

# AN EDUCATOR'S GUIDE TO ABU DHABI'S CULTURAL SITES

CROSS-CURRICULAR  
EXPLORATIONS



ثقافة  
أبوظبي للمحافظة  
ABU DHABI CULTURE



وزارة الثقافة والسياحة  
DEPARTMENT OF CULTURE  
AND TOURISM



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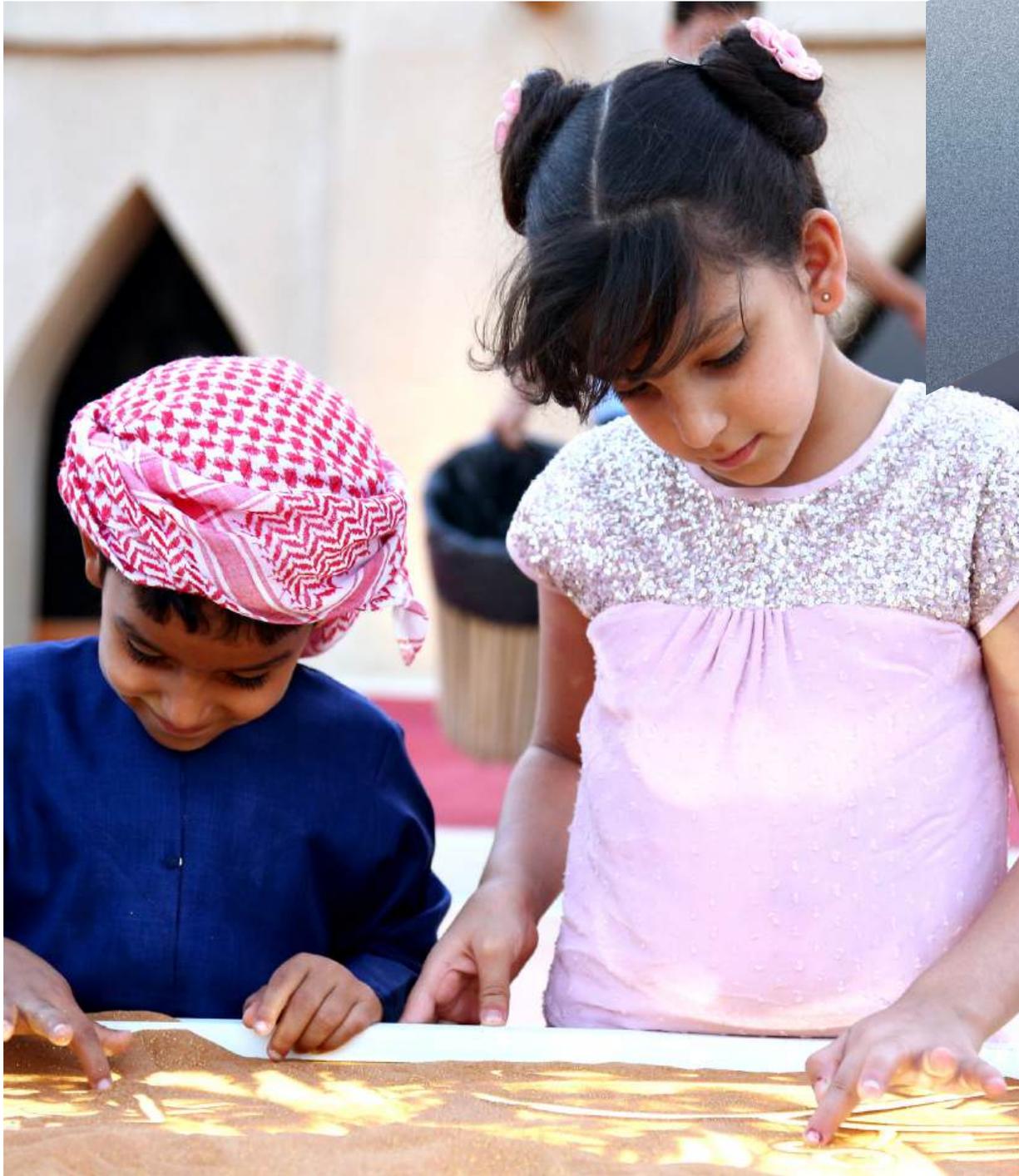
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The Department of Culture and Tourism – Abu Dhabi (DCT) is committed to ensuring that students interact with Abu Dhabi’s historic sites and museums through a cultural education program that aspires to engage individuals and communities and foster a love for learning.

Cultural education helps instill values of inclusion and cross-cultural understanding, as well as values critical in increasingly diverse cities and communities. Informal educational programs and resources provide educators and students with tools that raise an awareness of art and heritage and inspire individuals to be proud of their heritage and identity and celebrate cultural diversity.

DCT develops and delivers a dynamic range of cultural education activities across its cultural sites, community and educational spaces throughout the year. Tangible and intangible heritage and visual and performing arts programs are all supported by educational materials that strive to create awareness among varied segments of society, notably youth and students.

Dedicated programs for K-12 and university students, that include hands-on activities, exhibition tours, workshops and classes are available across all DCT cultural sites. Students and educators are encouraged to participate in the diverse culture of Abu Dhabi that can be experienced in the museums, archaeological sites, heritage sites, and community centers, including Qasr Al Hosn, Louvre Abu Dhabi, Al Ain Oasis and many more.

This guide presents the educational offerings across all DCT’s sites in the emirate of Abu Dhabi.



## WHY ARE VISITS TO CULTURAL SITES IMPORTANT?

Field trips to cultural sites are important for students for several reasons, as they offer a unique and valuable educational experience that goes beyond the classroom. When arts and culture are integrated across curriculum areas, students become more engaged in the learning process. In addition, here are some of the key reasons why such visits are important:

- **Hands-On and Experiential Learning:** Experiences at cultural sites engage the senses, enhance memory retention, and lead to a deeper understanding and appreciation of the subject matter, as students have hands-on interactions with historical artifacts, artworks, and cultural elements.
- **Building Connections:** Cultural sites provide students with real-world context, bridging the gap between classroom learning and real-world applications, helping students appreciate the relevance and significance of the topics and themes that they are learning about.
- **Emotional Impact and Cultural Awareness:** Cultural site visits can be emotionally impactful, evoking empathy and provoking thoughtful discussions, while also promoting cultural awareness, tolerance, and a broader perspective.
- **Cultivating Creativity:** Creative thinking, honed through cultural experiences, contributes to a more versatile and effective problem-solving approach applicable in a range of school subjects as well as real-world scenarios.
- **Critical Thinking Skills:** Cultural sites encourage critical thinking by challenging students to draw their own conclusions, developing their analytical and evidence-based evaluation skills.
- **Community Engagement:** Visits to local cultural sites encourage students to engage with their communities. This can foster a sense of belonging and civic responsibility.
- **Career Exploration:** Cultural site visits may expose students to potential career paths in fields such as history, archaeology, art curation, or museum management, inspiring some to pursue careers in these areas.
- **Creating Lifelong Learners:** Encounters with cultural sites can instill a lifelong love of learning. Students may develop a habit of exploring and seeking out knowledge independently.

Visits to cultural sites provide a multifaceted educational experience that enriches students' academic and personal growth. They offer an opportunity to connect with the past, understand the present, and inspire the future, making them a valuable component of a well-rounded education.

## WAYS TO ENGAGE

### K-12 CURRICULUM CONNECTIONS

The suggested activities in this guide can be adapted or linked to a variety of interdisciplinary subjects, curricular objectives, and academic levels to support visits to DCT sites. Reviewing art, culture, and heritage objects and themes are an excellent starting point for single-subject and cross-curricular work in a number of areas, such as:

- **Social Sciences:** history, geography, civics, economics, social studies
- **Language Arts:** literacy, first and second languages, communication studies, language development
- **Arts:** visual arts and performing arts
- **Mathematics:** arithmetic, geometry, statistics, pattern, problem solving
- **Sciences:** biology, chemistry, physics, earth sciences, environmental science

### EDUCATOR RESOURCES AND VISITOR GUIDES

DCT develops a variety of complementary resources and materials for its audiences including but not limited to educator resources, activity and exploratory guides for students and families, along with programmed workshops and events to accompany exhibitions, museums and cultural sites. Please inquire directly about these tools at each of the sites in this booklet.

### PLAN A SCHOOL VISIT

All visiting school groups are required to pre-book by email, website, or phone ahead of their anticipated visit whether on a guided group tour led by one of our Visitor Experience Specialists or on a self-guided group visit. Please refer to each site in this booklet for contact information.

### GUIDED TOURS & SELF-GUIDED GROUP VISITS

All group visits must be scheduled and pre-booked in advance. A maximum of 30 students may arrive together and must then divide into smaller groups of a maximum of 15 students per group. At least one chaperon must accompany each group of 10 – 15 students at all times. Please be sure to arrive on time to the scheduled booking.

### VISITING GUIDELINES

Discuss visiting guidelines with your students before your visit. We have found that exhibitions and museums are more accessible if students are provided with some structure and direction, and we recommend that you give your students a task to complete while on a visit.

To prepare for your visit, please take note of the following guidelines below:

- Please do not touch the artworks and artifacts for your safety and the safety of the exhibited collections.
- Photography and video are only permitted without flash.
- Please note that food and drinks are allowed only in designated areas.
- Chewing gum is not allowed.
- Pencils can be used for writing or sketching. Crayons, pens, markers, or wet materials are not permitted.
- Please do not lean on walls or showcases and do not use them as writing surfaces.
- Please turn mobile phones to silent and use soft voices so as not to disturb other groups in the galleries.
- Please walk, do not run on site.

## KEY LEARNING OUTCOMES

The following key learning outcomes present 5 pillars that serve as an overarching view of what your students will accomplish through many of the activities highlighted in this resource.

Educators can re-adapt, re-write or revise the suggested activities in this resource to best fit the learning needs of their students. DCT Abu Dhabi has considered many scenarios to provide educators with the flexibility of implementing the mentioned learning outcomes within their respective educational institutions.

### 1. PROMOTE AND CELEBRATE UAE NATIONAL IDENTITY AND HISTORY.

- a) Students learn about cultural sites and their collections as a national collection of the UAE.
- b) Students learn about Emirati cultural heritage and identity and investigate the Emirati global connection through cultural sites, heritage practices, and objects on display from the UAE.
- c) Students learn the history of the UAE and its significant contribution to trade, culture, and exchange of ideas.

### 2. UNDERSTAND THE VALUE OF NATIONAL LEGACY THROUGH PRESERVATION AND SUSTAINING OF CULTURE.

- a) Students explore the preservation of the nation's culture and legacy through its cultural heritage by studying artifacts from various regions of the UAE and the evolution of the cultural landscape in Abu Dhabi.
- b) Students gain an appreciation of Emirati culture by discussing cultural sites as a space that house culture and traditions of the past, present and future.
- c) Students learn about the change in materials and technology to understand the importance of conservation, sustainability, and the environment.
- d) Students grasp the links between art, nature, time, and the environmental factors impacting cultural sites and their collections.

### 3. UNDERSTAND HUMAN HISTORY AND CULTURAL CONNECTIONS ACROSS COMMUNITIES AND GEOGRAPHIES.

- a) Students gain knowledge about international trade and cultural interchanges between the UAE and the world.
- b) Students learn ways of using art, performance, and heritage, to express identity and understand culture and history.
- c) Students gain an appreciation for the past and present of different cultures by discussing cultural sites as spaces that represent and celebrate human ingenuity across the world.

### 4. HARNESS STUDENTS' CREATIVE ABILITIES, SHARPEN LEARNING SKILLS AND RECOGNIZE TALENT.

- a) Students learn and improve on key skills to transfer to their learning journey in the classroom such as discussion, teamwork, creative and critical thinking, comparison, and analysis.
- b) Students learn to incorporate their imagination and observation skills to look at artworks and share what they see and articulate ideas they have developed.
- c) Encourage and harness talented students to expand their skills beyond the classroom by expressing themselves in cultural spaces.

### 5. INSPIRE FUTURE CULTURAL AND ARTS PRACTITIONERS FUELING THE UAE CREATIVE ECONOMY.

- a) Students learn about the importance of cultural heritage as a legacy, while exploring the possibilities to see themselves as part of the future cultural landscape in Abu Dhabi.
- b) Students are able to contextualize their personal identity within the broader community and discuss topics related to good citizenship, legacy, and contribution to society.





## QASR AL HOSN

Over the centuries, Qasr Al Hosn, a historic landmark in the heart of Abu Dhabi, has been home to the ruling family, the seat of government, a consultative council and a national archive; it now stands as the nation's living memorial and the narrator of Abu Dhabi's history.

Qasr Al Hosn is comprised of two major iconic buildings: the Inner Fort (originally constructed in 1795) and the Outer Palace (1939-45). Qasr Al Hosn is the oldest and most significant building in Abu Dhabi, holding the city's first permanent structure; the watchtower. Built around the 1790's, the commanding structure overlooked the coastal trade routes and protected the growing settlement established on the island.

Transformed into a museum in 2018 following more than eleven years of intensive conservation and restoration work, Qasr Al Hosn is a national monument that encapsulates the development of Abu Dhabi from a settlement reliant on fishing and pearling in the 18<sup>th</sup> century, to a modern, global metropolis, with displays of artifacts and archival materials dating back to as far as 6000 BC.

A visit to Qasr Al Hosn is perfect for teachers looking for creative ways to link their classroom content to Abu Dhabi's history. Every experience at Qasr Al Hosn was created to encourage a love of learning for all ages. Below you will find a list of creative ways to connect your content in the classroom to the exhibitions and historic site of Qasr Al Hosn in Abu Dhabi.

For school bookings and more information, see:

[www.qasralhosn.ae](http://www.qasralhosn.ae)

[info@qasralhosn.ae](mailto:info@qasralhosn.ae)

+971 2 697 6400

### Facilities

- 
- Prior booking is required
- Tours
- Activities & workshops
- Wheelchair access
- Restrooms
- Cafe / Restaurant

## K-12 CURRICULUM CONNECTIONS

The following curriculum connections can be explored at Qasr Al Hosn:

- **Social Sciences:** history, geography, civics, economics, social studies
- **Language Arts:** literacy, first and second languages, communication studies, language development
- **Arts:** visual arts and performing arts
- **Mathematics:** arithmetic, geometry, statistics, pattern, problem solving

## CORE SUBJECTS AND CROSS-CURRICULAR ACTIVITIES

The suggested cross-curricular activities provided are flexible ideas that you can adjust and customize according to your learning objectives. Activities have been organized into Cycle 1, 2, and 3. Feel free to modify and adapt these activities to best suit your educational goals. These activities are designed to help you effectively engage with your students and establish meaningful connections between your curriculum and the experiences gained from site visits to Qasr Al Hosn.



## QASR AL HOSN - KG AND CYCLE 1



## SOCIAL SCIENCES STUDENTS CAN EXPLORE

### Community History:

- Identify and list various ways to learn about community history, such as oral history, recordings, artifacts, buildings, and archival materials.
- Listen to oral histories, view historic photographs, and examine artifacts to understand the role of the Bani Yas tribe and the Al Nahyan family in Abu Dhabi's development.

### Cultural Connections:

- Make comparisons between historical events to contemporary heritage practices in their community.
- Examine artifacts related to family life and communal celebrations, such as Eid or National Day.

### Leadership and Identity:

- Examine Sheikh Zayed bin Khalifa Al Nahyan's personal items and learn about the two key tenets of his rule: defense and diplomacy.
- Recognize key symbols of national identity in the Fort, flags, coins, etc.

### National Development:

- Understand the importance of archives in preserving past events for future generations.
- Explore the National Consultative Council timeline to grasp the impact of laws on community development.



### Adapting to Climate:

- Analyze historic photographs, architectural models, and drawings.
- Explore the Watchtower and Outer Palace.
- Discuss how architectural elements like the barjeel system, ghati spaces, windows, and stone arches were used to adapt to the harsh desert climate around Qasr Al Hosn.

### Human-Environment Relationships:

- Examine how the Fort and Palace were constructed using natural resources like coral, sea stone, mangrove poles, and timber.
- Connect to various professions practiced by people around the Fort, examining items like a fishing trap, pearl sieve, pearls, and finger protectors for divers.
- Explore artifacts from Liwa, including a rope (habool) harness, bells, and glazed pots used for ghee (samn).

