

# OCTOBER GALLERY EDUCATION ONLINE RESOURCES

*Inspired by Hassan Massoudy*

*Created by OG Education in collaboration with RISC*

## **Who is Hassan Massoudy?**

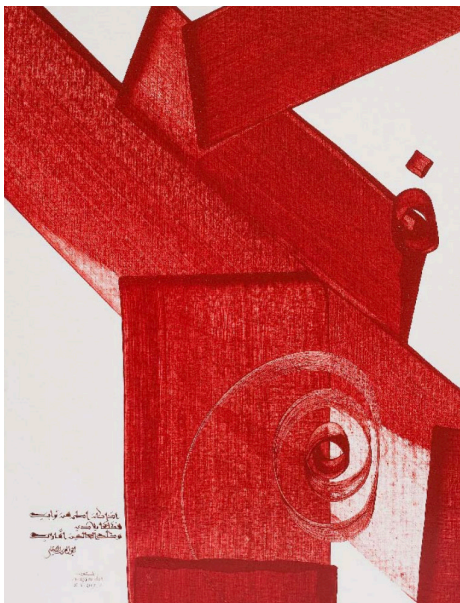
Hasan Massoudy was born in the southern part of Iraq in 1944 and at the age of 17 moved to Baghdad to complete his calligraphy studies.

## **What Influenced Massoudy to become an artist?**

Hassan Massoudy wanted to express himself more than calligraphers traditionally did and he started to do his images in colour and with poetic themes, rather than the traditional black ink. He was inspired by artists such as Leger, Matisse, Picasso, and Soulages.

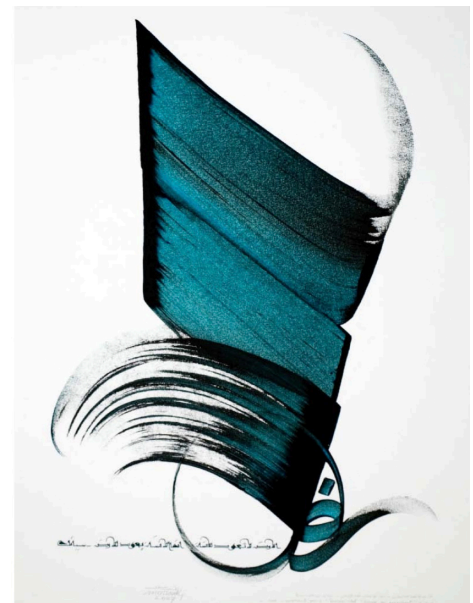
## **What are the main themes and materials used in Massoudy's work?**

In Massoudy's work he takes proverbs of peace and tolerance, which begin their life in a particular community, but are shared and experienced by communities all over the world.



Made from the proverb: If I am made of this earth, this is my country and all humans are my brothers.

**Al-Siquilli**



Earth does not belong to man; it is man who belongs to earth  
**Chief Seattle 1885**

# ACTIVITY

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**Activity:** Calligraphy

**What you will need:** Pencils, Water, Assortment of inks, Jar tops (to be used as little palettes), thick paper, cardboard strips and rubber pencil ends cut to a slant

**How to introduce the activity :** Show students the work of Hassan Massoudy and explain that he is a calligrapher from Iraq who lives and works in Paris.

Ask them:

- What do the shapes of the letters look like
- How do they differ from the other styles of calligraphy
- What kind of materials and paints do they think he may have used
- Do you think he paints standing or sitting

At the same time read and discuss the proverbs to the students and explain how one word is exaggerated from each sentence. Can they guess which word it might be?

## Physical Activity:

ask the students to stand up and ask them to physically respond to words (light - dark, brave - afraid, peace - conflict) write these words down on the board at the same time to try and express the gestures through the letters as you write.

## Painting activity:

Prior to this activity students could be asked to find out the meaning of their names, why their parents gave them that name, how they feel about their name.

