddesses
  - can include: fish and ponds, many different animals, birds, floral designs, cows, people

Where is Bihar, India?
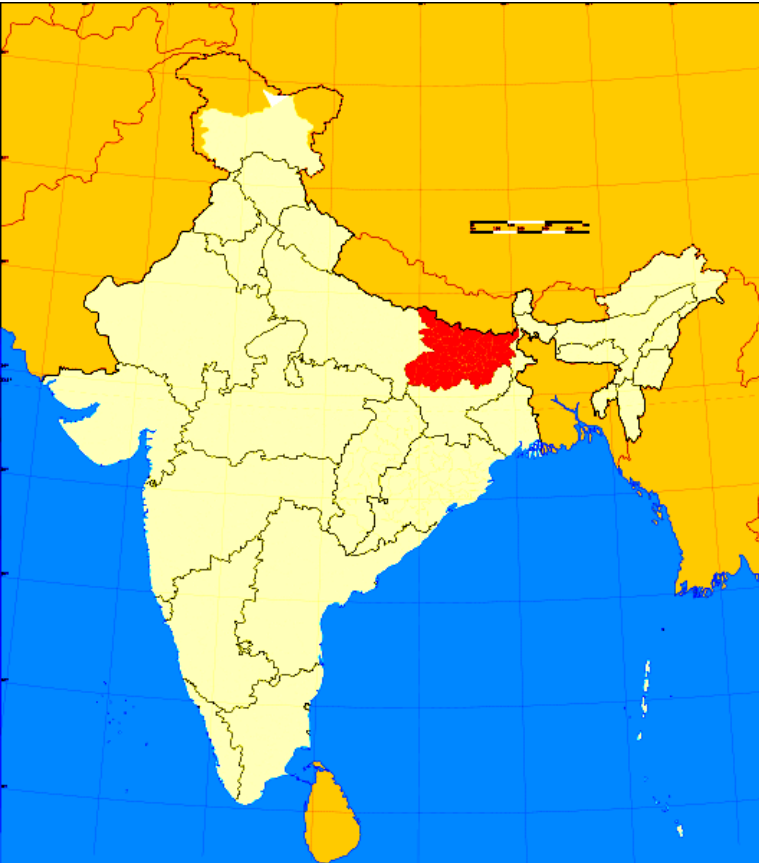
Mithila Art Institute

- The Mithila Art Institute (MAI) is a free two year art school in Madhubani, state of Bihar, India, training students in the traditions and practices of Mithila art, a thousand year old women's art form.

Woman Painting on a Wall

Cows

- Source of all life
- Sacred- live cow is the purest
  - Hindus do not eat beef
- Dead cow seen as pollution

More Cows

Cows in Hindu Mythology

Cows in Hindu Mythology

Mithila Painting on A Wall

Letters

- Hindi Alphabet
- Each letter represents a different symbol in Indian culture
- How does the symbol stand out?

Combining Hindi Script and Mithila Painting

Back of Card

The first letter (ai) of *airavat*, in Hindu mythology the name of the mythical white elephant who carries the God Indra, the keeper of heaven.

Art by Martine Le Coz © 2014 Ethnic Arts Foundation
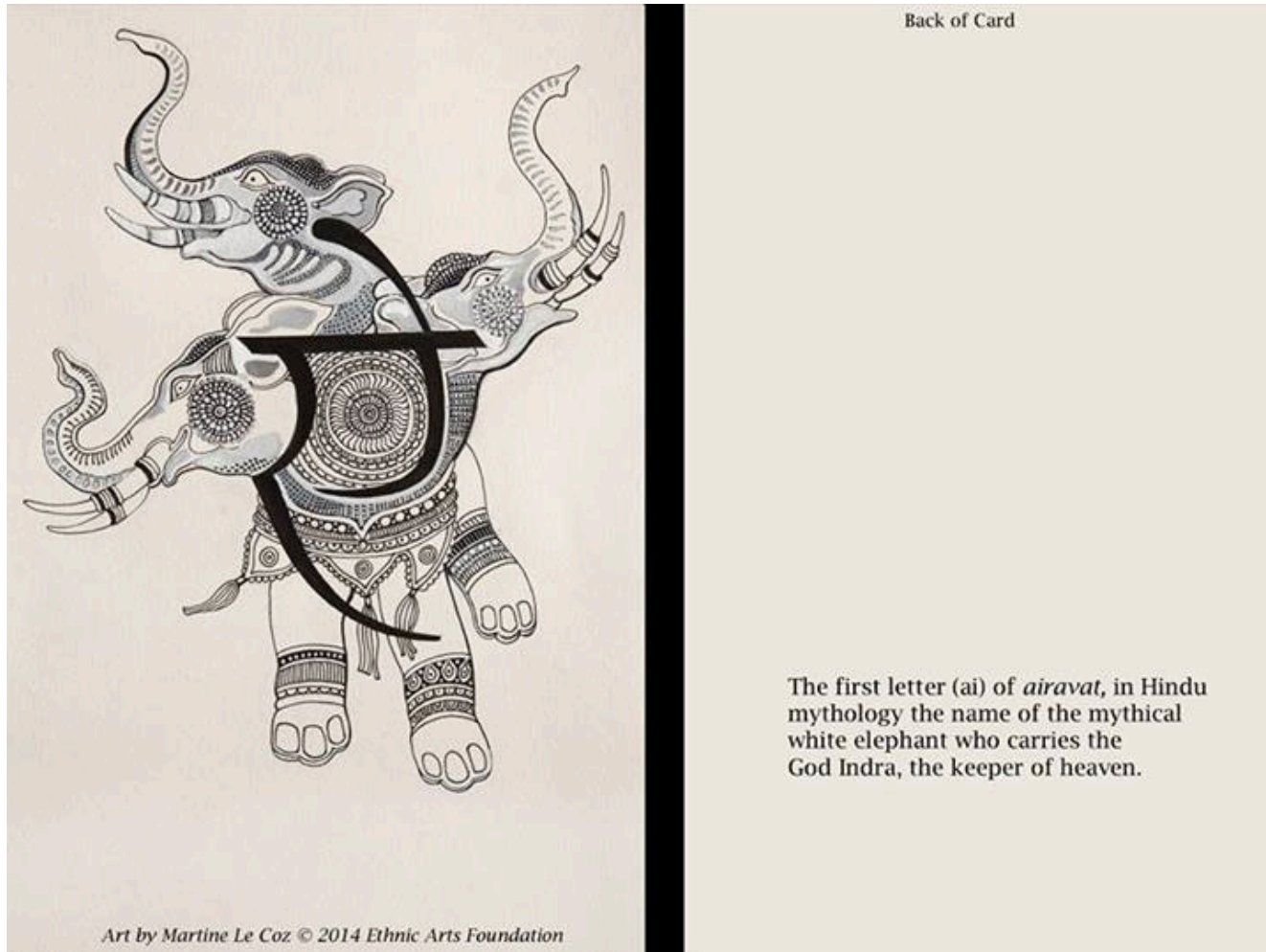
Combing Mithila and Script
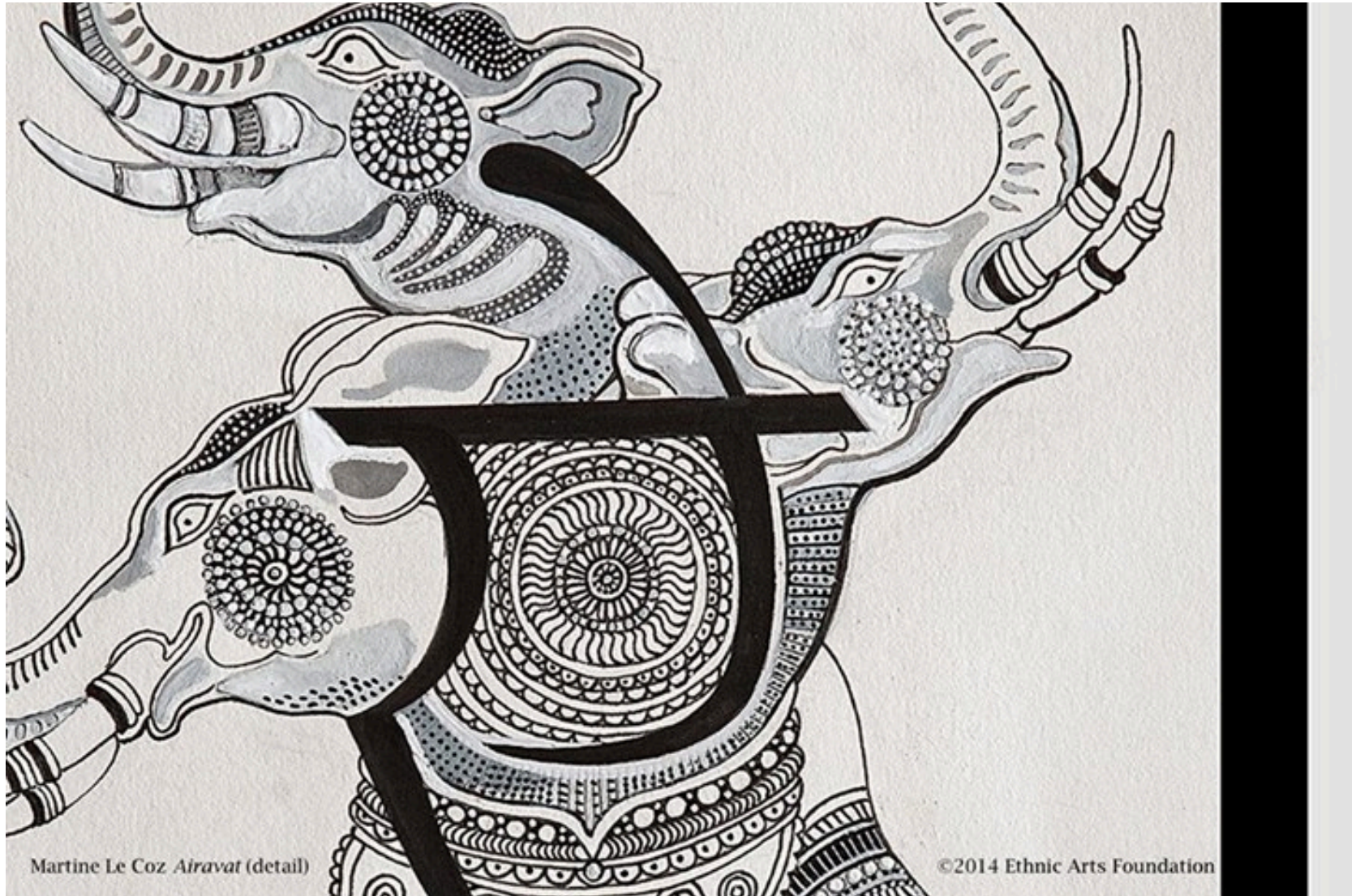
Martine Le Coz *Airavat* (detail)   ©2014 Ethnic Arts Foundation

