

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
FATEN TRABELSI

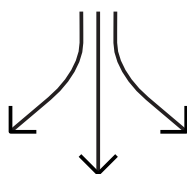


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:



**Curriculum
Connections**



Suggested Classroom Extensions



**Assessment
Strategies**

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STUDY GUIDE: VISUAL ARTS

GEOMETRY AND ISLAMIC ART

Program Overview

Artist Name: Faten Trabelsi

Artist Bio: Faten Trabelsi is a painter and teacher with Master's and Bachelor's degrees in plastic arts. Inspired by creativity and cultural exchange, she began her career at Tunisia's Center for Artistic Excellence. Faten has participated in exhibitions, contributed research papers, and organized numerous exhibitions, competitions, and workshops in painting, drawing, and mixed media.

Program Description: From an inclusive and multicultural perspective, the artist offers a set of workshops designed to connect art and the beauty of mathematics through the motifs of Islamic art. Participants will learn about the history and characteristics of this art form and then get creative using mathematical concepts to draw geometric patterns.

Artistic Discipline: Visual Arts

Recommended Grade Levels: 2 - 12

Session Logistics: In person or online

Cultural Context: Middle Eastern Culture

Vocab bank/glossary: [Click here](#)





GEOMETRY AND ISLAMIC ART

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings. (Grades 1-8)
 - Apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages. (Grades 9-12)
- Strand B – Reflecting, Responding and Analysing
 - Demonstrate an understanding of the types of knowledge and skills developed in visual arts, and identify various opportunities related to visual arts. (Grades 9-12)
- Strand C: Exploring Forms and Cultural Contexts
 - Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts. (Grades 1-8)
 - Demonstrate an understanding of conventions and techniques used in the creation of visual art works. (Grades 9-12)
- Cross Curricular Connections
 - Math – Shape and Space, Patterns and Algebra

GEOMETRY AND ISLAMIC ART

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

GRADES
2-3

Pre

- What shapes do you know? Can you name some?
- Do you think you can use math to make art? Why or why not?

During

- What shapes are you using in your art?
- What happens when you repeat the same shape repeatedly?

Post

- What part of your design do you like best?
- What did you learn about shapes and patterns today?

GRADES
4-6

Pre

- What do you know about patterns or designs in art?
- Have you ever seen a mosaic or mandala before? What did it look like?

During

- Are you seeing any symmetry in your design?
- How are you using math to help create your art?

Post

- What surprised you about this way of making art?
- How is Islamic art different from other art styles you've seen?
- What does your pattern say about you or your creativity?

GRADES
7-8

Pre

- How do math and art connect in everyday life?
- What do you already know about Islamic art or geometry?

During

- What mathematical concepts are helping you in your artwork?
- How does creating this design require careful planning?

Post

- What did you learn about Islamic art through this hands-on experience?
- How could this method influence your own creative style?

GRADES
9-12

Pre

- How is geometry used in different art forms across cultures?
- How do math and art connect in everyday life?

During

- What mathematical concepts are helping you in your artwork?
- How does creating this design require careful planning?
- What cultural values might be reflected in this kind of symmetry and order?

Post

- What did you learn about Islamic art through this hands-on experience?
- How could this method influence your own creative style?

VISUAL ARTS OVERVIEW

Visual Arts empower students to explore their identity, culture, and societal issues through creative expression. It supports cognitive, emotional, social, and creative growth while building empathy, communication, and critical thinking skills. These abilities not only enhance academic performance but also contribute to students' confidence, emotional intelligence, and overall well-being.

The creative and critical analysis process guides students in imagining, planning, interpreting, and reflecting on artistic work, complementing artist-led sessions. These frameworks empower students to become thoughtful creators, reflective learners, and active participants in building a more just and connected world.

Visual arts connect seamlessly with other subjects across the curriculum. They enhance communication in the language arts, explore culture and history in social studies, and reveal patterns and concepts in math and science. These interdisciplinary links help students see knowledge as interconnected and relevant to real-world applications.



APPENDIX

Vocabulary bank/glossary:

- **Geometry:** A type of math about shapes, space, and sizes.
- **Pattern:** A design that repeats in a regular way.
- **Symmetry:** When something is the same on both sides.
- **Tessellation:** A pattern made of shapes that fit together without gaps.
- **Motif:** A repeated image or shape in art.
- **Islamic Art:** A style of art often using shapes and patterns.
- **Compass:** A tool used to draw perfect circles.
- **Precision:** Doing something very carefully and exactly.
- **Balance:** When things in a design feel even and stable.
- **Repetition:** Using the same shape or colour repeatedly in a design.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a color to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning