



Kolam art

4th Grade

OBJECTIVE

I can create a 5x5 dot Kolam by connecting dots with lines while adding shapes and colors incorporating symmetry.

RESOURCES

[Additional 5X5 Kolams to try](#)

GOAL

Students will learn about an ancient art form called "Kolam" from India.

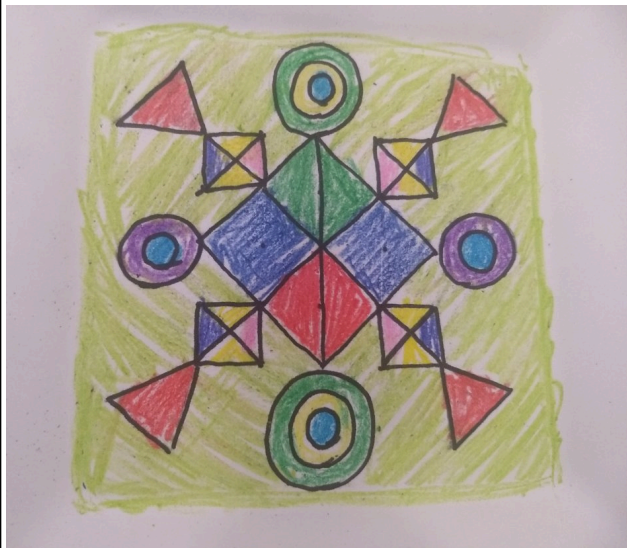
Students will engage in creating dots, connecting them with lines, and coloring the shapes formed while incorporating symmetry.

NATIONAL ARTS STANDARDS

VA:Cr2.1.4a - Explore and invent art-making techniques and

TITLE OF THE ACTIVITY

Kolam - a form of drawing that is created by using rice flour, chalk, or chalk powder.



approaches.

VA:Cr2.2.4a - When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

NOTES:

1. You can differentiate the lesson by encouraging students to add shapes beyond the dots to make their Kolam more intricate.
2. You can connect several Kolams together by a hole punch to create holes at the four corners and use metal fasteners to connect them together. See <http://bit.ly/KolamProject> for more information.

MATERIALS

- 1 10"x10" white paper plate with 5 rows of 5 dots marked using a black Sharpie
 - Black Sharpie marker
 - Crayons
 - Pencil
 - Eraser

HOW TO START



Use the above photo as a "hook". Ask students *"what's happening in this photo"*, *"what part of the world do you think this is from"*, and *"what makes you say that"*? Engage students in a class discussion.

Give students information that -
The people in this photo are creating a **Kolam** in India!

A Kolam is made on the ground by creating dots first and making lines to connect them.

A Kolam is made at the doorstep of each home to welcome visitors. Rice flour is used to create these.

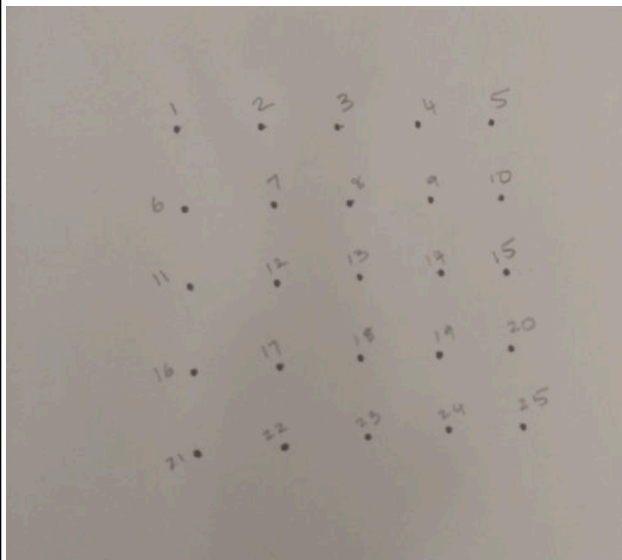
PRE-ACTIVITY

On the back side of your paper plate write :-

1. Your name
2. Teacher name
3. Room #

On the inside of your paper plate, you have 25 dots already (5 rows of 5 dots each)

Number the dots from 1-25 using a pencil.