Illustrating Ahimsa

Back of Card

The first letter of the word *Ahinsa* (non-violence) is here being depicted through Mahatma Gandhi, one of the well known modern practitioners of the principle of non-violence. Ahinsa is one of the cardinal virtues of Buddhism, Hinduism and Jainism.

Art by Martine Le Coz © 2014 Ethnic Arts Foundation
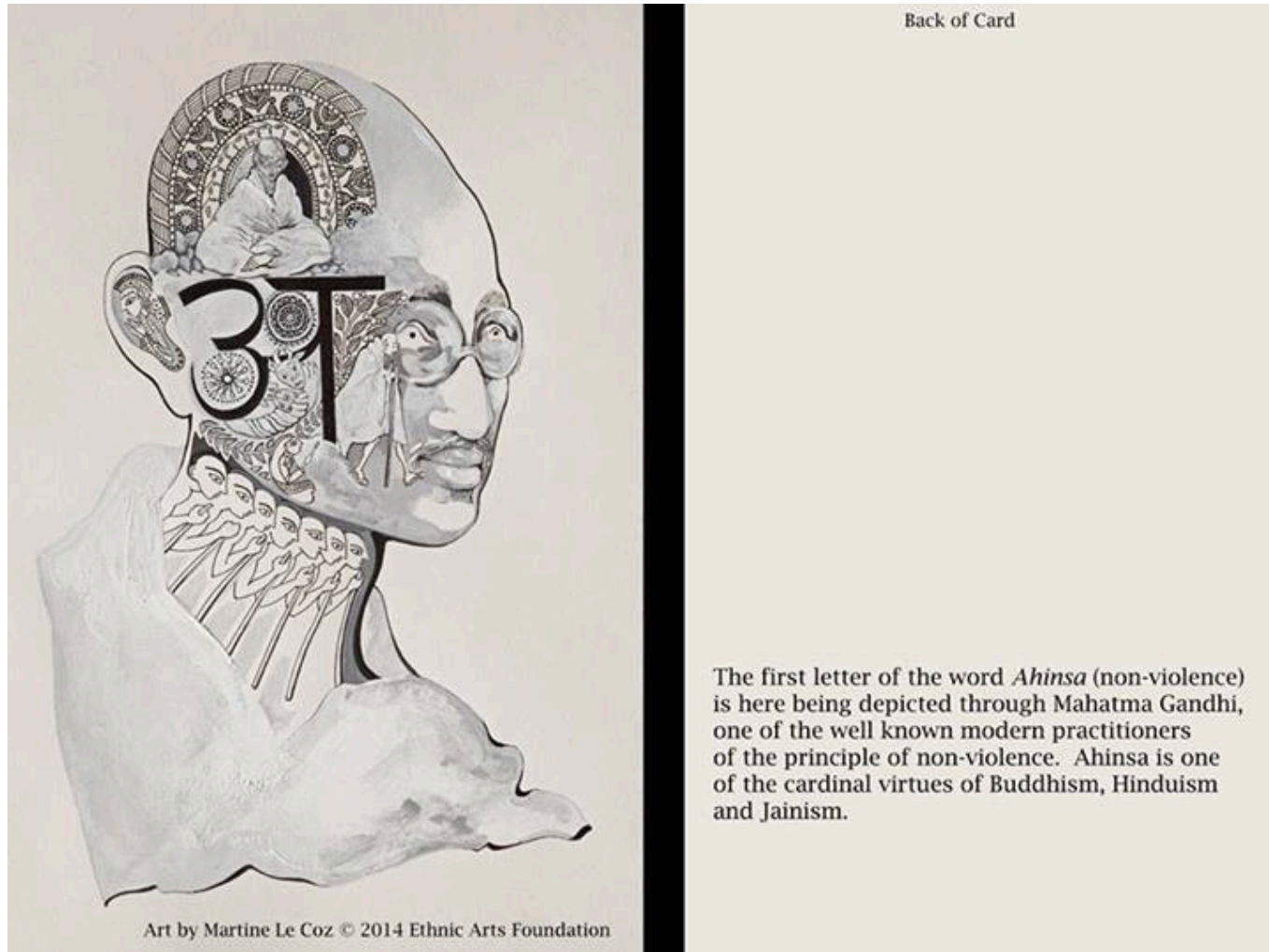
More Letter/Picture Combinations