Give the students large paper, coloured inks and the cardboard strips. Ask the students to write the names again but this time for their letters to express either something about their character (strong, quiet, noisy) or the meaning of their names

# ACTIVITY

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**Activity:** Animation

**What you will need:** editing facilities (windows movie maker is free software), Material that can be manipulated into shapes (clay, felt, paper, sand, waste materials)

## What you do:

- Choose a line from a book or a poem that you are studying in your literacy class. Inspired by the art of Arabic calligraphy, pupils design their own script.
- Pupils bring their letters to life by producing a short animation (15-20 seconds). They decide the movement of their pieces by the nature of the word, so the letters can dance, interact with one another, tell a silent story. The pupils in the picture chose a proverb on the theme of peace and conflict.
- They may want to storyboard their animation before they start making. Cut the text out of paper or shape it using felt, sand or clay and design a backdrop.
- Using a digital camera, pupils move their pieces frame by frame, recording each motion with their camera.
- Once these are uploaded into the computer the pupils can then edit them on moviemaker (as all the images have been photographed as a sequence there should not be too much editing. Pupils may want to repeat movements and add titles to the beginning and end). They can add music or create a sound scape



# ACTIVITY

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**Activity:** Learn more about Arab & Muslim Contributions to Life in 21st Century Britain and create a map of where you live, which illustrates Arabic and Islamic influences on all our lives.

**What you will need:** Statements about contributions (below); magazine pictures of shops etc

**ART GALLERY:** internationally renowned contemporary artists whose work has been exhibited in Britain and across the world include calligraphers Rachid Koraichi from Algeria, Ali Omar Ermes from Libya, and digital photographer Sabah Naim from Egypt.

**UNIVERSITY:** The Koran's explicit encouragement of the study of science is reflected in the use of many Arabic words in scientific, technological and mathematical vocabulary. Look out for words beginning with Al (the) such as alcohol, algorithm, alkali, alchemy, algebra and altitude. The establishment of observatories led to the development of study centres and scientific institutions.

**MAP SHOP:** Both Arabs and the peoples of Central Asia were originally nomadic and inherited a tradition of travel. Students and scholars went on long journeys to learn from famous teachers. The Prophet Muhammad encouraged travel even "as far as China" for learning. The wealth of cities depended upon trade, and pilgrimage is a requirement for Muslims. So Muslims had many reasons to travel throughout the Islamic Empire and beyond, hence the need for maps. Al-Idrisi created a geographical encyclopedia with 70 maps.

**ARCHITECTURE:** Muslim architects and builders have been responsible for some of the most beautiful buildings in the world, from India's Taj Mahal, to Spain's Al Hambra and the Great Mosque at Djenne in Mali. Today the internationally renowned Iraqi born architect, Zaha Hadid, the first woman to win the Pritzker Prize for Architecture, is designed the Aquatic Centre for the London Olympics in 2012, which will form the centrepiece of the Olympic site and London Skyline.

**SPORTS:** Muslim men, women and children contribute at all levels to sport in Britain, from celebrated professional sports stars such as Amir Khan and Nasser Hussain to enthusiastic amateurs such as the British Muslim Women's football team.

**GARDENS:** Ibn al-Baytar created the first known encyclopaedia of plants through observation and classification, with thousands of entries. Garden design across the world has been strongly

**CLOCKS AND WATCHES:** The need for Muslims to pray at regular times throughout the day led to innovations in the development of complex clocks.

**BARBER:** Life in Europe was greatly influenced by the Moorish invasion of Spain. One of the many changes was the preference for men to wear their hair short.

**COFFEE SHOP:** Coffee was first grown in Yemen around the 10th century, and became popular throughout the Muslim World thanks to travellers, pilgrims and traders. It reached Mecca and Turkey in the 15th century, the first coffeehouse in England opened in 1650 through Turkish connections.

**BODY SHOP:** Though they did not invent public baths, the Islamic World did popularise their use by ordinary people, thanks to the high value Islam places on cleanliness. By 993 AD there were more than 1,500 public baths in Baghdad and by the 8th century the use of soap had been recorded in Syria.