### Historical Context and Mapping:

- Visit the Inner Palace and Archives.
- Explore historic maps and photos of the Fort and its surrounding community.
- Create a map or picture illustrating the transformation of the area from the past to the present.

### Trade and Development:

- View the historic well in the Outer Palace.
- Examine photographs and maps to understand the significance of the fresh water source and shallow waters in the settlement's development and trade routes.
- Analyze the Fort's strategic location with its access to water and a shallow shoreline that promotes community growth and trade.

### Trade and Cultural Exchange Through Artifacts:

- Examine coins and ceramics found in Qasr Al Hosn, including items like the East India Company Half Anna and fragments of a Japanese coffee pot.
- Make connections between these artifacts and trade and economics during the Fort's history.



### SOCIAL SCIENCES AND LANGUAGE ARTS STUDENTS CAN EXPLORE

#### Daily Life and Historical Sources:

- Tour the Outer Palace site.
- Collect information for a presentation on the daily life of individuals working at Qasr Al Hosn.
- Visit the Inner Fort to identify primary and secondary source materials, including passports, letters, and poems.



### MATHEMATICS AND ARTS STUDENTS CAN EXPLORE

#### Categorization and Counting:

- Classify objects in a display into specified categories.
- Count the number of objects in each category.
- Sort the categories based on the count.

#### Spatial Understanding and Model Making:

- Study the layout of the Fort.
- Attempt to create a model based on observations.
- Use shape names and spatial terms (above, below, besides, etc.) to describe the site's layout.





## SOCIAL SCIENCES STUDENTS CAN EXPLORE

### Artifacts and Personal Experience:

- Draw artifacts related to women's or children's life in the Fort.
- Write comments to share personal experiences connected to these artifacts.

### Ruling Family Dynamics and Governance:

- Explore images, artifacts, and recordings from the Outer Palace.
- Describe how the ruling family members supported each other in both daily life and in governance.

### Significance of Historical Artifacts:

- Research and study various historical artifacts found at the site, and discuss how objects help historians learn about the past.

- Examples: stone sinker, fishhook, Carnelian necklace from Um Al Nar Island, Indian glass bangle fragments, musket balls, oyster pearl buttons, stone arrowhead.

### Changes Over Time:

- Use artifacts like an abacus, slate, phones, radios, cars, and cameras to explain societal changes.

### Islamic Civilization and Cultural Impact:

- Study Qasr Al Hosn's architecture, art, and culture to understand the impact of Islamic civilization on the region and the world.

### Governing Through Al Hosn:

- Examine licenses, travel documents, permits, and engage in interactive experiences.
- Understand Abu Dhabi's governance through the lens of Al Hosn and learn about policies created during Sheikh Shakhbut bin Sultan Al Nahyan's time.

### Connecting to National Identity:

- Listen to oral history recordings and examine traditional dress, adornment and artifacts.
- Learn about national identity through traditional handicrafts like Al Khoos and Al Sadu.

### Trade and Commerce History:

- Investigate how trade and commerce have shaped the history of Abu Dhabi and the region.
- Explore the commercial activities at Qasr Al Hosn and Abu Dhabi Island throughout history.



## SOCIAL SCIENCES AND LANGUAGE ARTS STUDENTS CAN EXPLORE

### Preserving Cultural Heritage and Presenting Findings:

- Learn about the significance of preserving cultural heritage artifacts for future generations.



- Collect images and data, and create a presentation focusing on a founding ancestor's role in governing and shaping Emirati society.



## ART STUDENTS CAN

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### Patterns and Calligraphy:

- Create a drawing using patterns from pottery and ceramic fragments found at the site.
- Study design and calligraphy styles on Qasr Al Hosn's walls and pillars.
- Learn about the cultural and religious significance of these designs.
- Present findings on an informational poster.



## LANGUAGE ARTS STUDENTS CAN EXPLORE

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### Storytelling Through the Cannon of Al Hosn:

- Write a story that narrates the Fort's history over time, using the lens of the cannon of Al Hosn.
- Highlight how the cannon's purpose evolved from defense to ceremonial use, such as saluting important visitors and marking the end of the daily fast during Ramadan.



## MATH STUDENTS CAN EXPLORE

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### Mathematical Exploration of Qasr Al Hosn:

- Draw and identify points, lines, angles, and lines segments found across the site.
- Explore mathematical concepts like geometry, measurement, and ratios used in Qasr Al Hosn's construction.
- Create scale models of the site using these concepts to calculate sizes and proportions.

### Tower Design and Geometry:

- Study the measurement and geometry of the Tower's construction.
- Apply these concepts to design their own towers with specific measurements.

# QASR AL HOSN - CYCLE 3

- Examine differences between real pearls and mass-produced "canned" pearls to illustrate the impact of innovation.

### Historical Transformation of Abu Dhabi:

- View documents about the early development projects initiated by Sheikh Zayed bin Sultan Al Nahyan.
- Learn how these initiatives transformed Abu Dhabi into a global city.

### Founder's Role in Global Cooperation:

- Research how the founder strengthened cooperation between the Arabian Peninsula and the world.

### Majlis, Customs, and Archaeology:

- Understand the importance of historians in documenting customs and traditions.
- Explore the role the majlis played in public and private life through ceramic fragments and historic images.

### Wireless Communication Impact:

- Explore the role of wireless communication in personal and government spheres.
- Understand wireless radio systems used during the rule of Sheikh Shakhbut bin Sultan Al Nahyan.



## SOCIAL SCIENCES STUDENTS CAN EXPLORE

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### Investigating Modern Governance:

- Visit the National Consultative Council, akin to a modern majlis.
- Discuss how legislative measures passed by the Council contributed to the UAE's journey toward nationhood and improved quality of life.

### Economic Impact of Innovation:

- Understand the influence of technological innovations on the economy.



## SOCIAL SCIENCES AND LANGUAGE ARTS STUDENTS CAN EXPLORE

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### Cross-Cultural Engagement by Sheikh Zayed:

- Gather data to create a presentation showcasing how Sheikh Zayed bin Sultan Al Nahyan aimed to foster cross-cultural dialogue with the international community.
- Highlight how his efforts established the UAE as a hub for diverse cultures, reflecting the nation's values of tolerance and hospitality.



## ART STUDENTS CAN EXPLORE

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### The Art and Architecture of Qasr Al Hosn:

- Study design elements, decorative motifs, and building styles in the site's art and architecture.
- Create a mixed media work that showcases colors, shapes, or motifs inspired by Qasr Al Hosn's design.



## MATH STUDENTS CAN EXPLORE

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### Scale Modeling of Qasr Al Hosn

- Explore the mathematical concepts involved in the construction of Qasr Al Hosn, such as geometry, measurement, and ratios.
- Use these concepts to create scale models of the site, calculating the size and proportions of each component.



CULTURAL  
FOUNDATION



## CULTURAL FOUNDATION

Cultural Foundation Abu Dhabi presents cutting-edge visual arts, performing arts and educational programmes. Its visual arts programme features exhibitions that showcase works of pioneering local, regional and international artists, community exhibitions and art residencies that support emerging and established artists, interactive children's exhibits, and arts learning programmes. It showcases a world-class performing arts programme of music, dance and theatre in its 900-seat auditorium. Its three-storey children's library presents hands-on learning programmes for children and families.

Between 2009 and 2018, the Cultural Foundation underwent extensive conservation and restoration. The modern heritage site's much-anticipated reopening took place in December 2018, and is now enlisted as a modern heritage site protected under the Cultural Heritage Law in Abu Dhabi.

### ABU DHABI CHILDREN'S LIBRARY

The Abu Dhabi Children's Library is a dynamic community hub bridging people with knowledge and creativity. Spanning two floors, it offers age-appropriate social spaces, each inspired by the UAE's rich landscapes. The library boasts an extensive collection of print and digital resources, spanning fiction, non-fiction, graphic novels, autobiographies, and audio books. Prioritizing excellence and innovation, the programs and facilities aim to nurture literacy, lifelong learning, creative thinking, and community development, enhancing the quality of life for all.

#### Facilities

- Prior booking is required
- Tours
- Activities & workshops
- Wheelchair access
- Restrooms
- Cafe / Restaurant

For school bookings and more information, see:

<https://culturalfoundation.ae>

[info@culturalfoundation.ae](mailto:info@culturalfoundation.ae)

+971 2 657 6348

## CHILDREN'S ART CENTER

The Children's Art Center welcomes children ages 5 - 14 years old and offers monthly classes and courses in arts, crafts, and music. Workshop timings are determined by activity and age.

## AL MARSAM AL HOR

Al Marsam Al Hor offers a year-round program of art classes and workshops for teenagers and adults of all levels, providing them with the opportunity and skills to explore a wide variety of mediums, styles, and schools of art. It is the oldest arts education program in Abu Dhabi and the first to implement a long-term program for nurturing talent. Al Marsam Al Hor promotes creative expression and dialogue among all segments of society and has built a thriving community of artists. It offers courses in drawing, painting, photography, sculpture, ceramics, jewelry, and fashion design. Customized workshops for students ages 15+ can be pre-arranged.

## BAIT AL KHATT

Bait Al Khatt, which translates to 'house of calligraphy' in Arabic, was founded as a beacon for calligraphers. It welcomes aspiring Arabic calligraphers and those intrigued by the origins of the written and stylized word. At Bait Al Khatt, participants will acquire the foundational principles of Arabic calligraphy, rooted in a rich heritage that has served both practical and ornamental purposes throughout the Arab world. The instructors at Bait Al Khatt are experienced artisans with a wealth of theoretical and practical expertise in various Arabic calligraphic styles.

## K – 12 CURRICULUM CONNECTIONS

The following curriculum connections can be explored at the Cultural Foundation:

- **Social Sciences:** history, geography, civics, economics, social studies
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## CULTURAL FOUNDATION

### – KG AND CYCLE 1



## SOCIAL SCIENCES AND LANGUAGE ARTS STUDENTS CAN EXPLORE

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### Site Significance and Promoting Literacy:

- Tour the building and gather information to create a presentation highlighting the site's significance for the community.
- Discover both fiction and non-fiction books related to Emirati heritage or history.
- Record the book citations and share the titles with the class to promote literacy and a deeper understanding of the culture and history.



## MATHEMATICS STUDENTS CAN EXPLORE

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### Shapes and Patterns:

- Explore the shapes, colors, patterns, and architectural elements in the Cultural Foundation's interiors, courtyards, and gardens.

### Counting Animals:

- Count animals (such as camels) in the Abu Dhabi Children's Library and classify them by type.



## ARTS STUDENTS CAN EXPLORE

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### Vocabulary and Artistic Expression:

- Examine exhibits by local, regional, and international artists to learn how art can be used to express identity and gain insights into heritage and history.
- Create art in response to an artwork in one of the temporary exhibitions.



#### Understanding Art's Significance:

- Explore how art influences different aspects of our daily life.
- Examine various works of art on display and discuss the importance of art in their lives.

#### Interactive Learning:

- Visit the Abu Dhabi Children's Library and create a stop-motion clip, applying that knowledge to make a flip book.
- Engage in an art making workshop in the Children's Art Centre.

### SCIENCE STUDENTS CAN EXPLORE

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#### Creature Space Adventure:

- Visit the Creature Space in the Abu Dhabi Children's Library to learn key facts about UAE wildlife.

#### Starry Night Exploration:

- Visit the Abu Dhabi Children's Library, sit in the dunes, and gaze at the ceiling to identify different constellations mapped out by the creative lighting fixtures.
- Create videos, explore robotics, coding, 3D printing and animation.

## CULTURAL FOUNDATION

### - CYCLE 2



### SOCIAL SCIENCES STUDENTS CAN EXPLORE

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#### Family Site Memories:

- Interview family members about the role the site played in their childhood.

#### Literary Journey:

- Visit the Abu Dhabi Children's Library.
- Find and read a story about Sheikh Zayed, the history of the UAE, or a traditional folk tale.

#### Cultural Foundation's Vision:

- Write an essay on the establishment of the Cultural Foundation and its alignment with Sheikh Zayed's vision for the future of Abu Dhabi.

#### Exploring Cultural Foundation's Role in the Arts:

- Investigate the Cultural Foundation's role in supporting the country's art scene and sector by exploring events and exhibitions held at the site.



### ART STUDENTS CAN EXPLORE

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#### Patterns and Geometry:

- Explore and record the various patterns and geometrical shapes throughout the Cultural Foundation. Using these, make a drawing using patterns from the site in a new composition.

#### Calligraphy Tools and Techniques:

- Visit Bait Al Khatt to explore calligraphy tools and materials. Explore the difference between various Arabic scripts.

#### Islamic Design Integration:

- Explore how the architect incorporated elements of Islamic design into the Cultural Foundation's design, interiors, and courtyards.
- Make a drawing of a design they found there.

#### Art Analysis:

- Choose an artwork in one of the exhibitions on display.
- Examine the work of art and discuss it in terms of one or more elements of art.

- Write creative labels for some of the artworks on display.

#### Cartoon Exploration:

- Ask students to create a cartoon of themselves inspired by a comic from the Children’s Library Comic Space.



### ART AND LANGUAGE ARTS STUDENTS CAN EXPLORE

#### Favorite Space Poem:

- Write a “diamante” poem about their favorite space in the Abu Dhabi Children’s Library.

#### Art Critique:

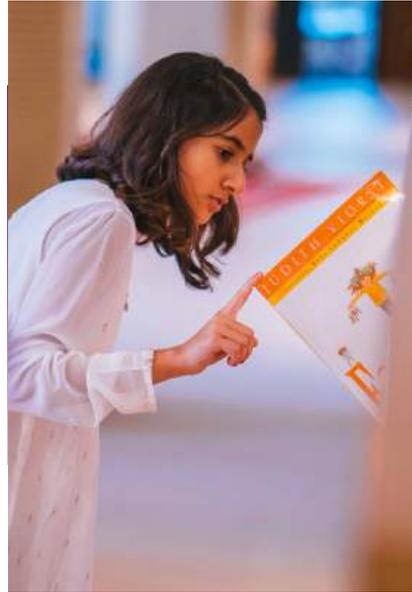
- Explore the current exhibition and ask students to analyze, discuss, and reflect on the artworks on display.

#### Calligraphy and Ruqaa Script:

- Visit Bait Al Khatt to learn about traditional calligraphy.
- Research and learn to write their name or a phrase in Ruqaa script.

#### Emirati Artists Research:

- Research and report on Emirati artists, such as Abdul Qader Al Rais, Abdulrahim Salim, and Dr. Najat Makki, who were active in the early years of the Cultural Foundation.



### ART AND MATHEMATICS STUDENTS CAN EXPLORE

#### Geometric Pattern Creation:

- Create an Islamic geometric pattern inspired by patterns across the interiors of site.
- Describe the pattern in terms of lines and angles used.

#### Mathematical Exploration:

- Explore mathematical concepts involved in the construction of the Cultural Foundation building and courtyards, including geometry, symmetry, measurement, and ratios.
- Create scale models of the site, calculating sizes and proportions.

## CULTURAL FOUNDATION

### – CYCLE 3

#### Modern Heritage:

- Learn about the importance of safeguarding modern heritage sites and explore why the building is a cultural landmark.

#### Tourism and Site Review:

- Investigate the Cultural Foundation’s role in supporting the country’s tourism sector.
- Explore events and exhibitions at the site and write a short review highlighting it as a must-visit travel destination.



### SOCIAL SCIENCES STUDENTS CAN EXPLORE

#### Discuss Strategic Vision:

- Tour the building and discuss how its design and various cultural offerings reflect Sheikh Zayed’s and the nation’s aspiration to embrace the future while honoring heritage.

#### Career Mind Mapping:

- Explore the role of culture and the arts in the local creative economy.
- Create a mind map listing various careers found on-site.



### ART AND LANGUAGE ARTS STUDENTS CAN EXPLORE

#### Promoting Art and Creativity:

- Write a Google review about existing program of activities and performances as well as exhibitions at the Cultural Foundation.
- Create a brief advertisement or social media post to attract different types of audiences.

#### Artwork Appreciation:

- Make a video discussing their favorite artwork, presenting research on the artist, process and materials, the message, and the artist’s use of the elements of art.