Art by Martine Le Coz © 2014 Ethnic Arts Foundation

Back of Card

The letter shown here is the first letter of the Hindi word for Mango (am). Mango is the national fruit of India. Its leaves are used to decorate archways and doors in Indian houses during festivals. It is said there are over 1,500 varieties of Mangoes in India.
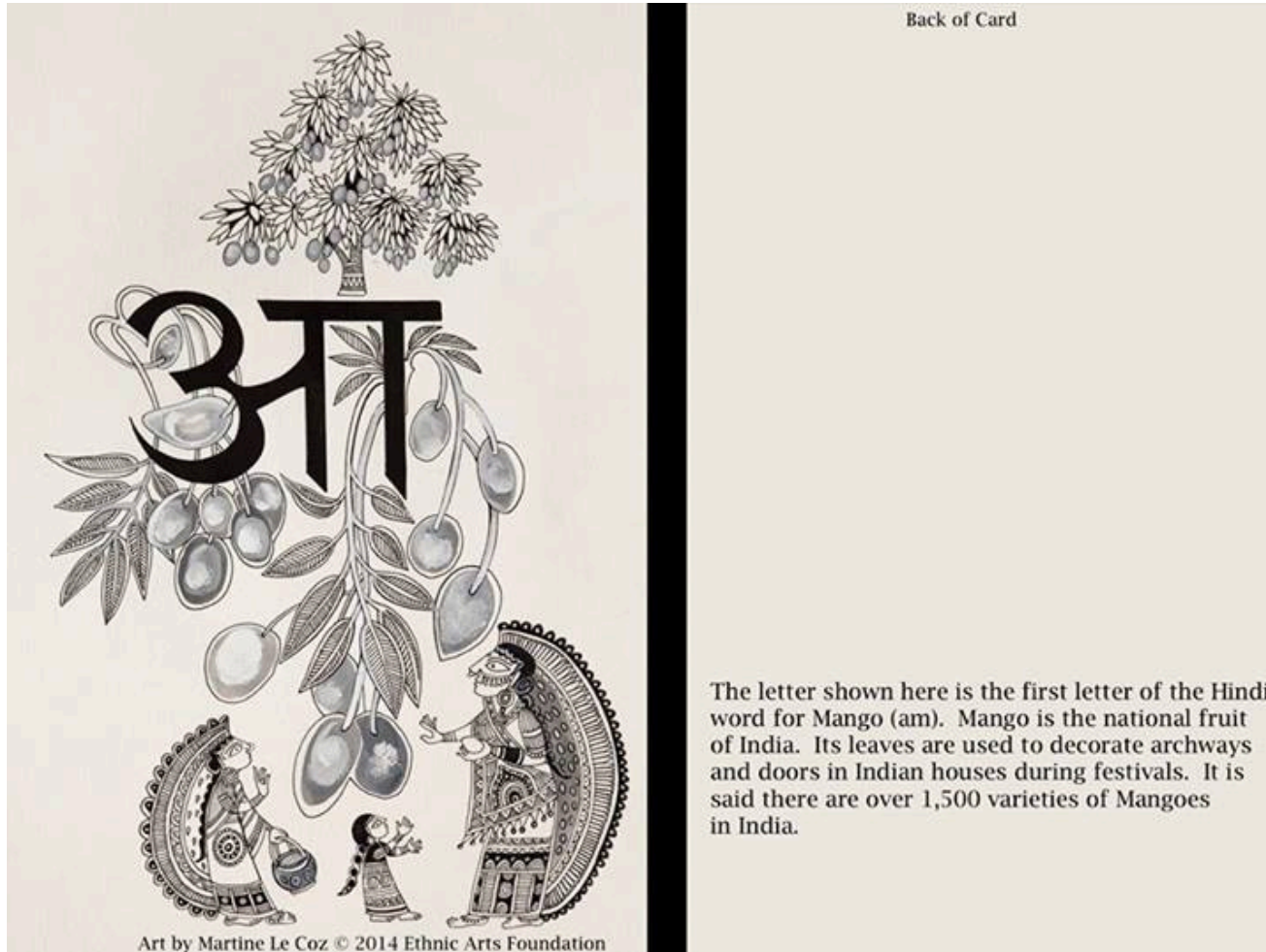
Mithila Art Hindi Alphabet

Art by Martine Le Coz © 2014 Ethnic Arts Foundation

Sari/Dhoti

- Saris are worn by the women

- Dhoti are worn by the men

- What elements of art do we notice in the clothing?

More Examples of Clothing

A Wedding Scene

Other Mithila Images

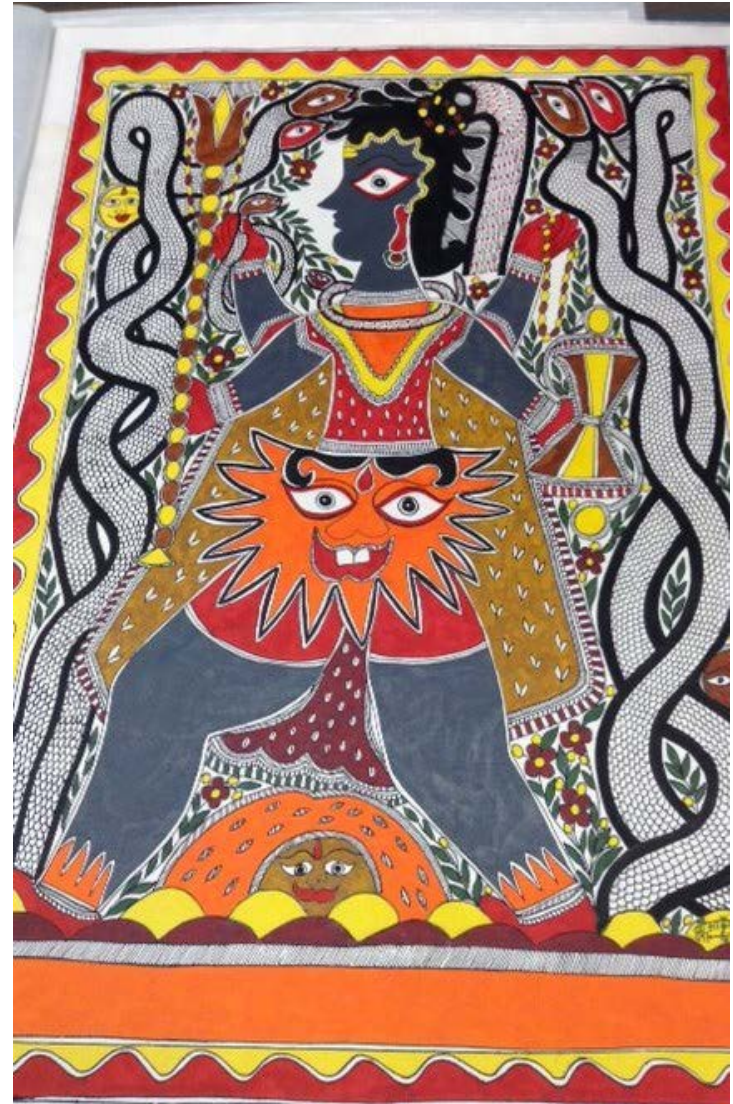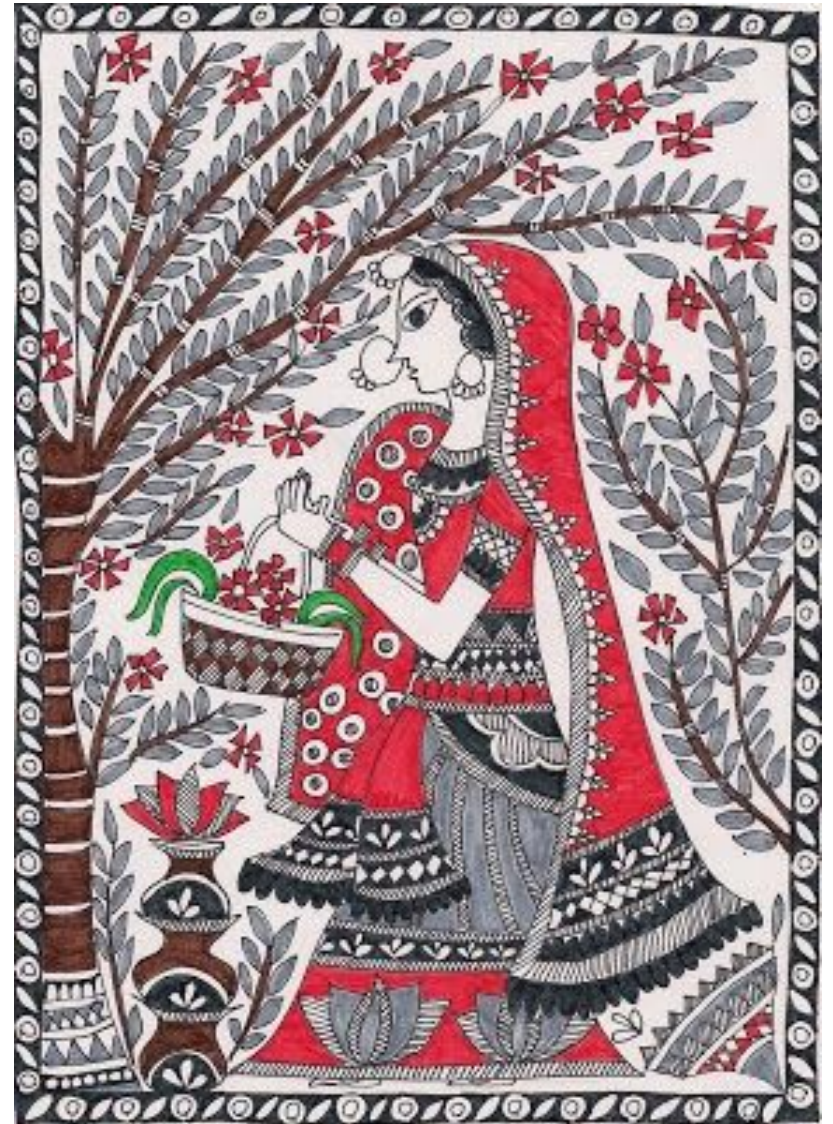# Changing Women