**PETROL STATION:** The development of techniques for distillation enabled the production of alcohol for medicinal uses, and the first use of petroleum, for oil lamps.

**CAMERA SHOP:** In 11th century Basra, the physicist al-Hazen made studies of light, discovering some of its most important properties: it travels in straight lines, it can be reflected and refracted. Through scientific experiments he developed the camera obscura, the principle behind the cameras we use today.

**HOSPITAL:** Many of the tools and techniques used in surgery today were designed centuries ago by surgeons from the Islamic world.

**CARPETS:** Fabulous carpets and tapestries from the Ottoman Empire were brought as gifts to the court of Queen Elizabeth I and created a revolution in interior design.

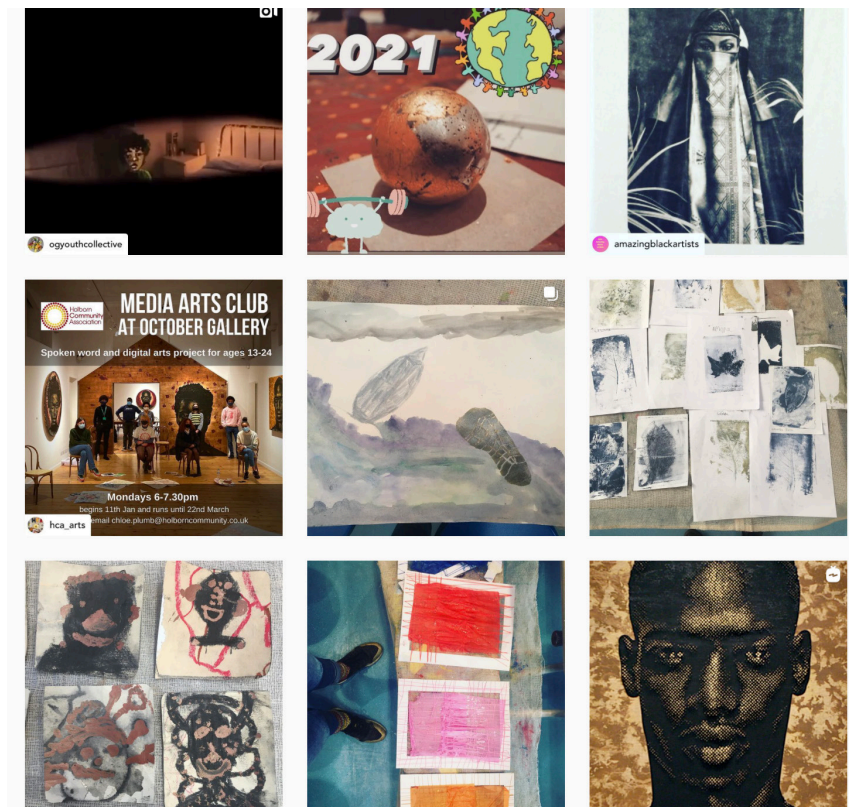
**OPTICIAN:** In 11th century Basra, the physicist al-Hazen published the first known diagram of the human eye, including the unction of the lens and the cornea, and the optic nerve. The book was even influential to Sir Isaac Newton.

**CHEESE SHOP:** Cheese is believed to have been first made in the Middle East. The earliest type was a form of sour milk which was created when it was discovered that domesticated animals could be milked.

**WIND TURBINE:** Because of the climate in many Islamic countries, water was not plentiful enough to be used as a source of power. The focus fell on the development of wind power technology, from its early roots with the Greeks, to its use in Persia by 644 AD. The first recorded use of windmills in Europe was in Normandy in the 12th century.



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The third task is sourced from : What the Past Did for Us (Adam Hart-Davis), Islam Awareness Week website, [www.1001inventions.com](http://www.1001inventions.com), Great British Islam (C4), What the Moors did for Europe (Rageh Omar).

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