## LANGUAGE ARTS STUDENTS CAN EXPLORE

### Celebrating the Cultural Foundation as Abu Dhabi's Cultural Hub:

- Write a persuasive speech highlighting how and why the Cultural Foundation is the heart of Abu Dhabi's cultural arts scene.



## ART STUDENTS CAN EXPLORE

### Art and Architecture Study:

- Study architecture and design elements of the Cultural Foundation's building and courtyards.
- Analyze design elements, decorative motifs, and building styles.
- Examine the use of shadow, light, textures, and materials in the architecture.
- Explore how the building's floor plan creates a fluid universal space.
- Present findings in a mixed media work exploring colors, shapes, or motifs.

### Calligraphy Learning:

- Visit Bait Al Khatt to learn about traditional Arabic calligraphy.
- Learn to write a short phrase in a chosen script.

### Art Workshop Exploration:

- Visit Al Marsam Al Hor to create an artwork.
- Create a collaborative artwork based on a topic explored in their classroom.



## MATH AND SCIENCE STUDENTS CAN EXPLORE

### Architectural Mathematics:

- Explore the mathematical concepts involved in the construction of the Cultural Foundation building and courtyards, including geometry, symmetry, measurement, and ratios.

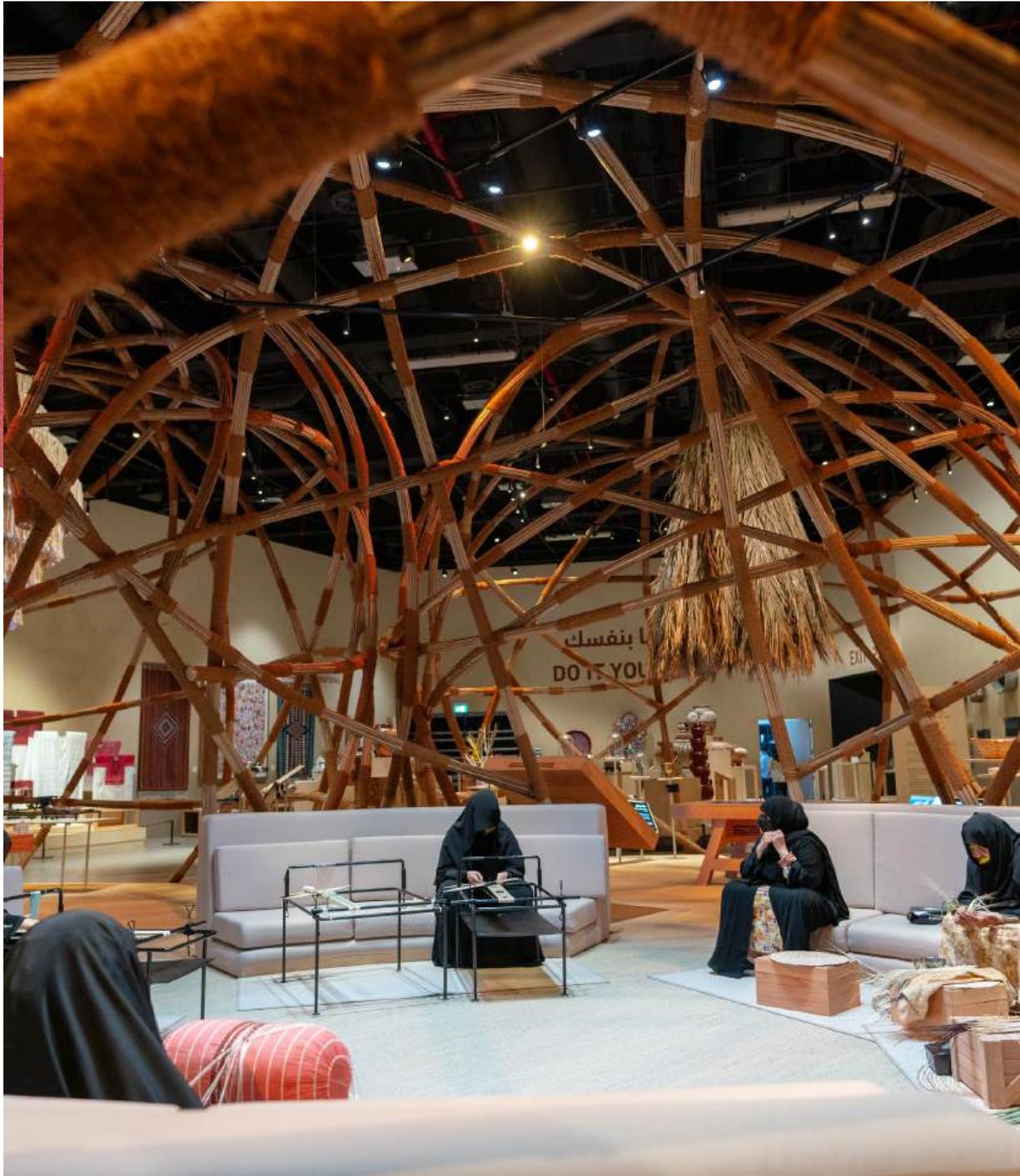
- Create scale models of the site, calculating the size and proportions of each component.

### 3D Printing and Geometry:

- Visit the Maker Space in the Abu Dhabi Children's Library.
- Learn about the relationship between geometry and 3D printing through a project.







## HOUSE OF ARTISANS

House of Artisans is dedicated to the celebration, promotion, and preservation of traditional handicrafts. It plays a pivotal role by providing training courses, educational workshops, and public programs. Additionally, it houses Bait Al Gahwa, which is committed to promoting and preserving the traditional preparation and presentation of Gahwa, Arabic coffee.

This center serves as a central hub for highlighting the traditional craftsmanship and cultural traditions of the UAE. Through live demonstrations and interactive exhibitions, visitors can delve into the world of traditional craft techniques while gaining an understanding of the cultural significance behind these crafts. Furthermore, the House of Artisans pays homage to the artisans' creativity and resourcefulness in crafting both visually pleasing and utilitarian objects for everyday life.

### Facilities

- 
- Prior booking is required
- Tours
- Activities & workshops
- Wheelchair access
- Restrooms
- Cafe / Restaurant

For school bookings and more information, see:

[www.qasralhosn.ae](http://www.qasralhosn.ae)

[info@qasralhosn.ae](mailto:info@qasralhosn.ae)

+971 2 697 6400

## K – 12 CURRICULUM CONNECTIONS

The following curriculum connections can be explored at the House of Artisans:

- **Social Sciences:** history, geography, civics, economics, social studies
- **Language Arts:** literacy, first and second languages, communication studies, language development
- **Arts:** visual arts and performing arts
- **Mathematics:** arithmetic, geometry, statistics, pattern, problem solving
- **Sciences:** biology, chemistry, physics, earth sciences, environmental science

## CORE SUBJECTS AND CROSS-CURRICULAR ACTIVITIES

The suggested cross-curricular activities provided are flexible ideas that you can adjust and customize according to your learning objectives. Activities have been organized into Cycle 1, 2, and 3. Feel free to modify and adapt these activities to best suit your educational goals. These activities are designed to help you effectively engage with your students and establish meaningful connections between your curriculum and the experiences gained from site visits to the House of Artisans.



## HOUSE OF ARTISANS

### - CYCLE 1



## SOCIAL SCIENCES STUDENTS CAN EXPLORE

### - National Identity and Traditional Dress:

- Explore items related to traditional dress and adornment to connect with national identity.

### Artisan Adaptation:

- Investigate how artisans and their products adapt to modern society, including changes in materials, designs, and the use of technology.
- Identify traditional or contemporary versions of handicrafts present at home.

### Handicraft Careers:

- Learn about the various careers in handicrafts – past and present.

### Object Classification:

- Group and classify objects based on their use, such as items used by all, items related to desert life, coastal life, and oases.

### Perfume in Emirati Society:

- Explore the importance of perfume in Emirati society.
- Prepare a report on the significance of perfume and scent in Emirati society.

### Handicraft Connections:

- Explore traditional handicraft objects and identify any similar items or technologies used in their own homes.
- Discuss how technological innovations may cause some handicraft items to become obsolete or endangered.



## MATHEMATICS STUDENTS CAN EXPLORE

### Braiding and Counting:

- Use the interactive table to create a digital piece of khoos, exploring the relationship between counting, repetition, and braiding.

### Tailoring and Mathematics:

- Draw a Telli design for a thobe using a bu-khosa (single line of Telli).
- Measure the amount of cord used to determine the required length of Telli.

### Weaving and Math:

- Chart out a Sadu weaving pattern on graph paper and attempt to weave it using strips of cut paper.
- Explore how mathematics is involved in the weaving process.



## ART STUDENTS CAN EXPLORE

### Material Classification:

- Group and classify objects based on the materials used, such as wood, fiber, palm, clay, and metal.
- Discuss the properties and uses of these materials in traditional crafts.

### Traditional Gargour Design:

- Examine the design of a traditional fishing net and design their own fish trap, known as a gargour.
- Explore the form and function of these traps and consider how they are adapted to their purpose.

### Artistic Inspiration:

- Sketch and create a piece of art inspired by the patterns, shapes, and textures found in the House of Artisans.



## HOUSE OF ARTISANS

### CYCLE 2



## SOCIAL SCIENCES STUDENTS CAN EXPLORE

### Loom Assembly Guide:

- Create a detailed drawing or infographic showing how to make and assemble a traditional Al Sadu loom using locally sourced materials.
- Ensure that the loom can be quickly disassembled for travel on.

### Handmade vs. Machine-Made Analysis:

- Research and closely examine the differences between handmade and machine-made Telli, Sadu, and embroidered (Zari) clothing.
- Analyze factors such as cost, labor, and market demand to understand

how technological innovations can influence handicraft sales.

### Artisan Pricing Research:

- Investigate and report on how artisans price their products, considering factors such as time, cost, materials, and market conditions.
- Understand the economic aspects of traditional crafts.

### Advantages of Buying Handmade:

- Create an informational poster that showcases the advantages of buying handmade items.
- Explain how purchasing handmade crafts supports artisans, preserves traditions, and contributes to sustainable economies.



## SOCIAL SCIENCES AND LANGUAGE ARTS STUDENTS CAN EXPLORE

### Burqa Research and Poster:

- Research the burqa and its traditional and contemporary use.
- Create a poster that explains who, when, and where each style of burqa is worn, providing insights into its cultural significance.

### Product Life Cycle Infographic:

- Create an infographic that traces the life cycle of a product from the preparation of raw materials and tools used in processing and making, to the finished product.
- Highlight how different trades support each other in the creation of handicrafts.

### Preservation Initiatives Presentation:

- Prepare a presentation on how the UAE is actively working to preserve traditional handicrafts and cultural practices through initiatives like the House of Artisans, Bait Al Gahwa, Bait Al Oud, Bait Al Khatt, and the Artisans Registry.
- Highlight the importance of these efforts in safeguarding cultural heritage practices.



### ART STUDENTS CAN EXPLORE

-

#### Design Analysis:

- Explore the relationship between form and function by examining a dallah (coffee pot).
- Explore how a long strip of woven Khoos is used to create a variety of practical objects such as baskets or mats.

#### Sustainable Artwork Creation:

- Create mixed media artworks using

sustainable materials related to Emirati handicrafts.

- Utilize items such as palm leaves, wool, palm leaf paper, coffee, tea leaves, and spices to construct art that emphasizes sustainability and connects with Emirati cultural traditions.



### MATHEMATICS AND LANGUAGE ARTS STUDENTS CAN EXPLORE

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#### Pattern Research:

- Research the role of mathematics and geometric shapes used in creating patterns for Al Sadu.
- Explore the mathematical precision required in these designs.

#### Mathematical Tailoring Drawing:

- Create a drawing that illustrates how tailors use mathematical principles to lay out clothing patterns effectively, minimizing fabric waste.
- Highlight the importance of precise measurements and calculations in clothing design.

## HOUSE OF ARTISANS

### CYCLE 3



### SOCIAL SCIENCES STUDENTS CAN EXPLORE

-

#### Spice Uses Report:

- Prepare a report on the traditional uses of turmeric, saffron, and cardamom.
- Include information about their historical, culinary, and cultural significance.

#### Botanical Exploration:

- Examine the spice display and research what these spices look like in their original plant form.
- Provide botanical details such as plant species and common names.

#### Spice Origin Map:

- Create a map that shows the geographical regions where these spices originate.

- Highlight their place of origin, emphasizing the diversity of sources for these aromatic ingredients.



### SOCIAL SCIENCES AND LANGUAGE ARTS STUDENTS CAN EXPLORE

-

#### Position Paper on Handmade vs. Factory-Produced Goods:

- Conduct research to understand the advantages and disadvantages of handmade and factory-produced goods. Explore aspects like quality, craftsmanship, environmental impact, and cost.
- Write a position paper taking a stance on which is better, handmade or factory-produced goods using evidence and examples to support their argument.

#### Understanding the Value of Traditional Handicrafts:

- Investigate why traditional handicrafts may be misunderstood or undervalued by the public today. Look into factors like changing lifestyles, consumer preferences, and cultural shifts.
- Prepare a presentation that discusses the challenges and outcomes of undervaluing traditional handicrafts. Explore how this impacts their conservation and preservation.



## MATHEMATICS AND ART STUDENTS CAN EXPLORE

### Mathematics in Weaving:

- Understand the mathematical principles behind woven patterns and their role in creating visually appealing designs.
- Research and report on how mathematical concepts such as symmetry groups, tessellations, and rotational symmetries are applied in the design of woven fabrics. Explore how these principles contribute to the balance and aesthetics of woven patterns.

LOUVRE  
ABU DHABI



## LOUVRE ABU DHABI

Museums are spaces that bring people together, offer new perspectives and ideas, build communities, and preserve cultural heritage and identity.

Louvre Abu Dhabi is a unique museum where we share a universal viewpoint and celebrate stories of cultural connections, by telling the story of humanity through shared themes and ideas of commonalities through time. We welcome our community and visitors from around the world to experience the museum's rich cross-cultural collection, iconic architecture, international exhibitions, and a range of cultural programmes for people of all ages and backgrounds.

### LEARNING AND ENGAGEMENT AT THE MUSEUM

Louvre Abu Dhabi's Education programs and resources are based on participatory and experiential learning that are rooted in cultural dialogue and opportunities for exchange, research, and knowledge sharing, focused on both the history behind the collection and applying creative ways to learn about art, its preservation and interpretation.

#### FACILITIES AVAILABLE

- Prior booking is required
- Tours
- Activities & workshops
- Wheelchair access
- Restrooms

For school bookings and more information, see:

[www.louvreabudhabi.ae](http://www.louvreabudhabi.ae)

[education@louvreabudhabi.ae](mailto:education@louvreabudhabi.ae)

600 565 566

Learning resources and tools:  
[www.louvreabudhabi.ae/en/learn/learning-resources](http://www.louvreabudhabi.ae/en/learn/learning-resources)

## K – 12 CURRICULUM CONNECTIONS

Depending on the current programmes and exhibitions on display at Louvre Abu Dhabi, various curriculum connections can be explored:

- **Social Sciences:** history, geography, civics, economics, social studies
- **Language Arts:** literacy, first and second languages, communication studies, language development
- **Arts:** visual arts and performing arts
- **Mathematics:** arithmetic, geometry, statistics, pattern, problem solving
- **Sciences:** biology, chemistry, physics, earth sciences, environmental science

## CORE SUBJECTS AND CROSS-CURRICULAR ACTIVITIES

The suggested cross-curricular activities introduce 7 overarching thematic units built on the museum's collection, narrative, exhibitions, and architecture. The activities can be adapted for various grade levels and are flexible ideas that you can adjust and customise according to your learning objectives. Feel free to modify and adapt these activities to best suit your educational goals. These activities are designed to help you effectively engage with your students and establish meaningful connections between your curriculum and the experiences gained from site visits to Louvre Abu Dhabi.



## LOUVRE ABU DHABI - ALL CYCLES

What can they determine, from their findings, about Emirati culture, identity, history, and/or heritage?

### Locally Crafted vs. Traded Artifacts:

- Ask students to investigate the collection and identify objects that were made locally in the UAE and those that were traded from other countries. Discuss the significance of this distinction in relation to the UAE's historical interactions with the world. How do these objects contribute to the story of the UAE and its connection the world?