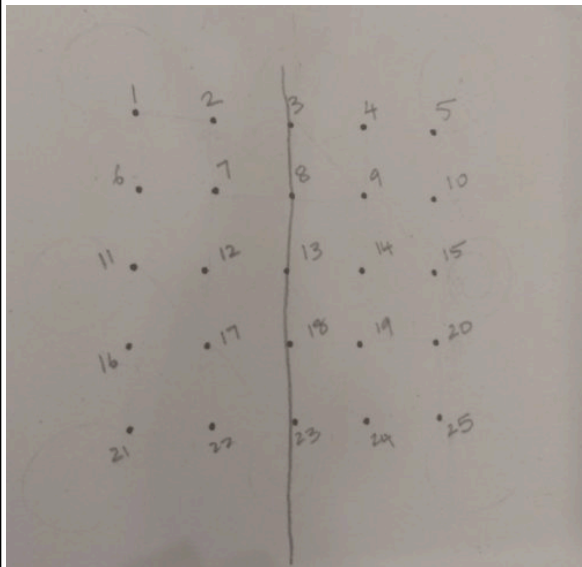


MAIN ACTIVITY

Step 1

Draw a line joining dots 3,8,13,18 and 23.

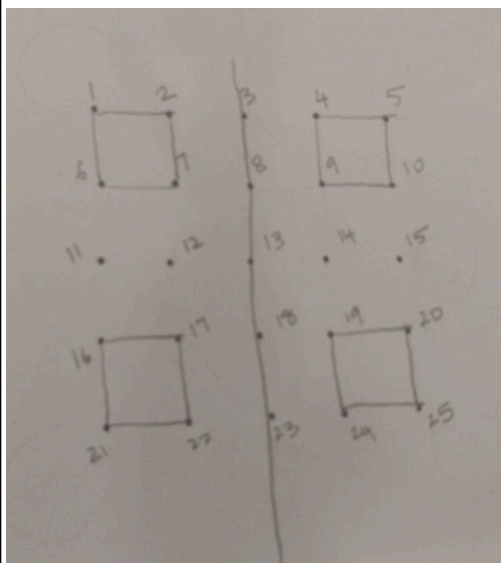
This is your line of symmetry.



Step 2

Draw a square connecting dots 1-2-6-7. Do the same on the other side connecting dots 4-5-9-10.

Draw a square connecting dots 16-17-21-22. Do the same on the other side connecting dots 19-20-24-25.

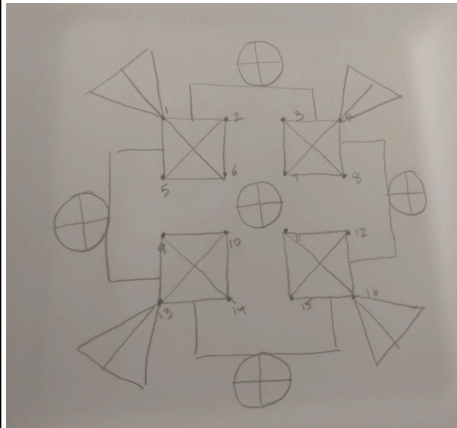


STEP 3

Divide squares into 4 parts with equal areas by adding crisscross lines inside each.

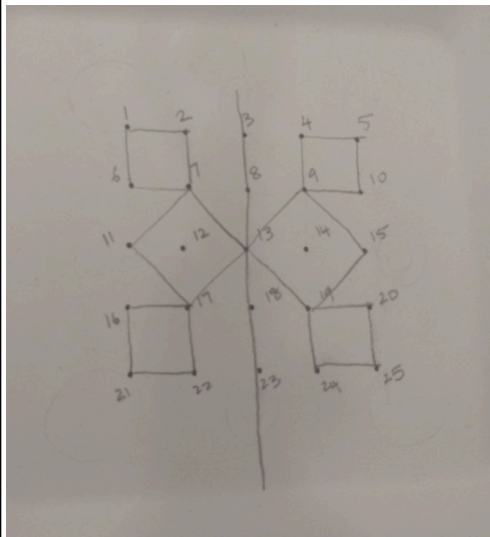
Divide triangles into 2 parts with equal areas by adding 1 line.