More Mithila Images

More Mithila Images

MITHILA ART UNIT LESSON PLAN

Grade Level: 3rd Grade
Title: Your World
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 Mithila art
Students will utilize the elements of art to create an original artwork
Students will create a drawing of a cow incorporating important aspects of their life into the design of the cow

Materials:

Mithila PowerPoint
12x18 white paper (trim to 10x16)
cow parts tracers (body, head, utter, spots)
9x12 brown construction paper(for tracing and cutting cow parts)
9x12 white paper(for tracing and cutting spots)
pencils
scissors
elmers glue
colored pencils
fine point sharpie markers
ultra fine point sharpie markers

Introduction:

PowerPoint on Mithila Art

Class discussion: Elements of Art: Color, Line, Shape, Texture, and Space

Discuss the significance of the cow in Indian culture as well as its influence in Mithila art. Discuss the meaning of the word sacred and what they could represent on a personal level. Have students brainstorm what would be sacred to them.

Process:

Day 1:

Student traces cow parts (except for spots) onto brown construction paper

Students will then cut traced parts out and glue them onto 10x16 white paper

Student will then trace spot tracers onto 9x12 white paper

Student will then using PENCIL draw inside the cow spots filling them with important images from their life and their world (This way the sacred cow will symbolize the things that are sacred or important in their life)

Have student put their name on the back of both papers

Day 2:

Using ultra fine tip sharpie, have students trace over their pencil drawings in the spots and then color them in with colored pencils

Student will then cut out spots and glue them onto their cow body

Students will create a border around their cow using the fine point sharpie marker and colored pencils

Using the Sharpie marker students can also draw a face onto their cow image

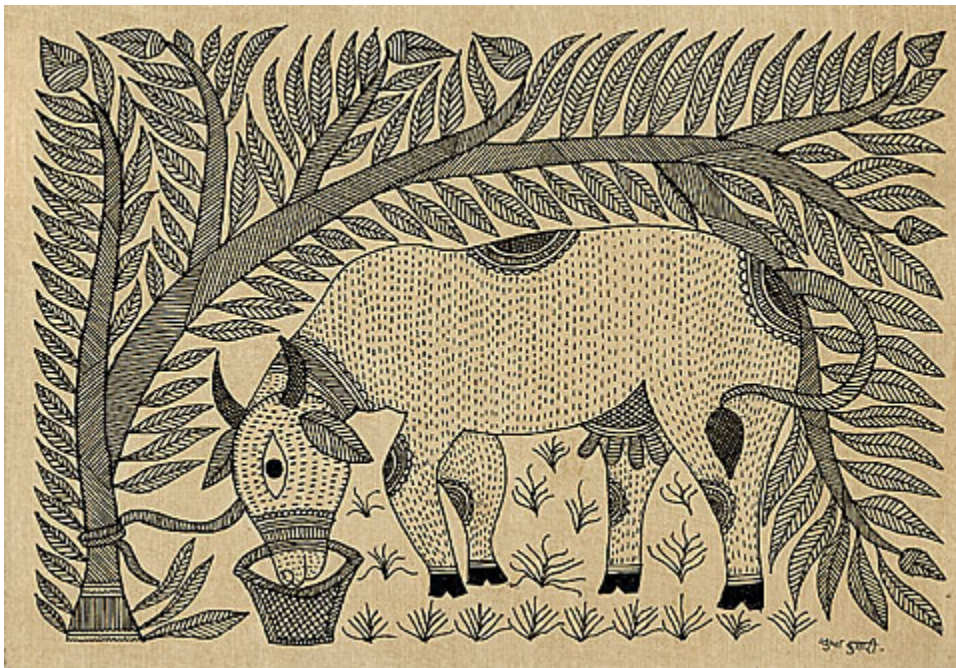**Criteria for Evaluation:**

Incorporate important images from your life into your cow

Cow parts are traced, cut, and assembled neatly with good use of space on the paper