### Influences and Exchanges:

- Have students select an object from the collection and research its history to determine whether it was influenced by other cultures or had an impact on other regions. How does this object illustrate the exchange of ideas, traditions, and design elements between the UAE and the rest of the world?

### Create a Story Using Objects:

- Have students curate a mini-exhibition by selecting a small group of artworks or objects from the Louvre Abu Dhabi that collectively tell a story about the UAE and its global connections. Ask them to consider the arrangement of their objects and to prepare a presentation explaining the significance of each of the chosen objects in the narrative of their exhibition.

## TREASURES OF THE UAE

How do artworks in the collection reveal the UAE's connection with the world? Students learn about Emirati cultural heritage and investigate the UAE's global connections by exploring objects from across the Emirates.

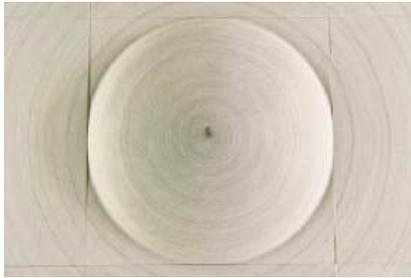


## SOCIAL SCIENCES, ARTS, AND LANGUAGE ARTS STUDENTS CAN EXPLORE

### Material and Design Analysis:

- Ask students to choose one of the artworks or objects presented under this theme from the Louvre Abu Dhabi collection and analyze its materials, design, and craftsmanship.

## Recommended objects to look at:



### Propagation

Guiseppe Penone  
France  
2016  
Porcelain Fabrication: Cité de la céramique - Sèvres & Limoges  
Louvre Abu Dhabi  
© Department of Culture and Tourism - Abu Dhabi / Photo Greg Garay



### Frieze from a Christian monastery

United Arab Emirates, Abu Dhabi, Sir Bani Yas  
500-800  
Stucco  
Department of Culture & Tourism - Abu Dhabi  
© Department of Culture and Tourism - Abu Dhabi



### Vase with geometric motifs imported from Mesopotamia

United Arab Emirates, Abu Dhabi, Marawah Island  
About 5500 BCE  
Painted terracotta  
Department of Culture and Tourism - Abu Dhabi  
© Department of Culture and Tourism - Abu Dhabi

## ANIMALS IN ART

- What is the importance of animals in art? Students explore the representation of animals in art, and how since the Stone Age, people decorated caves with paintings or engravings of animals, to our present-day artists who depict them in their works.



## SOCIAL SCIENCES, ARTS, SCIENCE, AND LANGUAGE ARTS STUDENTS CAN EXPLORE

### Compare and Contrast:

- Instruct students to select two artworks or objects that depict animals from different time periods or cultures within the Louvre Abu Dhabi. Ask them to analyze the similarities and differences in the representation and symbolism of the animals in these artworks.

### Emotions and Actions:

- Have students choose an artwork that features animals and identify the emotions or feelings they intended to evoke. Examine their expressions and body language, how are the animals behaving in these scenes? What are they doing? How does the artist or artisan manage to influence our idea of the emotions, activities, or stories that are happening in these artworks and artefacts?

### Symbolism Exploration:

- Ask students to explore the symbolism behind a specific animal in art. They can choose an artwork and research the cultural, historical, or mythological significance of the animal within that context. What deeper meanings or messages might the artist or artisans be conveying through this choice of animal?

### Form, Function and Decoration:

- Choose a functional object that depicts an animal. Ask students to research the significance of these animals in the cultural context in which the object was created. Encourage students to examine the form and function of the objects. How does the animal decoration contribute to the overall design and function of the item? How is the decorative element integrated into the functionality of the object?

## Recommended objects to look at:



### Monumental Lion: An Acoustic Automaton

Southern Spain or southern Italy  
1000-1200  
Bronze  
Louvre Abu Dhabi  
© Department of Culture and Tourism - Abu Dhabi / Photo / Hervé Lewandoski



### Vase: animals and armed horsemen

Greece, Corinth (?)  
590-580 BCE  
Painted terracotta  
Louvre Abu Dhabi  
© Department of Culture and Tourism - Abu Dhabi / Photo / Thierry Ollivier



### Aquamanile in the form of a lion

Northern Germany  
c.1200  
Bronze  
Louvre Abu Dhabi  
© Department of Culture and Tourism - Abu Dhabi / Photo / Thierry Ollivier

## ISLAMIC ART

-  
What are the main decorations found in Islamic art objects? Students discover Islamic art's distinctive decorative motifs found in art objects and architecture.



## MATHEMATICS, ARTS, AND LANGUAGE ARTS STUDENTS CAN EXPLORE

### Geometric Patterns:

- Ask students to identify and analyze the use of geometric patterns in Islamic art objects. Have them select an artwork or architectural element and deconstruct the geometric designs, discussing the significance, geometric principles, and mathematical precision behind these patterns. Research mathematical concepts behind Islamic art patterns, such as tessellations, symmetry, and fractals. Encourage students to identify how these patterns might reflect the natural world such as the stars or the growth of natural structures such as plants.

### Arabesque Designs:

- Encourage students to explore the arabesque designs in Islamic art. Have them examine the complex, intricate, and often repetitive patterns of interwoven floral, geometric, or flowing lines in Islamic manuscripts, ceramics, and architectural details, often featuring symmetrical and harmonious

arrangements. What do these arabesque motifs represent, and how do they exemplify the artistic style of Islamic art?

### Calligraphy as Decoration:

- Instruct students to investigate the use of calligraphy as a decorative element in Islamic art. Have them analyze the inscriptions and script styles used in Islamic calligraphy, and discuss the role of Quranic verses, poetry, or other texts in the ornamentation of art objects.

### Nature Inspired Floral Motifs:

- Have students explore the presence of nature and floral motifs in Islamic art. Encourage them to identify and interpret the use of plants, flowers, and other natural elements in the artwork. What symbolism or significance do these motifs hold in Islamic art?

### Pattern Creation:

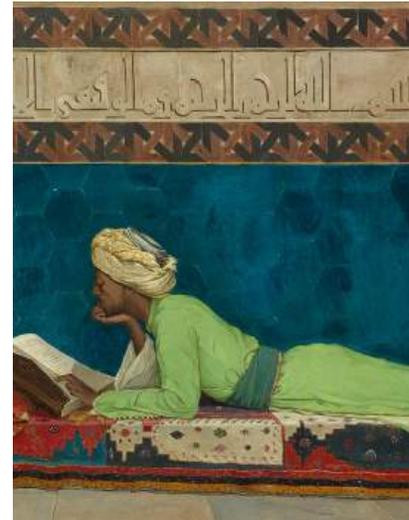
- Encourage students to create their own patterns inspired by Islamic art motifs. Research templates and guidelines for creating geometric patterns, arabesque designs, or calligraphic elements. This hands-on exercise allows students to appreciate the artistic techniques and skills employed in Islamic art.

### Recommended objects to look at:



Mosque lamp inscribed with the name of Emir Tankizbugha

Mamluk empire  
Egypt or Syria  
1386  
Blown, gilded and enameled glass  
Musée du Louvre  
© RMN-Grand Palais (Musée du Louvre) / Hervé Lewandowski



Young Emir Studying

Osman Hamdy Bey  
Turkey, Istanbul (?)  
1878  
Oil on canvas  
Louvre Abu Dhabi  
©Department of Culture and Tourism – Abu Dhabi / Photo APF



Ewer decorated with the signs of the zodiac

Afghanistan, Herat  
About 1220  
Copper alloy, silver  
Louvre Abu Dhabi  
©Department of Culture and Tourism – Abu Dhabi / Photo APF

## PEOPLE IN ART

-  
How have people been represented in art throughout history? Students will explore artworks representing people in different forms within diverse cultures and civilizations across time.



## SOCIAL SCIENCES, ARTS, AND LANGUAGE ARTS STUDENTS CAN EXPLORE:

### Historical Evolution:

- Instruct students to select artworks from different historical periods (e.g., ancient, medieval, Renaissance, modern, etc.) and compare how people have been represented in throughout human history. How have artistic techniques, styles, and purposes evolved over time in portraying individuals?

### Cultural Perspectives:

- Have students choose artworks that represent people from diverse cultures and civilizations. Ask them to research the cultural context and significance behind these representations. How do different cultures interpret and depict individuals in art? And/or how has this changed over time?

### Realistic vs. Abstract Forms:

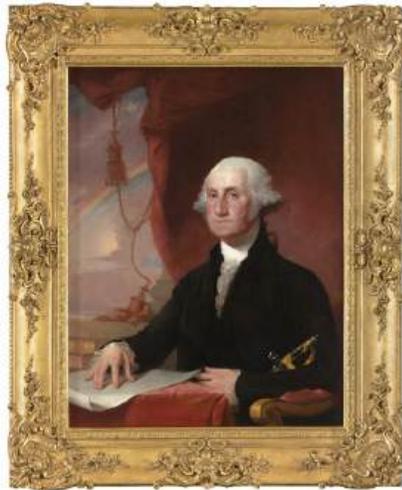
- Explore the representation of people in various artistic forms, including historical sculptures, portrait paintings, and abstract art. What challenges and opportunities do these different artistic forms offer in

portraying people? How have artists used realistic representation and abstraction to convey ideas and meaning about their subjects?

### Creating a Personal Portrait:

- Have students create their own artworks that represent an important person. The characters that students may want to convey include exceptionally skilled individuals, such as artists, musicians, athletes, renowned scientists, admired role models, or beloved family members who inspire them. Encourage them to think about the characteristics they want to convey and choose artistic techniques and elements to achieve this.

### Recommended objects to look at:



George Washington, First President of the United States

Gilbert Stuart  
United States  
1822  
Oil on canvas  
Louvre Abu Dhabi  
©Department of Culture and Tourism – Abu Dhabi / Photo APF



Plank idol with two heads

Cyprus  
2300–1900 BCE  
Polished and incised terracotta  
Louvre Abu Dhabi  
©Department of Culture and Tourism – Abu Dhabi / Photo / Thierry Ollivier



Woman dressed in a woolen garment protective deity (?)

Oxus civilisation  
Central Asia, Bactria  
2300 - 1700 BCE  
Chlorite, calcite  
Louvre Abu Dhabi  
©Department of Culture and Tourism – Abu Dhabi / Photo / Thierry Ollivier



The Huntress

India  
1680–1700  
Opaque watercolor on stiffened cloth, gold highlights  
Louvre Abu Dhabi  
©Department of Culture and Tourism – Abu Dhabi / Photo APF

## CREATIVE EXPERIMENTATION IN ART

How do artists express feelings in different art forms? Students explore and discuss how artists have experimented different elements of art: color, line, form, and different media by making art to communicate and express themselves.



## SOCIAL SCIENCES, ARTS, AND LANGUAGE ARTS STUDENTS CAN EXPLORE

### Experiments with Color:

- Students create artworks to understand how color affects mood and emotion. Discuss how warm colors (like red and yellow) are associated with energy and passion, while cool colors (like blue and

green) evoke calmness and tranquility. Students can recreate an existing artwork using either warm or cool colors in an experiment and then discuss how their color choice influenced the mood of their new interpretation, enhancing their understanding of the role of color in art.

### Form and Emotion:

- Ask students to experiment with different forms, lines, and shapes to express different emotions. Have them create artworks using angular, jagged lines to convey feelings of tension or chaos, and then try using flowing, curved lines to represent calmness or tranquility. How does the form and gesture affect the emotional message of an artwork?

### Expressive Lines and Composition:

- Instruct students to explore the use of line and composition to convey a message. Ask them to create artworks focusing on the thickness, direction, and style of lines to represent different feelings. How does the arrangement and composition of elements within the artwork contribute to its impact?

### Reflection and Discussion:

- Show students diverse artworks that evoke strong emotions. Encourage discussions about how the artists may have used color, form, and expression to convey these feelings. What techniques or artistic choices stand out in these artworks, and how do they contribute to the emotional impact on the viewer?

## Recommended objects to look at:



### Chirisei Kyubiki

Kazuo Shiraga  
Japan  
1960  
Oil on canvas  
Louvre Abu Dhabi  
©1960 Kazuo Shiraga ©Department of Culture and Tourism – Abu Dhabi/ Photo by APF



### Oriental Bliss

Paul Klee  
Switzerland, Berne  
1938  
oil paint and tempera on paper glued to burlap  
Louvre Abu Dhabi  
©Department of Culture and Tourism – Abu Dhabi / Photo APF



### Composition with Blue, Red, Yellow and Black

Piet Mondrian  
France, Paris  
1922  
Oil on canvas  
Louvre Abu Dhabi  
©Department of Culture and Tourism – Abu Dhabi / Photo / Thierry Ollivier

## TRADE YOUR WAY

Which ideas, materials and art-making techniques travelled across geographically, socially, and culturally? Students discover how the cultural exchange of ideas, materials and art-making techniques influenced artistic production and ways of living across the globe.



## SOCIAL SCIENCES, ARTS, AND LANGUAGE ARTS STUDENTS CAN EXPLORE

### Artistic Materials Across Continents:

- Encourage students to research and identify materials used in art and craft production that have traveled across different continents and

cultures. Have them discuss the significance of these materials in shaping art forms and techniques. How have materials like silk, porcelain, or pigments influenced artistic production globally?

### Iconographic Exchange:

- Instruct students to select specific artworks that depict symbols or themes borrowed from other cultures. Discuss how these symbols or themes have been reinterpreted and integrated into different artistic traditions. What do these exchanges reveal about the interconnectedness of global art and culture?

### Techniques and Innovations:

- Have students explore art-making techniques that have been shared or adopted from one culture to another. For example, the development of papermaking, printing, or textile techniques. Ask them to analyze the impact of these techniques on artistic production and everyday life.

### Historical Artifacts:

- Encourage students to select historical artifacts or artworks that show evidence of cross-cultural exchange. Have them investigate the context in which these artifacts were created and discuss the connections between different regions and societies. What do these artifacts reveal about the extent of cultural interactions in the past?

### Create a Cultural Exchange Timeline:

- Explore historical trade routes like the Silk Road and the Spice Routes. Challenge students to research and create timelines highlighting the goods, products, and ideas exchanged along these routes. Encourage them to examine how

trade impacted the environment, art, and societies at different points in history.

## Recommended objects to look at:



### For The Louvre Abu Dhabi

Jenny Holzer  
New York, USA  
2017  
Marble relief of cuneiform, text, one of the earliest forms of writing that transcribes a creation myth in Sumerian and Akkadian from a Mesopotamian tablet about 1250 BCE.  
Commissioned by Louvre Abu Dhabi  
©2017 Jenny Holzer, member Artists Rights Society (ARS) ©Department of Culture and Tourism – Abu Dhabi/Photo by Musthafa Aboobacker/Seeing Things



### Embarkation of the Emperor of China

Philippe Béhagle  
France, Manufacture royale de Beauvais  
About 1700  
Tapestry of wool and silk  
Louvre Abu Dhabi  
©Department of Culture and Tourism – Abu Dhabi / Photo / Thierry Ollivier



Mirroe case (?) of imperial provenance

Tang Dynasty  
China, from the collection of the Shoso-in, Japan (?)  
700-800  
Wood, tortoiseshell, mother-of-pearl, amber  
Louvre Abu Dhabi  
©Department of Culture and Tourism – Abu Dhabi / Photo / Thierry Ollivier



Dish decorated with a European ship

Ottoman empire  
1625-1650  
Ceramic underglaze painted ware  
Louvre Abu Dhabi  
©Department of Culture and Tourism – Abu Dhabi / Photo APF

## SCIENCE AND INNOVATION IN ART

The Science and Innovation within art encourages students to learn about how cultural exchanges influence scientific innovation and artistic expression. Students discover the connection between cultural exchanges, scientific innovation, and artistic expression.



## SOCIAL SCIENCES, ARTS, AND LANGUAGE ARTS STUDENTS CAN EXPLORE

### Cross-Cultural Scientific Discoveries:

- Have students research historical examples of scientific discoveries that resulted from cross-cultural exchanges. Discuss how the sharing of knowledge and ideas between different cultures contributed to advancements in various scientific fields. What impact did these discoveries have on society and artistic expression?