Divide circles into 4 equal areas by adding 2 lines inside each.



STEP 4

Connect dots 7,11,17 and 13 on one side and 13,9,15 and 19 on the other side to create rhombuses.

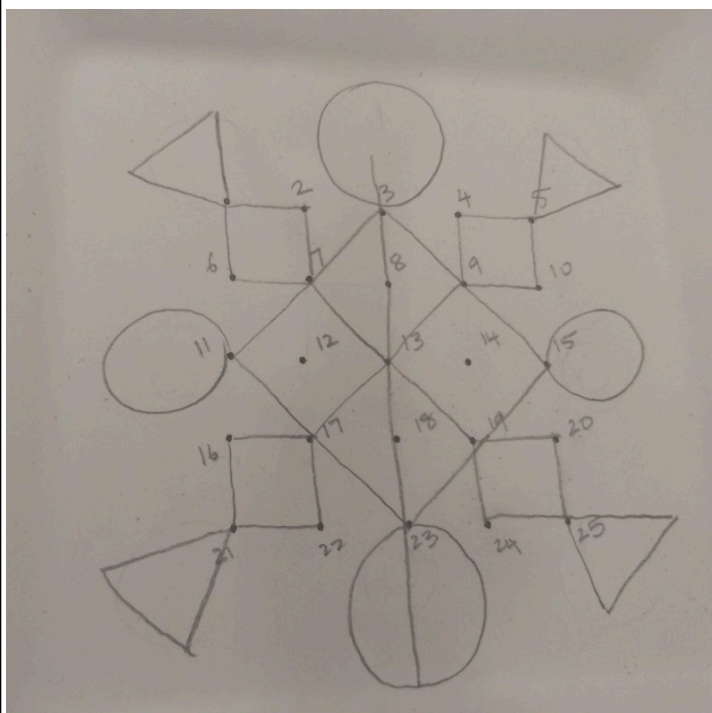


STEP 5

Create a triangle on dots 1,5,21 and 25.

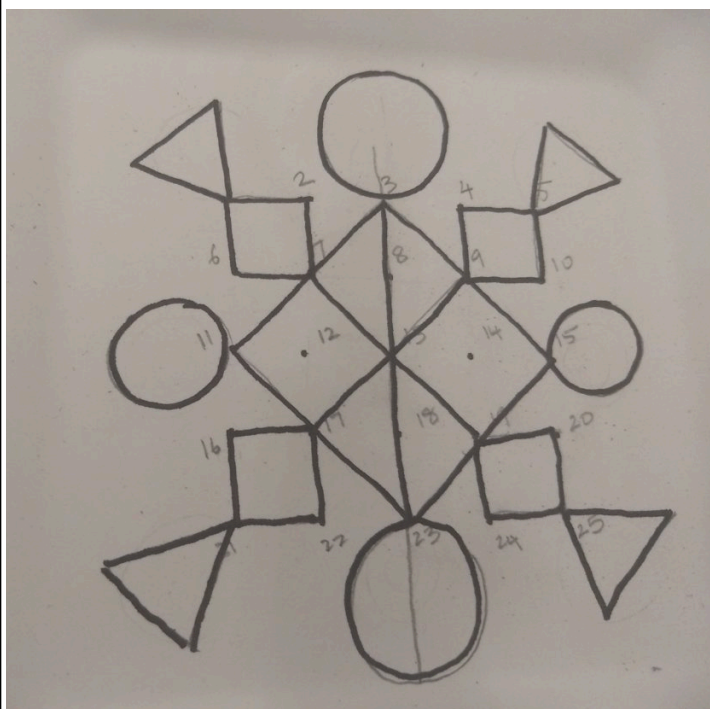
Create circles on dots 3,15,23 and 11.