Spots are neatly drawn and entirely colored

Border around cow has been created in Mihtila style

Mithila Art Unit 2014-2015
Central Square School District Elementary Art Department
Amber Cerio, Katie Fitzsimmons, Sarah Lekki

Mithila Art Unit Rubric   Grade Level: 3rd Grade   Project: Your World Cow

Art Rubric	1	2	3	4
CRAFTSMANSHIP Appearance Concern for Excellence	Student did not use sharpie or cut tracers carefully. Art work looks incomplete and sloppy.	Student attempted to draw and cut neatly, 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: tracing, cutting, spacing, repetition, pattern, border design, and drawing images.
CREATIVITY Unique Personal Touch	Images in spots and border designs are copied from example sources.	Border and spot images are somewhat varied with very little originality. Designs are copied from example resources.	Images and border are varied and original.	Student has created drawings and border in a way that is totally his/her own. Student has created a drawing that is varied and unique.
ASSIGNMENT COMPLETION Met goals/Objectives	Assignment is incomplete. Student did not incorporate any images from their life into their cow.	Student has incorporated a couple of images from their life into their cow. Additional work is needed for completion.	Student has completed the assignment incorporating images from their life into their cow design.	Student has completed the assignment incorporating images from their life into their cow deisgn, while using unique and varied lines, patterns and shapes.
WORK HABITS On task Use of time Attitude/Behavior	Student needed several reminders to stay on task. Student did not utilize time wisely.	Student needed a few reminders to stay on task. Student could have utilized time better.	Student stayed on task with no reminders. Time was utilized appropriately.	Student worked with superior focus. Student worked independently.

Total Points_____   divided by 4 = Final Grade_____

MITHILA ART UNIT LESSON PLAN

Grade Level: 4th Grade
Title: Alphabet Animal/Insect Drawing
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. 3Responding to, and Analyzing Works of Art
4. 4-Understanding the Cultural Contributions of the Arts

Learning Objectives:

Students will be introduced to Mithila art
Students will utilize the elements of art to create an original artwork
Students will create a drawing of an animal or insect incorporating a letter of the alphabet into their overall design

Materials:

Mithila PowerPoint
Mithila Alphabet cards- "Alphabet Reverie"- produced by Martine le Coz, a French novelist, painter, enthusiast of Mithila art
9x12 white paper
9x12 Manila paper
pencils
2" alphabet letter tracers
fine point sharpie markers
ultra fine point sharpie markers
animal and insect photographs
colored pencils

Introduction:

PowerPoint on Mithila Art

Class discussion: Elements of Art: Color, Line, Shape, Texture, and Space

Using Elmo: Project images of Alphabet cards. Show how the Mithila art work incorporates the letter into the drawing, sometimes right into the animal/insect itself, sometimes into the surroundings of the animal/insect.

Drawings show LINE repetition, SHAPES creating patterns, the creation of TEXTURE, the use of SPACE, and minimal use of COLOR.

Process:

Day 1:

Student decides on an animal/insect they would be comfortable drawing

The first letter of the animal's name will be the letter stencil traced onto the drawing design

Practice on Manila Paper (10 Minutes):

Trace the letter stencil onto 9x12 manila, using pencil

Using pencil, draw the animal/insect, being sure to incorporate the letter into your design

Final Design:

Trace the letter stencil onto 9x12 white paper, using pencil

Color in, using fine tip sharpie marker

Using ultra fine tip sharpie draw animal/insect being sure to incorporate the letter into your design

Incorporate LINE repetition, SHAPES creating patterns, TEXTURE, and be sure to plan what you will do with the SPACE on your paper

Name on back, **WITH PENCIL**

Day 2:

Using ultra fine tip sharpie, continue to draw the animal/insect being sure to incorporate the letter into your design

If desired, use colored pencil to add a small amount of LIGHT COLOR to one area of your drawing to add interest.

Criteria for Evaluation:

Incorporate a letter of the alphabet into a drawing of an animal or insect
Incorporate LINE repetition into drawing
Incorporate SHAPES creating patterns into drawing
Incorporate TEXTURE into drawing
Make good use of the SPACE on the paper
Add Minimal COLOR if desired
Use sharpie to draw a Mithila style artwork of an animal or insect

Mithila Art Unit Rubric   Grade Level: 4ᵗʰ Grade   Project: Alphabet Animal/Insect Drawing