### Artistic Expression and Scientific Concepts:

- Encourage students to select artworks that incorporate scientific concepts or themes influenced by cross-cultural exchanges. Analyze how artists have represented scientific ideas, such as astronomy, botany, or anatomy, in their art. How have these representations been shaped by the exchange of knowledge and ideas between cultures?

### Scientific Instruments and Innovation:

- Discuss the role of scientific instruments that were developed through cross-cultural exchanges. Explore how the exchange of knowledge and technology led to innovations in fields like navigation, optics, or medicine. How did these innovations affect artistic expression and the portrayal of scientific concepts in art?

### Cultural Influences on Scientific Method:

- Examine how cultural perspectives and philosophies influenced scientific methods and approaches. Discuss how different cultural viewpoints and traditions have shaped the way scientific questions are framed and answered. How has this influenced the portrayal of scientific subjects in art?

### Case Studies in Cultural Exchange:

- Assign students specific case studies where cultural exchanges directly

influenced both scientific innovation and artistic expression. These case studies could include examples like the Silk Road's impact on art and science, the Renaissance's blend of art and scientific inquiry, or the Golden Age of Islamic science and art.

### Recommended objects to look at:



Equinoctial Ring Dial

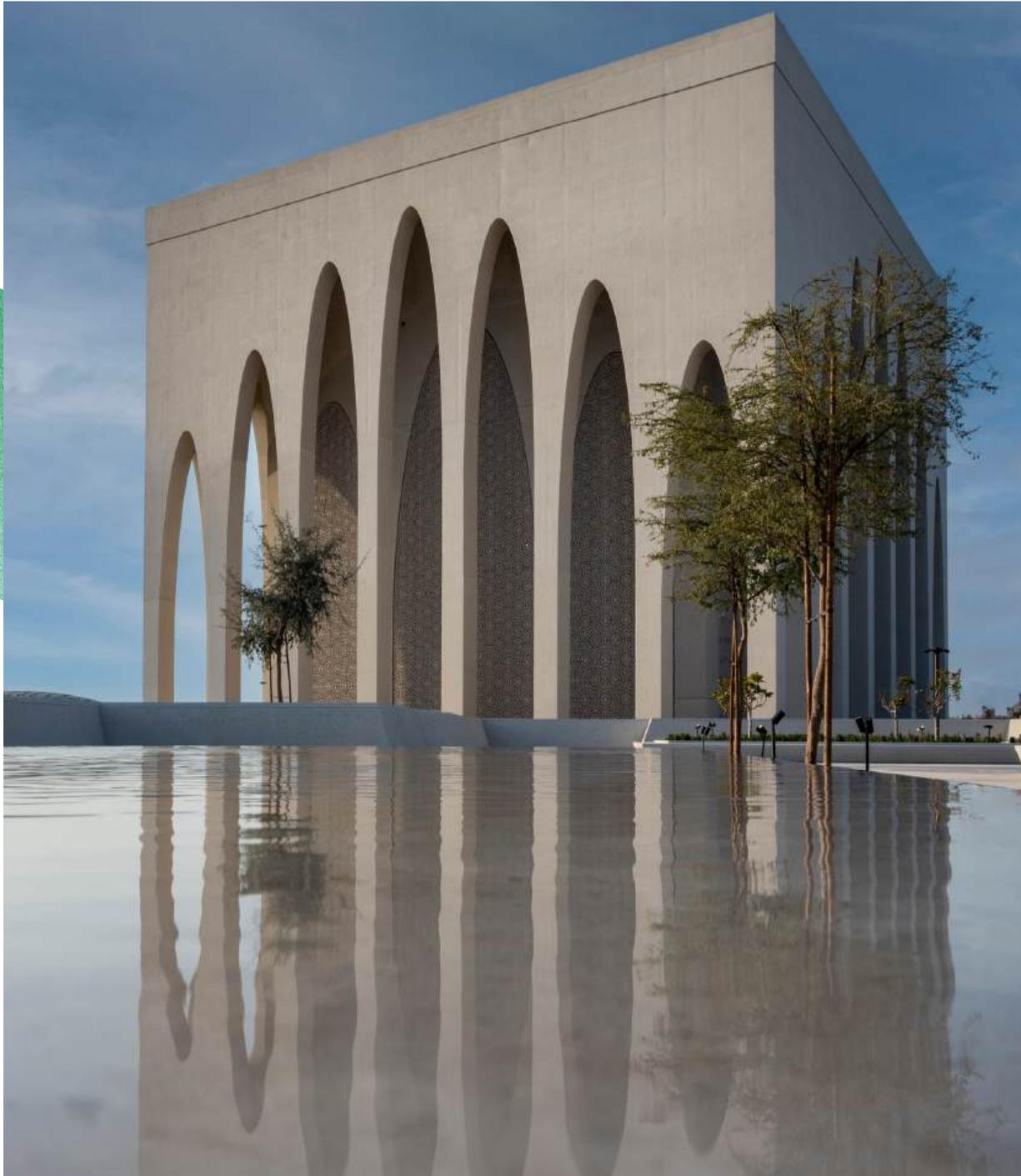
Ottoman empire  
Turkey, Istanbul,  
1733-1734  
Petros Baronian  
Silver and steel  
Louvre Abu Dhabi  
©Department of Culture and Tourism – Abu Dhabi / Photo / Sylvie Van Roey



Pair of Folding screens with Maps of Japan and the World

Japan  
1690  
Ink, colored pigments and gold on paper  
Louvre Abu Dhabi  
©Department of Culture and Tourism – Abu Dhabi / Photo / Thierry Ollivier





## ABRAHAMIC FAMILY HOUSE

Rooted in the UAE's vision of bringing people and cultures together, the Abrahamic Family House is dedicated to fostering peaceful coexistence for generations to come.

Encompassing a mosque, a church, a synagogue, and a Forum to learn and nurture mutual understanding, the Abrahamic Family House welcomes people from all walks of life to exchange knowledge and practice faith.

Inspired by the principles in the Document on Human Fraternity and the values of the UAE, the Abrahamic Family House embraces diverse beliefs, founded on common humanity, coming together in peace.

### K-12 CURRICULUM CONNECTIONS

The following curriculum connections can be explored at the Abrahamic Family House:

- **Social Sciences:** history, geography, civics, economics, social studies
- **Language Arts:** literacy, first and second languages, communication studies, language development
- **Arts:** visual arts and performing arts
- **Mathematics:** arithmetic, geometry, statistics, pattern, problem solving
- **Sciences:** biology, chemistry, physics, earth sciences, environmental science

### Facilities

- Prior booking is required
- Tours
- Activities & workshops
- Wheelchair access
- Restrooms
- Cafe / Restaurant

For school bookings and more information, see

[www.abrahamicfamilyhouse.ae](http://www.abrahamicfamilyhouse.ae)

[info@abrahamicfamilyhouse.ae](mailto:info@abrahamicfamilyhouse.ae)

+971 2 657 5900

## CORE SUBJECTS AND CROSS-CURRICULAR ACTIVITIES

The suggested cross-curricular activities provided are flexible ideas that you can adjust and customize according to your learning objectives. Activities have been organized into Cycle 1, 2, and 3. Feel free to modify and adapt these activities to best suit your educational goals. These activities are designed to help you effectively engage with your students and establish meaningful connections between your curriculum and the experiences gained from site visits to the Abrahamic Family House.



## ABRAHAMIC FAMILY HOUSE - CYCLE 1

### Interfaith Celebrations:

- Discover the key celebrations of the three faiths.



### SCIENCE STUDENTS CAN EXPLORE

-

### The Symbolism of Olive Trees:

- Identify plants and trees in the gardens and research why they have spiritual significance.



### SOCIAL SCIENCES STUDENTS CAN EXPLORE

-

### Peace and Tolerance:

- Learn the meaning of peace and tolerance.
- Research and take the Tolerance Pledge, and contribute to the Wall of Intentions.

### Values:

- Learn about personal and community values, such as respect and honesty.
- Create a banner celebrating personal values.



### ART AND MATHEMATICS STUDENTS CAN EXPLORE

-

### Architectural Elements:

- Compare the three Abrahamic Family House structures with other architectural examples from their faith.
- List and draw different shapes and angles found across the site.

### Physical Gestures and Shapes:

- Use physical gestures, movement, and body poses to understand and make connections to the shapes, mathematics, and architectural elements found across the site.



## ART STUDENTS CAN EXPLORE

-

### Calendar of Celebrations:

- Create a calendar illustrating the special religious events and celebrations of the three Abrahamic faiths throughout the year.



## SOCIAL SCIENCES AND LANGUAGE ARTS STUDENTS CAN EXPLORE

-

### Religious Celebrations:

- Write a short presentation about their favorite religious celebration, explaining how it is celebrated within their families.



## ABRAHAMIC FAMILY HOUSE - CYCLE 2



## SOCIAL SCIENCES AND LANGUAGE ARTS STUDENTS CAN EXPLORE

-

### Interfaith Values Word Cloud:

- Brainstorm and create a word cloud representing values shared by members of the three faiths, such as justice, charity and mercy.

### Light Symbolism:

- Create a word wall in their classroom that delves into how light is used as a symbol, metaphor, simile, and idiom in various contexts.



## SOCIAL SCIENCES STUDENTS CAN EXPLORE

-

### Inclusion and Tolerance:

- Read the Document of Human Fraternity and report on how it aligns with the UAE's values of diversity, peaceful coexistence, and dialogue.

### UAE's Inclusion and Tolerance Timeline:

- Explore the UAE's commitment to diversity, peaceful coexistence, and dialogue.
- Create a timeline or a presentation showcasing the UAE's leadership in promoting inclusion and tolerance.



## ART STUDENTS CAN EXPLORE

-

### Three Perspectives Drawing:

- Choose a space, a view, or a vantage point at the Abrahamic Family House and draw it from three different perspectives.

### Shapes, Patterns, and Symbols Research:

- List, research, and report on the shapes, patterns, and symbols used in one of the houses of faith.

### Landscape Photography and Perspective:

- Learn about perspectives by taking landscape photographs of the site and discussing artistic decisions such as subject matter, depth of field, and composition.

# ABRAHAMIC FAMILY HOUSE - CYCLE 3

## Promoting Equity and Inclusion:

- Investigate historical documents, like the Medina Charter, that advocate for equity, diversity, inclusion, and social justice.
- Research and present findings on historical documents and agreements that have contributed to promoting equity, diversity, and social justice throughout history.



## SCIENCE AND LANGUAGE ARTS STUDENTS CAN EXPLORE

-

## Water and its Symbolism:

- Examine the fountain at the entrance to learn about the significance of water in many religious ceremonies.
- Research how different faiths symbolically use and represent water.
- Investigate the scientific aspects of water, including its chemistry, physical properties, and ecological importance.



## SOCIAL SCIENCES STUDENTS CAN EXPLORE

-

## Interfaith Dialogue:

- Research and compile a list of strategies to foster an inviting and inclusive environment for people from diverse backgrounds to share their knowledge and practices.

## Positive Communication Workshop:

- Create a list of five constructive phrases that can be used to respectfully disagree with or build upon a speaker's thoughts during discussions.



## SOCIAL SCIENCES AND ART STUDENTS CAN EXPLORE

-

## Shared Values Art Project:

- Explore the role of shared values in uniting people of different faiths for the common good.
- Create an artwork that advocates for social change by highlighting the shared values that bridge faith with communities and promote unity.

## Majlis and Abrahamic Family House Courtyard Connections:

- Investigate and discuss the roles of the majlis and the Abrahamic Family House courtyard in fostering tolerance and community dialogue, and draw connections between these spaces in promoting tolerance and understanding.







## MANARAT AL SAADIYAT

Manarat Al Saadiyat is a multipurpose arts and community center that offers the latest in arts and popular culture through a range of exhibitions, cultural events, and programs that explore film, music, animation, gaming, and media. The center also provides hands-on art workshops for both children and adults at its Art Studio and a dedicated platform for photographers at its Photography Studio, creating a space for expression and learning.

### ART STUDIO

Art Studio at Manarat Al Saadiyat is a multidisciplinary arts space designed to bring hands-on arts education programs, art classes, drop-in sessions, workshops and outreach initiatives to students, adults, children and families. Art Studio has dedicated spaces for all ages to work both collaboratively and individually. Fully equipped studios for ongoing classes, an open plan collaborative space for adults and a range of interactive features, make Art Studio the ideal place for creating art. It also hosts an arts supply store, making it easier for young artists to continue their practice at home.

For school bookings and more information, see:

<https://manaratalaadiyat.ae/>

[manaratalaadiyat@dctabudhabi.ae](mailto:manaratalaadiyat@dctabudhabi.ae)

+971 2 657 5800

### Facilities

- 
- Prior booking is required
- Tours
- Activities & workshops
- Wheelchair access
- Restrooms
- Cafe / Restaurant

## PHOTOGRAPHY STUDIO

The Photography Studio at Manarat Al Saadiyat offers a platform dedicated to photography that encourages the participation of local, regional, and international photographers by hosting community driven exhibitions as well as developing and promoting a year-round calendar of activities and programs.

## K – 12 CURRICULUM CONNECTIONS

Depending on the current programs and exhibitions on display at Manarat Al Saadiyat, various curriculum connections can be explored:

- **Social Sciences:** history, geography, civics, economics, social studies
- **Language Arts:** literacy, first and second languages, communication studies, language development
- **Arts:** visual arts and performing arts
- **Mathematics:** arithmetic, geometry, statistics, pattern, problem solving
- **Sciences:** biology, chemistry, physics, earth sciences, environmental science

## CORE SUBJECTS AND CROSS-CURRICULAR ACTIVITIES

The suggested cross-curricular activities provided are flexible ideas that you can adjust and customize according to your learning objectives. Feel free to modify and adapt these activities to best suit your educational goals. These activities are designed to help you effectively engage with your students and establish meaningful connections between your curriculum and the experiences gained from site visits to Manarat Al Saadiyat.



## MANARAT AL SAADIYAT

### - ALL CYCLES



## SOCIAL SCIENCES STUDENTS CAN EXPLORE

-

### Diverse Learning Methods:

- Identify various ways to learn about the site's significance as a hub for learning, inter-cultural exchange, and the arts.

### The Power of Art:

- Explain the significance of the arts as a means of communication and self-expression.

### Artistic Celebrations:

- Explore exhibits celebrating the works of both community and international artists.

### Cultural Center as a Community Hub:

- Investigate the site's role as a cultural center and a central point for the community.

### Art and Social Commentary:

- Examine artworks addressing identity, history, politics, or social issues.
- Analyze the use of art elements to convey messages.
- Create a response work to share their message.

### Creative Economy:

- Brainstorm and create a mind map of careers related to arts and culture.
- Investigate the site's role in supporting the local art scene through events and exhibitions.



## ARTS STUDENTS CAN EXPLORE

-

### Art Appreciation and Response:

- Examine various artworks in the current exhibition. Observe, discuss, and reflect on their significance; create a piece of art in response to the chosen artwork.
- Recreate the work of art using a different medium or artistic style.

- Design a sculpture for the public areas of Manarat Al Saadiyat to compliment the theme of the current exhibition.



## ART AND LANGUAGE ARTS STUDENTS CAN EXPLORE

–

### Observation and Description:

- Look closely at a work of art.
- Describe it using descriptive language.
- Analyze its elements such as line, shape, color, composition, material, and subject matter.

### Photography Insight:

- Visit a photography exhibit.
- Explore the role of photography in documenting people, places, and historical events.
- Discuss its contributions to social and cultural contexts.

### Art Research and Critique:

- Select an artwork, artist or art movement to research.
- Practice vocabulary and writing skills by critiquing the chosen artwork from the exhibition.
- Examine an artwork's historical and cultural significance.

### Interactive Engagement:

- Choose an artwork that includes two or more characters and create a dialogue based on a scenario you imagine.

### Career Insights:

- Investigate various careers in the arts, such as curator, exhibition designer, conservator, teaching artist, or arts educator, etc.
- Prepare a presentation on each of these roles.

### Graphic Arts and Promotion:

- Explore graphic arts as a mode of communication.
- Create a poster or flyer to promote an Art Studio program.