Join dots 11-3, 3-15, 15-23, and 23-11.



STEP 6

Using a black Sharpie marker draw over all the pencil lines.



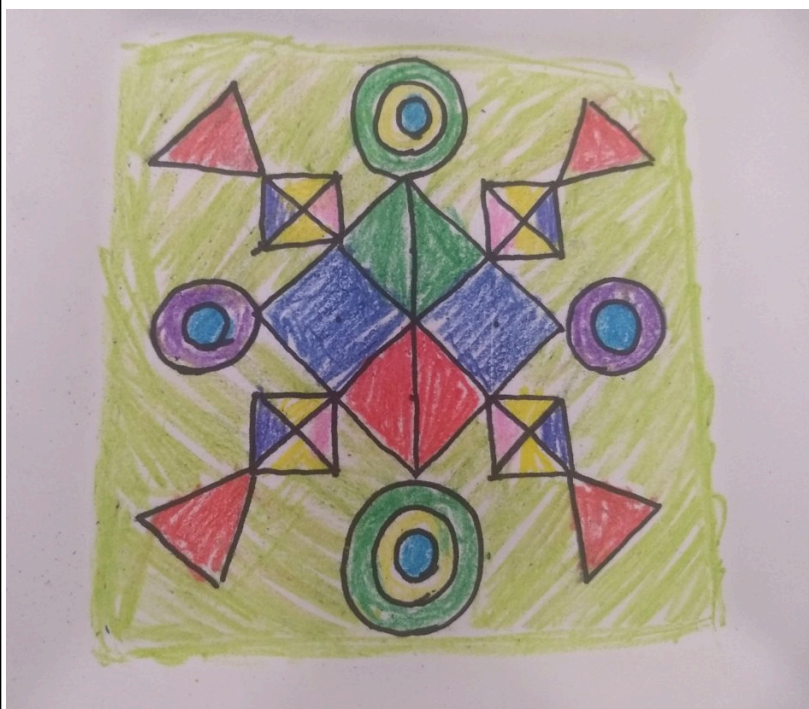
STEP 6

Erase pencil lines and numbers.

Add smaller circles inside the large ones. Add criss cross lines inside the squares on the sides using a black Sharpie marker if you wish to.

Add color to the Kolam and the background.

Leave the border around your Kolam white.



PRESENT

CREATING THE FINAL PRESENTATION

Google slides - [4th Grade Kolam Art](#)

How to video

[4th Grade Kolam video](#)

ABOUT THE AUTHOR

Meera Ramanathan is the Project Resource teacher for visual art at Zamorano Fine Arts Academy in San Diego Unified School District. She has a Master's degree in History of Fine Arts, drawing and painting from India and a Single Subject Teaching Credential in Visual Art from San Diego State University. She also has 9 years experience working in an early childhood setting.

	In her art class, Meera likes to introduce her students to artists from different parts of the world while giving them the opportunity to create, present, respond and connect with different media and techniques while finding inspiration from their own life experiences. Her goal is always to see how she can make her lessons accessible to all her students while keeping them challenged, motivated, and engaged. By incorporating Social Emotional Learning, she teaches her students how to develop positive identities, manage emotions and show empathy for others. Her teaching includes equity, diversity, and inclusion. She views every student as an individual, irrespective of their background and makes sure that all students receive the instruction and resources to be successful. She incorporates diversity in her lessons by highlighting artists of different nationalities, cultures, and gender identities. She uses a multi-cultural approach that incorporates art from different parts of the world, so students develop curious minds, empathy, and acceptance. By incorporating inclusion, she strives to make her classroom a safe, welcoming space for all her students. She works to establish positive rapport with her students and create a sense of belonging which in turn helps her learn about them, build trust, and foster self confidence in them.
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