Art Rubric	1	2	3	4
CRAFTSMANSHIP Appearance Concern for Excellence	Student did not use sharpie carefully. Art work looks incomplete and sloppy.	Student attempted to draw neatly, 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: tracing, drawing lines, spacing, repetition, pattern, drawing shapes, and creating texture.
CREATIVITY Unique Personal Touch	Lines, Patterns, and Shapes are very similar in style. Designs are copied from example sources.	Lines, Patterns, and Shapes are somewhat varied with very little originality. Designs are copied from example resources.	Lines, Patterns, Shapes, are varied and original.	Student has applied patterns in a way that is totally his/her own. Student has created a drawing that is varied and unique.
ASSIGNMENT COMPLETION Met goals/Objectives	Assignment is incomplete. Student did not incorporate their letter into their drawing.	Student has incorporated some of the elements of art into their drawing. Additional work is needed for completion.	Student has completed the assignment incorporating all of the elements of art into their drawing.	Student has completed the assignment incorporating all of the elements of art into their drawing, while using unique and varied lines, patterns and shapes.
WORK HABITS On task Use of time Attitude/Behavior	Student needed several reminders to stay on task. Student did not utilize time wisely.	Student needed a few reminders to stay on task. Student could have utilized time better.	Student stayed on task with no reminders. Time was utilized appropriately.	Student worked with superior focus. Student worked independently.

Total Points_____   divided by 4 = Final Grade_____

MITHILA ART UNIT LESSON PLAN

Grade Level: 5th grade
Title: Designing the People of India/ Saris and Dhotis
Art Elements: Line, Color, Value, 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 Mithila art
Students will utilize the elements of art to create an original watercolor painting of either a woman wearing a sari or a man wearing a dhoti
Students will use various types of lines, shapes, patterns and textures to create the design of the sari/dhoti
Students will create a border in an original design

Materials:
Mithila PowerPoint
Mithila artwork images of people wearing Saris and Dhoti
12x 18 white paper cut down to 10 x 16
pencils/erasers
people tracers with correct lines drawn on them for face, hair, placement of sari/dhoti, feet, arms, hands
fine point black sharpie markers
ultra fine point black sharpie markers
watercolor paints/brushes/water cups
rulers
line design worksheet (teacher provided)
12 x 18 colored construction paper for mounting

Introduction:
PowerPoint on Mithila Art

Class discussion: Elements of Art: Color, Value, Line, Shape, Texture, and Space

Images in PowerPoint show LINE repetition, SHAPES creating patterns, the creation of TEXTURE, the use of SPACE, and the bright use of COLOR, and Value with watercolors used by Mithila Artists.

Discuss the clothing worn and seen in Mithila. Discuss the roles played by men and women in Indian culture.

Process:

Day 1:
Students will choose whether they would like to design a woman or man, and then trace the correct tracer onto the center of their 12 x 18 white paper in pencil.

Add in body features from copying tracer in pencil, **check** with teacher before tracing in sharpie

Using fine and ultra-fine black sharpies start designing sari/dhoti incorporating the elements of art: line, shape, texture, space. Students may free hand the types of design using the sharpie while referencing the line design worksheet and their own creations.

If time allows start border in sharpie as well. Border should be done **before** painting on Day 2.

Day 2:
Finish designing the sari/dhoti and border if not done from the day before.

Using the elements of art: color and value, students will use watercolor paints to paint their person in the same style as seen in the Mithila artwork.

Discussion about colors used in Mithila paintings of people will be talked about at this time as well.

When dry, mount on 12 x 18 colored construction paper.

Criteria for Evaluation:
Incorporate LINE repetition into drawing
Incorporate SHAPES creating patterns into drawing
Incorporate TEXTURE into drawing
Make good use of the SPACE into the design of the sari/dhoti
Watercolor painting neatness; COLOR and VALUE used to paint in person
Use of Sharpies

Name: _____ Class: _____

*** Circle which grade you feel you deserve for each section of the rubric. Your teacher will circle as well in a different color. Circles will be averaged together.

Mithila Art Unit Rubric   Grade: 5th grade   Project: People

Art Rubric	1	2	3	4
CRAFTSMANSHIP Appearance Concern for Excellence	Student did not draw, paint, or trace neatly. Art work looks incomplete and sloppy.	Student attempted to draw, paint, and trace neatly, 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: tracing, pressing hard, spacing, repetition, painting, pattern, and drawing lines and shapes.
CREATIVITY Unique Personal Touch	Students' person and border is completed in the style of the demonstration with no variation or originality.	Students' person and border is completed in the style of the demonstration with very little variation or originality.	Students' person and border is completed with variation and original patterns and designs.	Students' person and border is completed in a style that is totally his/her own. Patterns and designs are varied and unique.
ASSIGNMENT COMPLETION Met goals/Objectives	Assignment is incomplete. Student did not incorporate elements of art into their work.	Student has incorporated some elements of art into their drawing. Additional work is needed for completion.	Student has completed the assignment incorporating all of the elements of art into their drawing.	Student has completed the assignment incorporating all of the elements of art into their drawing, while using unique and varied lines, patterns and shapes as well as color.
WORK HABITS On task Use of time Attitude/Behavior	Student needed several reminders to stay on task. Student did not utilize time wisely.	Student needed a few reminders to stay on task. Student could have utilized time better.	Student stayed on task with no reminders. Time was utilized appropriately.	Student worked with superior focus. Student worked independently.

Please write anything you would like me to know before grading:

_____

_____

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