### Teaching Artists in Residence Studio Visits:

- Visit the Teaching Artist in Residence studios, learn about their creative processes, and explore their work.
- Explore workshops lead by the Teaching Artists in Residence.
- Discuss what Teaching Artists do for the community.

### Artwork Soundtrack:

- Select an artwork that evokes an emotion.
- Observe the chosen artwork's colors, mood, subject matter, and the emotion it evokes.
- Decide on a music genre or a series of sounds that complement the work.
- Present the artwork and soundtrack to the class.

- Draw a sketch of the artwork and use speech bubbles to craft conversations among the characters or elements in the artwork.



## MATHEMATICS AND SCIENCE STUDENTS CAN EXPLORE

–

### Mathematical Marvels:

- Seek out artworks demonstrating mathematical principles like geometric shapes, angles, patterns, balance, asymmetry, the Fibonacci sequence, golden ratio and proportion.
- Discuss how these mathematical elements contribute to an artwork's composition and aesthetics.

### Scientific Insights:

- Explore artworks that incorporate scientific concepts such as perspective, technology, utilization of new materials, representations of plants, animal parts, or depictions of the natural world.
- Delve into how science and technology intersect with artistic creation.

### Sustainable Artistry:

- Identify artworks that exemplify sustainability through their use of recycled or sustainable materials.
- Reflect on the significance of sustainability in contemporary art and how it contributes to environmental consciousness.







## BERKLEE ABU DHABI

Berklee Abu Dhabi opened its doors in 2020, making it the first outpost of the prestigious Berklee College of Music in the region. It is a hub that ignites and inspires creative industry professionals poised to impact the growing and thriving cultural, educational, and performing arts industries in the MENA region. Through sustainable and innovative educational experiences, the center aims to build bridges between the Middle East and the Berklee ecosystem to enhance the global mindset of our communities.

### K – 12 CURRICULUM CONNECTIONS

The following curriculum connections can be explored at Berklee Abu Dhabi:

- **Social Sciences:** history, geography, civics, economics, social studies
- **Language Arts:** literacy, first and second languages, communication studies, language development
- **Arts:** visual arts and performing arts
- **Mathematics:** arithmetic, geometry, statistics, pattern, problem solving
- **Sciences:** biology, chemistry, physics, earth sciences, environmental science

### Facilities

- Prior booking is required
- Tours
- Activities & workshops
- Wheelchair access
- Restrooms
- Cafe / Restaurant

For school bookings and more information, see:

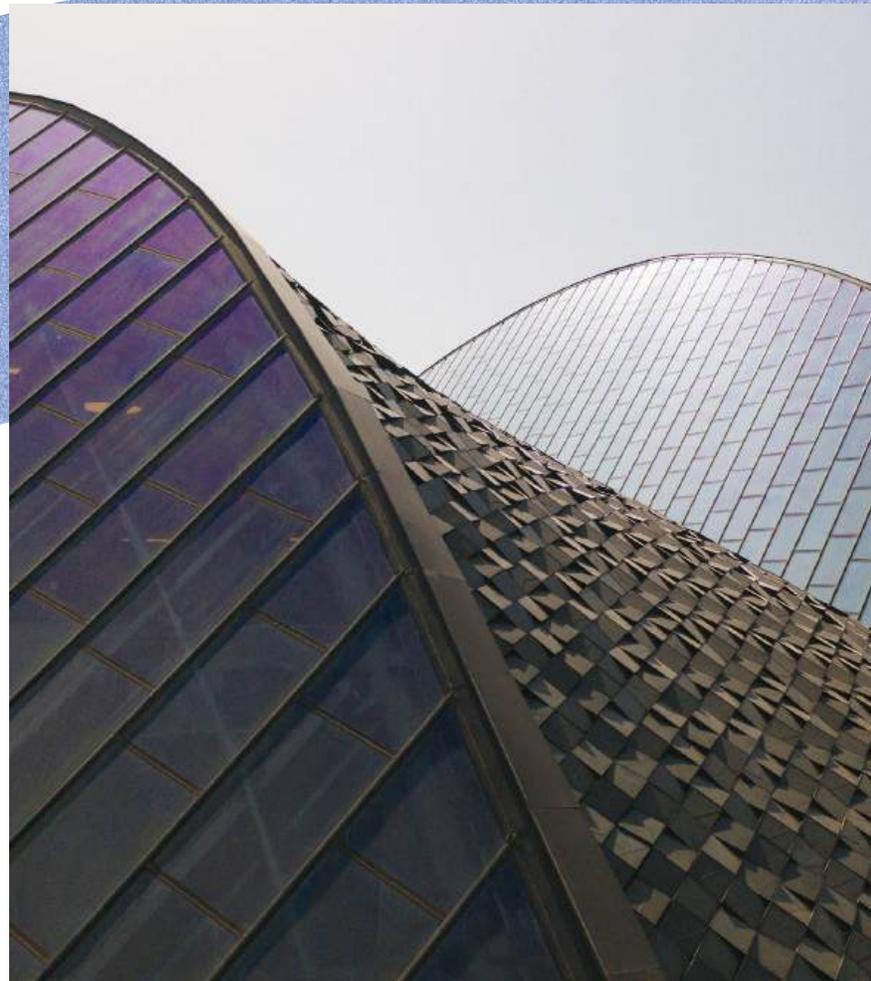
<https://berkleeadhabi.ae>

[info@berkleeadhabi.ae](mailto:info@berkleeadhabi.ae)

+971 2 657 5920

## CORE SUBJECTS AND CROSS-CURRICULAR ACTIVITIES

The suggested cross-curricular activities provided are flexible ideas that you can adjust and customize according to your learning objectives. Feel free to modify and adapt these activities to best suit your educational goals. These activities are designed to help you effectively engage with your students and establish meaningful connections between your curriculum and the experiences gained from site visits to Berklee Abu Dhabi.



## BERKLEE ABU DHABI - ALL CYCLES



### ARTS AND LANGUAGE ARTS STUDENTS CAN EXPLORE

-

#### Promoting Music and the Arts Advocacy Poster:

- Design a poster highlighting 5-10 reasons why music and the performing arts are important to students well being and knowledge.



### ARTS AND MATHEMATICS STUDENTS CAN EXPLORE

-

#### Rhythm and Pattern:

- Introduce students to musical patterns and their mathematical nature through clapping, stomping feet, and tapping fingers.
- Ask students to replicate the pattern, emphasizing the counting and timing.
- Discuss how patterns in music relate to mathematical sequences and regularity.



### SOCIAL SCIENCES AND LANGUAGE ARTS STUDENTS CAN EXPLORE

-

#### Architectural History:

- Investigate the history and initial purpose of Berklee Abu Dhabi's architecture.

#### Architectural Response to Landscape:

- Explore how the building's design harmonizes with the UAE's landscape.

#### Sustainability and Architecture:

- Investigate the connection between reusing and re-purposing architectural structures and sustainable practices.





## BAIT AL OUD

Bait Al Oud in Abu Dhabi is an academy dedicated to the preservation, study, and teaching of traditional Arabic music. Students may learn to play the oud or other Arabic instruments such as the qanun, cello, and rebabah (oriental violin) or take vocal classes. The center also teaches the skills and process of making an oud by hand. Groups visiting the site can see ouds being made in the workshop and visit stage spaces where they can see and listen to the sounds made by traditional instruments.

### K – 12 CURRICULUM CONNECTIONS

The following curriculum connections can be explored at Bait Al Oud:

- **Social Sciences:** history, geography, civics, economics, social studies
- **Language Arts:** literacy, first and second languages, communication studies, language development
- **Arts:** visual arts and performing arts
- **Mathematics:** arithmetic, geometry, statistics, pattern, problem solving

For school bookings and more information, see:

<https://abudhabiculture.ae>

[info@baitaloud.ae](mailto:info@baitaloud.ae)

+971 2 599 5333

### Facilities

- Prior booking is required
- Tours
- Activities & workshops
- Wheelchair access
- Restrooms
- Cafe / Restaurant

## CORE SUBJECTS AND CROSS-CURRICULAR ACTIVITIES

The suggested cross-curricular activities provided are flexible ideas that you can adjust and customize according to your learning objectives. Feel free to modify and adapt these activities to best suit your educational goals. These activities are designed to help you effectively engage with your students and establish meaningful connections between your curriculum and the experiences gained from site visits to Bait Al Oud.



## BAIT AL OUD

### - ALL CYCLES

in providing a livelihood for musicians and artisans, particularly those involved in instrument making.

- Explore how these professions contribute to cultural preservation and economic sustainability.



## ARTS AND LANGUAGE ARTS STUDENTS CAN EXPLORE

-

### Music-Inspired Artwork:

- Create an artwork inspired by traditional and classical Arabic music.

### Music Advocacy:

- Create a poster where they provide 5-10 reasons why traditional and classical Arabic music is important to the world.

### Musical Comparisons:

- Draw musical instruments, label their parts, and categorize them as part of a classification activity.
- Explore form and function by comparing the design of an oud to other stringed instruments.
- Compare the instruments used in an Arabic orchestra to those used in a Western orchestra.

### Exploring Emirati Music:

- Research and present an essay on famous Emirati musicians and vocalists.
- Research traditional beats or learn a traditional song and present it to the class.



## SOCIAL SCIENCES STUDENTS CAN EXPLORE

-

### Musical Theories of Arab Philosophers:

- Research the musical theories of Arab philosophers like al-Farabi, al-Kindi, Ibn Sina, and Amawi, and specifically their connections to the oud.

### Arab Conquest and the Spread of the Oud:

- Investigate how the Arab conquest of Andalusia facilitated the spread and evolution of the oud in the Western world.

### Traditional Music as a Livelihood:

- Discuss the role of traditional music





## QASR AL WATAN

Qasr Al Watan, or the Palace of the Nation, is a cultural landmark in Abu Dhabi, UAE. Completed in 2017 and opened to the public in 2019, it serves as the presidential palace and symbolises the nation's rich heritage with traditional Arabian craftsmanship and architectural excellence.

The palace serves as both a government building and a cultural hub, providing insight into the UAE's history, governance, and traditions. Highlights include the Great Hall, featuring its grand dome and intricate mosaics, and the House of Knowledge, a vast library housing over 50,000 books and significant religious texts.

Qasr Al Watan also plays a key role in international diplomacy, hosting important meetings in the Spirit of Collaboration room. This makes it a significant centre for political and diplomatic activities.

For school visits, Qasr Al Watan provides a rich educational experience, combining history, culture, and architecture. Students can explore the Great Hall and the House of Knowledge, learning about diplomacy and governance in the Spirit of Collaboration room.

For school bookings and more information, see:

<https://www.qasralwatan.ae/>

<https://www.qasralwatan.ae/en/school-program>

+971 600 544 442

Teachers will receive a complimentary educational booklet to support student learning during the field trip. Students will get activity books filled with fun facts and puzzles about the Palace.

## K-12 CURRICULUM CONNECTIONS

Depending on the current programmes and exhibitions on display at Qsar Al Watan, various curriculum connections can be explored:

- **Social Sciences:** History, geography, civics, economics, social studies
- **Language Arts:** literacy, first and second languages, communication studies, language development
- **Arts:** visual and performing arts
- **Mathematics:** arithmetic, geometry, statistics, patterns, problem solving
- **Science:** biology, chemistry, physics, earth sciences, environmental science

## CORE SUBJECTS AND CROSS – CURRICULAR ACTIVITIES

The suggested cross-curricular activities provided are flexible ideas that you can adjust and customise according to your learning objectives. Activities have been organised into Cycle 1, 2, and 3. Feel free to modify and adapt these activities to suit your educational goals best. These activities are designed to help you effectively engage with your students and establish meaningful connections between your curriculum and the experiences gained from the visit.



## QASR AL WATAN – KG AND CYCLE 1



### SOCIAL SCIENCES AND LANGUAGE ARTS STUDENTS CAN EXPLORE

#### Daily Life and Historical Sources:

- Tour the site.
- Collect information for a presentation on the social, political and cultural activities the site.
- Identify primary and secondary source materials.



### MATHEMATICS AND ART STUDENTS CAN EXPLORE

#### Categorization and Counting:

- Classify objects in a display into specific categories.
- Count the number of objects in each category.
- Sort categories based on count.
- Explore shapes, colors, patterns, and architectural elements in Qasar Al Watan's interiors, courtyards and gardens.

#### Spatial Understanding and Model Making:

- Study the layout of the site.
- Attempt to create a model based on observations.
- Use shape names and spatial terms (above, below, besides, etc.) to describe the site's layout.



### SOCIAL SCIENCES STUDENTS CAN EXPLORE

#### Community History:

- Identify and list various ways to learn about community history, such as oral history, recordings, artefacts, buildings, and archival material.
- View historic photographs and examine artefacts to understand the role of the in Abu Dhabi's development.

#### Cultural Connections:

- Visit the Presidential Gift Hall and examine artefacts related to Emirati and world cultures.

#### Leadership and Identity:

- Recognize key symbols of national identity such as flags, emblems, coins etc.

#### National Development:

- Understand the importance of archives in preserving past events for future generations.



### SOCIAL SCIENCES AND LANGUAGE ARTS STUDENTS CAN EXPLORE

- Research and prepare a presentation on how the site highlights governance, diplomacy, and architectural achievements.

#### Preserving Cultural Heritage and Present Findings:

- Learn about the significance of preserving cultural heritage artefacts for future generations.

#### Tourism and site review:

- Investigate Qasr Al Watan's role in supporting the country's tourism sector.



### SOCIAL SCIENCES STUDENTS CAN EXPLORE

#### Significance of Artefacts:

- Visit the Presidential Gift Hall and learn about cultural exchange and diplomacy.

#### Islamic Civilization and Cultural Impact:

- Study Qasr Al Watan's architecture, art and culture to understand the impact of Islamic civilization on the region and the world.

#### Governing and Diplomacy Through Qasr Al Watan:

- Understand Abu Dhabi's governance through the lens of Qasr al Watan.
- Visit the Spirit of Collaboration Hall where entities such as the Federal Supreme Council, the Arab League and the Gulf Cooperation Council come together and learn about diplomacy and protocol.



### LANGUAGE ARTS STUDENTS CAN EXPLORE

#### Qasr Al Watan's Vision:

- Write an essay on the establishment of Qasr al Watan and its alignment with Sheikh Mohamed bin Zayed Al Nahyan's vision for the future of Abu Dhabi.



### MATH STUDENTS CAN EXPLORE

- Draw and identify points, lines, angles, and line segments found across the site.
- Explore mathematical concepts like geometry, measurement, and ratios used in Qasr Al Watan's construction.
- Create scale models of the site using these concepts to calculate size and proportions.



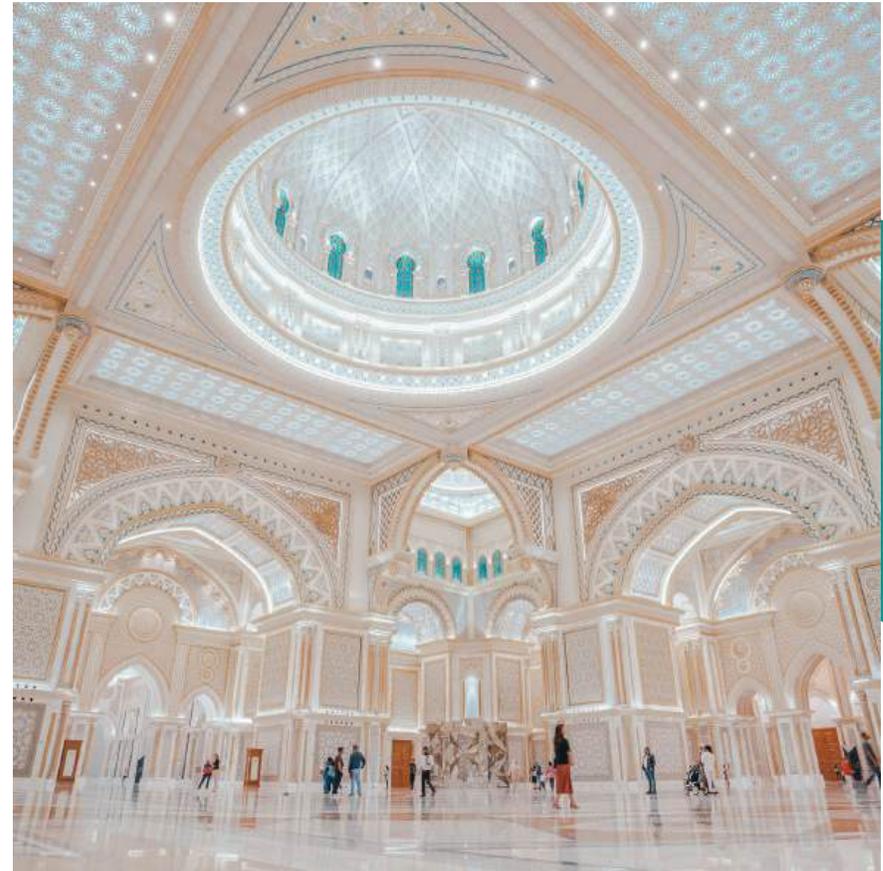
### ARTS STUDENTS CAN EXPLORE

#### Patterns and Calligraphy:

- Learn about Islamic geometric design and create a drawing using one of the patterns found on site.

#### Art and Architecture Study:

- Study the elements of Islamic art and design found within the site.
- Present their finding on an informational poster.
- Examine the use of shadow, light, textures, and materials in the architecture.

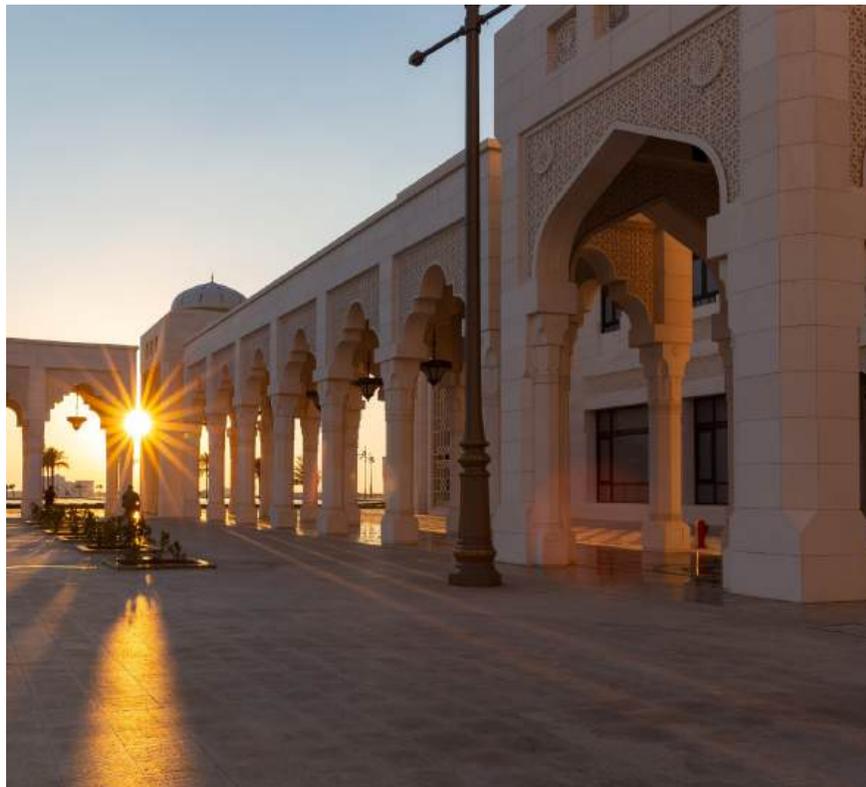




### SOCIAL SCIENCES STUDENTS CAN EXPLORE

-  
**Understand Abu Dhabi and the Region's historical importance:**

- Visit the House of Knowledge and uncover the monumental influence of Arabian scholarship on human civilization and progress.



### SOCIAL SCIENCES AND LANGUAGE ARTS STUDENTS CAN EXPLORE

-  
**Site Significance and Promoting Literacy:**

- Tour the building and gather information to create a presentation highlighting the site's significance for the community.
- Visit the Qasr Al Watan Library and record book citations and share titles with the class to promote literacy and a deeper understanding of culture and history.



### ART AND MATHEMATICS STUDENTS CAN EXPLORE

-  
**Mathematical Concepts:**

- Explore mathematical concepts involved in the construction of Qasr al Watan's buildings, courtyards and gardens, including geometry, symmetry, measurement, and ratios.

**Scale Modeling of Qasr Al Watan:**

- Explore the mathematical concepts, such as geometry, measurement, and ratios, involved in the construction of Qasr Al Watan.
- Use these concepts to create models of the site, calculating the size and proportions of each component.



### ARTS STUDENTS CAN EXPLORE

-  
**Art and Architecture:**

- Study design elements, decorative motifs, and building styles in the site's art and architecture.
- Create a mixed media work that showcases colours, shapes, or motifs inspired by Qasr Al Watan's Design.







## AL MAQTA'A MUSEUM

Al Maqta'a Museum, formerly Al Maqta'a Fort, is a historic site linked to the defense and growth of Abu Dhabi Island. Originally built as a 1950s customs house to oversee access via the first causeway, it sits within the Al Maqta'a Area. The nearby Al Maqta'a Tower was constructed in the late 18<sup>th</sup> century to protect the crossing between the island and mainland, it still stands today and was conserved in 2022.

Al Maqta'a Museum was a customs house that operated until the United Arab Emirates unification in 1971, after which it was restored and converted into a museum in 2002 to highlight its cultural significance.

Recent renovations improved the building's structure and systems while adding interactive exhibits about Abu Dhabi's Police history, artefacts and family-friendly programs.

### Facilities

- Prior booking is required
- Tours
- Activities & workshops
- Wheelchair access
- Restrooms
- Cafe / Restaurant
- Playground & photo spots

For school bookings and more information, see:

Al Maqata'a Museum

[info@almaqtaamuseum.ae](mailto:info@almaqtaamuseum.ae)

+971 02 599 5999

### Opening Hours

Saturday - Thursday: 9 AM - 5 PM

Friday: 2 PM - 8 PM

## K-12 CURRICULUM CONNECTIONS

Depending on the current programmes and exhibitions on display at Al Maqta'a Museum, various curriculum connections can be explored:

- **Social Sciences:** History, geography, civics, economics, social studies
- **Language Arts:** literacy, first and second languages, communication studies, language development
- **Arts:** visual arts
- **Mathematics:** arithmetic, geometry, statistics, patterns, problem solving
- **Science:** physics, engineering, earth sciences, environmental science

## CORE SUBJECTS AND CROSS – CURRICULAR ACTIVITIES

The suggested cross-curricular activities provided are flexible ideas that you can adjust and customise according to your learning objectives. Activities have been organised into Cycle 1, 2, and 3. Feel free to modify and adapt these activities to suit your educational goals best. These activities are designed to help you effectively engage with your students and establish meaningful connections between your curriculum and the experiences gained from the visit.



## AL MAQTA'A MUSEUM - ALL CYCLES



### UAE HISTORY STUDENTS CAN EXPLORE

- 
- Identify and list various ways to learn about community history, such as oral history, recordings, artefacts, buildings, and archival materials.
- View historic photographs and examine artefacts to understand the role of Al Maqta'a in Abu Dhabi's development



### NATIONAL IDENTITY STUDENTS CAN EXPLORE

- 
- Recognise key symbols of national identity such as flags, emblems, coins, etc.



### ART AND ARCHITECTURAL STUDENTS CAN EXPLORE

- 
- Explore shapes, colours, patterns, and architectural elements in Al Maqta'a Museum interiors, courtyards and gardens.







## TEAMLAB PHENOMENA ABU DHABI

TeamLab Phenomena Abu Dhabi showcases groundbreaking artworks by the international art collective teamLab, founded in Tokyo, Japan, in 2001. The group comprises a diverse team of artists, programmers, engineers, CG animators, mathematicians, and architects who create immersive digital art experiences that blend art, science, technology and nature.

What sets these creations apart is their dynamic, living nature. They evolve not only through natural forces but also through your interaction and engagement. By immersing yourself in these artworks, you become an integral part of the environment, experiencing art in a deeply personal and transformative way.

The site features a dry area with light, sound, and motion-based experiences, as well as a wet area where art responds to your movement through shallow pools, combining light, sound, and water.

For school bookings and more information, see

<https://www.teamlababudhabi.com/>

[contact@teamlababudhabi.com](mailto:contact@teamlababudhabi.com)

+971 600 56 55 66

We recommend that groups with children of determination check accessibility details in advance to ensure a safe and enjoyable visit.

## LEARNING AND ENGAGEMENT

Students learn best through active, hands-on experiences - and teamLab Phenoma Abu Dhabi's immersive digital installations deliver precisely that. These captivating exhibits engage all the senses: students are drawn into vivid visual displays, enveloped by layered soundscapes, and invited to interact with artworks that respond to their touch and movement. Unlike traditional art, teamLab Phenoma Abu Dhabi's creations are dynamic and ever-changing, shaped by the environment and the viewer's presence. This constant evolution ensures that each visit is unique, offering students a fresh and deeply personal learning experience every time.

Educators are instrumental in turning these immersive experiences into meaningful learning opportunities by providing context before the visit and encouraging thoughtful reflection afterwards. Before exploring the installations, educators can introduce key concepts, such as interactivity and digital media in art, as well as themes like nature and sustainability. After the visit, reflective activities—like group discussions, sketching, storytelling, or digital projects—help students process what they've seen and connect it to classroom learning, deepening their understanding and sparking further curiosity.

## K-12 CURRICULUM CONNECTIONS

Depending on the artworks and exhibitions on display, various curriculum connections can be explored:

- **Social Sciences:** history, geography, civics, economics, social studies
- **Language Arts:** literacy, first and second languages, communication studies, language development
- **Arts:** visual and performing arts
- **Mathematics:** arithmetic, geometry, statistics, pattern, problem solving
- **Sciences:** biology, chemistry, physics, earth sciences, environmental science

## CORE SUBJECTS AND CROSS-CURRICULAR ACTIVITIES

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# TEAMLAB PHENOMENA ABU DHABI - ALL CYCLES

real-time rendering demonstrates cross-disciplinary collaboration in digital art.



## ART AND LANGUAGE ARTS STUDENTS CAN EXPLORE

- 
- Write stories, poems, or reflections inspired by the artworks and exhibits.
- Discuss themes and symbolism in the installations.
- Practice descriptive writing based on sensory experiences.



## SOCIAL STUDIES STUDENTS CAN EXPLORE

- 
- Explore how nature and technology influence culture.
- Discuss the role of art in society and how it communicates ideas.



## ART STUDENTS CAN EXPLORE

- 
- Reflect and Respond:**
- Create drawings or paintings based on teamLab themes.
- Design collaborative art pieces that respond to movement or light.



## ART AND SCIENCE STUDENTS CAN EXPLORE

- 
- Artistic expression and scientific concepts:**
- Write a short paper discussing how teamLab Phenoma's integration of projection mapping, sensors, and

## Colours:

- Pick an artwork and recreate it using warm or cool colours. How does the mood change?



## SCIENCE STUDENTS CAN EXPLORE

### Ecosystems and nature:

- Analyse how natural elements like water, plants, and animals are represented, linking them to biological concepts and environmental science.



## TEAMLAB PHENOMENA ABU DHABI - KG AND CYCLE 1



## SOCIAL SCIENCES AND MATHS STUDENTS CAN EXPLORE

### Map Making and Counting :

- Use blocks or lines to build a path and count how many steps or turns you take.



## ARTS STUDENTS CAN EXPLORE

### Colour Blending and Movement:

- Use watercolor paints to mimic the flow of a river.

### Movement-Based Art:

- Use large paper and washable markers to draw while dancing or moving, connecting motion to mark-making.

### Kinetic Art:

- Create paper butterflies that “flutter” when blown with straws or moved by hand.

### Design:

- Use paper, blocks, and toy lights to build a path or maze that mimics one of the exhibits.
- Draw the technology they think is “behind the wall” – sensors, computers, or wires.

### Animation:

- Create and name a digital creature that could appear in the artwork, imagining how it moves and reacts.



## SOCIAL SCIENCES STUDENTS CAN EXPLORE

### Communities:

- Talk about how people in a community help shape where we live and play.

### World Culture:

- Learn about how people in different countries celebrate light (like Diwali or Lantern Festivals).



## LANGUAGE ARTS STUDENTS CAN EXPLORE

### Creative Writing:

- Visit the Floating Microcosmos and write a story from the perspective of an egg in the artwork.
- Observe walking through the Wind Form and draw a picture and write a sentence about how your path changes the world around you.



## MATHEMATICS STUDENTS CAN EXPLORE

### Patterns:

- Create patterns inspired by an artwork.



## SCIENCE STUDENTS CAN EXPLORE

### Water:

- Investigate how water flows and moves objects.
- Experiment and draw what happens when light touches water.

### Synchronisation in Nature:

- Report on how the teamLab Phenonma ABU DHABI depict the science of synchronisation in nature (e.g., fireflies, heart cells, pendulums).



## MATHEMATICS AND ARTS STUDENTS CAN EXPLORE

### Counting

- Count and make a collage of things you might see in a glowing museum.



## TEAMLAB PHENOMENA ABU DHABI - CYCLE 2



## ARTS STUDENTS CAN EXPLORE

### Participatory Art:

- Create a collaborative mural that evolves over time, adding elements daily to reflect change.

### Responsive Art:

- Design art that changes with light or sound, using sensors or reflective materials.

### Reflection:

- Use crayons or paint to create your own “spontaneous order” artwork. Let your movements guide the colors!

### Rhythm:

- Create a visual rhythm using dots and lines to mimic the blinking lights in an artwork.



## SOCIAL SCIENCES STUDENTS CAN EXPLORE

### Migration:

- Introduce the concept of migration using butterfly migration as a metaphor.

### Urban Planning:

- Map how people move through cities and how their choices shape public spaces.



## ARTS AND LANGUAGE ARTS STUDENTS CAN EXPLORE

### Artist and concept research:

- Students investigate teamLab’s philosophy, artistic approach, and use of technology, comparing it with other contemporary or digital artists.



## ART AND SCIENCE STUDENTS CAN EXPLORE

-

### Responsive Art:

- Design art that changes with light or sound, using sensors or reflective materials.



## SCIENCE STUDENTS CAN EXPLORE

-

### Physics:

- Observe how digital installations use light, color, and movement, then relate these to principles of physics such as reflection, refraction, and kinetic energy.

### Biology:

- Investigate how digital art reacts to human interaction.
- Explore the technology behind motion sensors and light displays.
- Discover how living things respond to touch and stimuli.



## SCIENCE AND ART STUDENTS CAN EXPLORE

-

### Kinetic Art

- Create a sculpture that moves with air currents. How would you make it interactive?



## SCIENCE, MATHEMATICS AND ARTS STUDENTS CAN EXPLORE

-

### Digital Art:

- Design simple digital art projects using coding or animation tools.

### Symmetry and Shapes:

- Explore symmetry and shapes in the museum's architecture. Draw and label examples.



## SCIENCE AND MATHEMATICS STUDENTS CAN EXPLORE

-

### Speed and Motion

- Graph the path of a moving object and analyse how direction and speed change over time.



## LANGUAGE ART, ART AND SCIENCE STUDENTS CAN EXPLORE

-

### Infographics

- Discover how museums utilise art to educate visitors about nature. Make a poster showing examples.

# TEAMLAB PHENOMENA ABU DHABI - CYCLE 3



## SOCIAL SCIENCE AND ARTS STUDENTS CAN EXPLORE

-

### Timelines:

- Investigate how technology is used in modern museums. Create a timeline showing the evolution of museum experiences.



## SCIENCE, MATHEMATICS AND ARTS STUDENTS CAN EXPLORE

-

### Interactive Installations:

- Use Arduino or other platforms to build touch-sensitive butterfly sculptures



## SCIENCE STUDENTS CAN EXPLORE

-

### Responsive Systems:

- Examine motion sensors and energy transfer in responsive systems.

### Equilibrium:

- Explain how the Levitation Void sphere stays balanced?

### Animal Communication:

- Study how fireflies communicate using light. How is this similar to the blinking lights in the museum?



## SOCIAL SCIENCES STUDENTS CAN EXPLORE

-

### Societal Change:

- Discuss "How do both physical and social movements change society?"

### Culture and Identity:

- Discuss the role of public art and museums in shaping cultural identity. How does teamLab Phenomena contribute to Abu Dhabi's global image?

### Fluid Dynamics:

- Explore fluid dynamics through the simulated water currents in the museum. How do these simulations mimic real-world behaviour?

### Optics :

- Analyse the physics of reflection and refraction in the mirrored garden. How does this affect perception?



### LANGUAGE ARTS STUDENTS CAN EXPLORE

-

#### Creative Writing

- Reflect on how your identity, your culture, experiences, and personality affect the way you move through and interact with different spaces.
- Write a descriptive paragraph about the vortex of light. Use vivid language to describe how it looks, sounds, and moves.



### LANGUAGE ART, ART AND SCIENCE STUDENTS CAN EXPLORE

-

#### Report writing

- Analyse how teamLab uses immersive environments to challenge traditional notions of art. Write an essay discussing how this approach affects the viewer's experience.

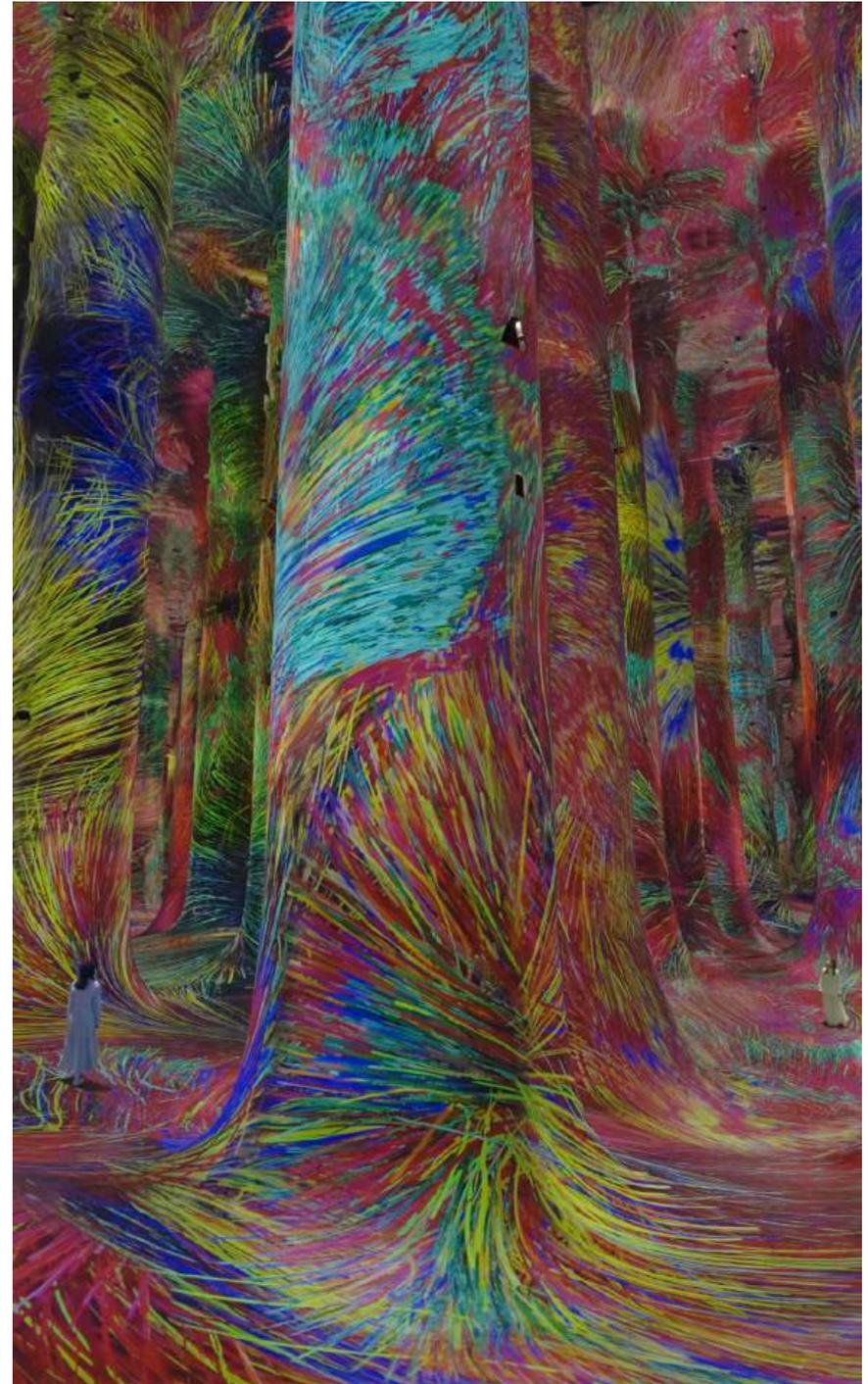
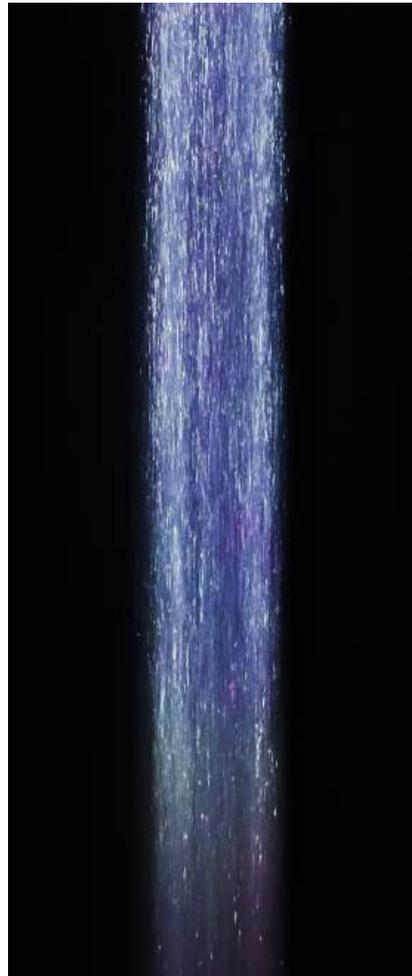


### LANGUAGE ARTS, SCIENCE AND SOCIAL STUDIES STUDENTS CAN EXPLORE

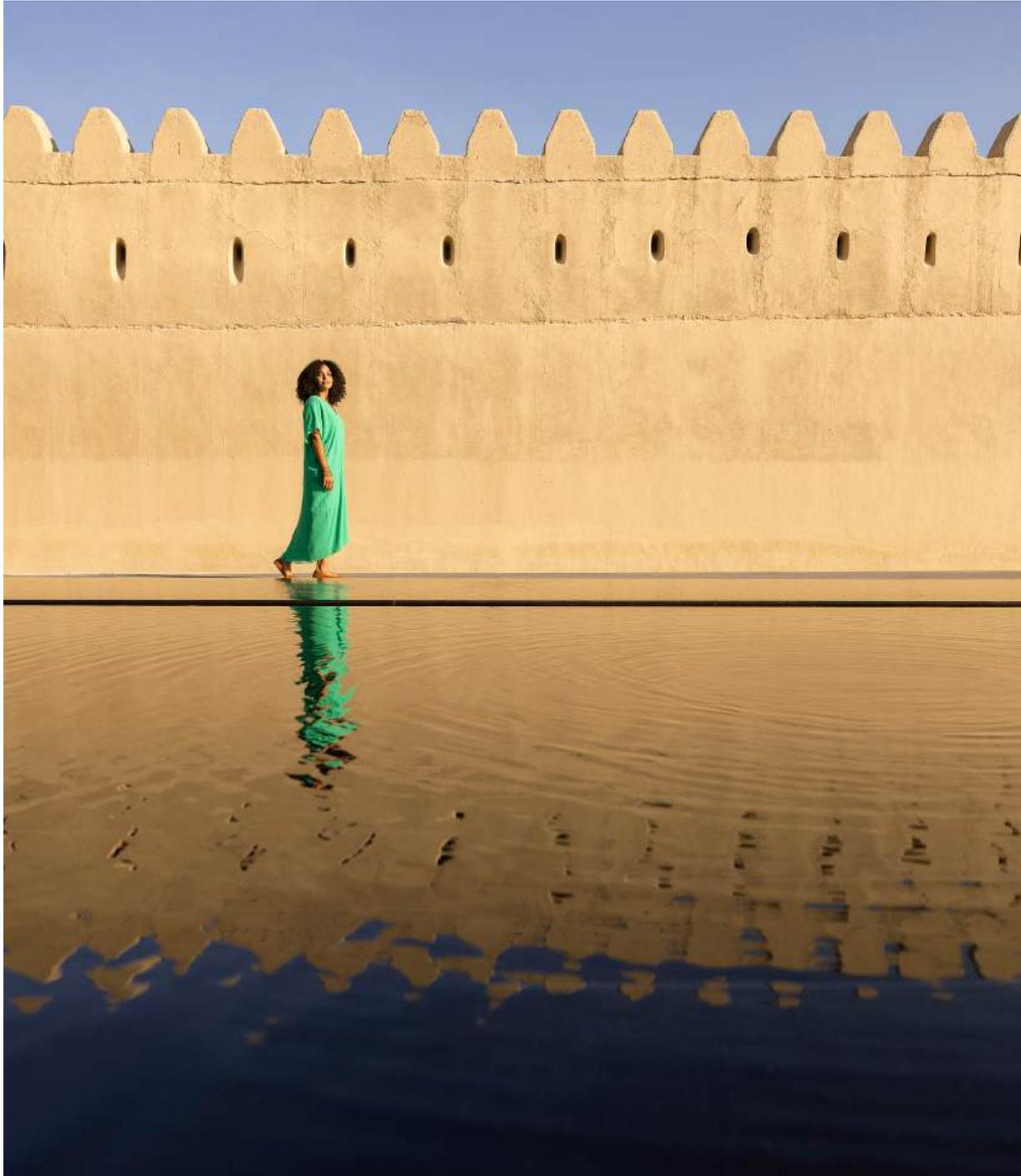
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#### Report Writing:

- Research the Naruto whirlpools in Japan. Write a short report explaining their natural causes and cultural significance.







## QASR AL MUWAIJI

Qasr Al Muwaiji was built in the early 20<sup>th</sup> century by Sheikh Khalifa bin Zayed bin Khalifa Al Nahyan. It consists of a square enclosure with projecting square towers at the north-west and south-east corners and an entrance in the southern enclosure wall facing Muwaiji Oasis. The Fort stands at the entrance to Al Ain and was among the first landmarks to greet travelers to the city arriving from Abu Dhabi.

In 1946, Sheikh Zayed bin Sultan Al Nahyan became Ruler's Representative in Al Ain Region and moved to Qasr Al Muwaiji, establishing it as his diwan (council or seat of governance), a place where the community could congregate and his family home. His eldest son, Sheikh Khalifa bin Zayed Al Nahyan, second President of the United Arab Emirates, was born at the palace two years later. He spent much of his youth there, learning from his father.

The Qasr Al Muwaiji exhibition is housed in a contemporary glass structure within the Fort courtyard and tells the story of Qasr Al Muwaiji and the life of Sheikh Khalifa bin Zayed Al Nahyan. The exhibition celebrates his rule and achievements, outlining the chronology of Abu Dhabi's ruling family with connections to Qasr Al Muwaiji. Visitors can explore the history of Qasr Al Muwaiji and learn about archaeological discoveries from the site and its significance as a family home, a place of rule and a focus for the community.

For school bookings and more information, see:

<https://abudhabiculture.ae>

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## K-12 CURRICULUM CONNECTIONS

Depending on the current programs and exhibitions on display at Qasr Al Muwajji, various curriculum connections can be explored:

- **Social Sciences:** history, geography, civics, economics, social studies
- **Language Arts:** literacy, first and second languages, communication studies, language development
- **Arts:** visual arts and performing arts
- **Mathematics:** arithmetic, geometry, statistics, pattern, problem solving
- **Sciences:** biology, chemistry, physics, earth sciences, environmental science

## CORE SUBJECTS AND CROSS-CURRICULAR ACTIVITIES

The suggested cross-curricular activities provided are flexible ideas that you can adjust and customize according to your learning objectives. Feel free to modify and adapt these activities to best suit your educational goals. These activities are designed to help you effectively engage with your students and establish meaningful connections between your curriculum and the experiences gained from site visits to Qasr Al Muwajji.



## QASR AL MUWAIJI - CYCLE 1

### Water's Role in Al Ain:

- Tour the site and gather evidence of the historical importance of water in Al Ain.

### Community Celebrations and Traditions:

- Examine historical records, photographs, and accounts of community celebrations and events held at the Fort, comparing them with modern family traditions.

### Cultural Heritage Preservation:

- Discuss the importance of preserving cultural heritage for future generations, exploring the conservation efforts at Qasr Al Muwajji.

### Leadership and Historical Context:

- Research and present Sheikh Khalifa bin Zayed Al Nahyan's life and his diverse roles and responsibilities that prepared him to become the second President of the UAE, emphasizing his leadership and historical context.



## SOCIAL SCIENCES STUDENTS CAN EXPLORE

### Qasr Al Muwajji's Historical Significance:

- Identify the significance of Qasr Al Muwajji as a residence of the Al Nahyan family.
- Discuss how the courtyard and communal spaces encouraged family gatherings.

### Archaeology and Historical Preservation:

- Learn about the work of archeologists and their role in preserving historic sites and found objects.



## ART AND SOCIAL SCIENCES STUDENTS CAN EXPLORE

### Symbolism in Objects:

- Explore the symbolic meanings of writing tools, a bisht, and a khanjar (dagger) owned by Sheikh Khalifa bin

Zayed Al Nahyan. Create an artwork connected to UAE national or cultural identity, drawing inspiration from these symbols.

- Examine the ghutra worn by Sheikh Khalifa while he was Crown Prince.
- Look at the old emblem of the UAE on the ghutra and find other emblems on site. Explore the historical significance of these emblems.

#### Architectural Exploration:

- Build a model of the site's southeast tower. Explain how its design supports the Fort's defensive function. Utilize a virtual tour of the site for reference and understanding.

#### Sustainability and Construction:

- Create an illustrated presentation highlighting the various sustainable materials used in the construction of the Fort. Explore their properties, benefits, and the role they played in making the Fort environmentally friendly and resilient.



## QASR AL MUWAIJI - CYCLE 2

design and explain why it features a large courtyard.

- Investigate how the use of the courtyard evolved over time, reflecting changes in Emirati society.

#### Heritage Preservation:

- Create a timeline that traces the different job positions held by Sheikh Khalifa bin Zayed Al Nahyan before becoming the second president of the United Arab Emirates. Understand how these roles prepared him for leadership.
- Learn about the importance of preserving cultural heritage for future generations by examining Abu Dhabi's ongoing efforts in historical preservation. Explore initiatives and projects aimed at heritage conservation.
- Research and prepare a brief presentation on the challenges faced by archaeologists and conservationists when renovating and preserving historical sites. Discuss the complexities and considerations involved in preserving cultural heritage.



## SOCIAL SCIENCES STUDENTS CAN EXPLORE

#### The Historical Significance of the Fort:

- Identify the site's historical significance as a Fort, a diwan (seat of rule), and the birthplace of Sheikh Khalifa bin Zayed Al Nahyan. Explore its relationship to the Muwaiji oasis and its place in Emirati history.
- Explain the importance of the majlis (council) and diwan (administrative center) in the social, economic, and political lives of the Emirati community. Discuss their functions and how they contributed to governance and community life.
- Look at the Fort's architectural

#### Community Life and Traditions:

- Examine videos, accounts, and photographs depicting various community celebrations and performances held at the Fort.
- Explore community events like Eid celebrations, hunting, and camel racing. Write a short report on the roles of camels, falcons, and salukis in Emirati life and culture.
- Report on how Sheikh Zayed bin Sultan's water management policies and later discovery of oil helped local agriculture and trade.



## ART AND SOCIAL SCIENCES STUDENTS CAN EXPLORE

### Historic Excavations:

- Review various sources such as videos, photographs, contemporary accounts, models, and floor plans and create a presentation that compares the Fort at the time of Sheikh Zayed the First with the Fort today.
- Examine the coins found during the excavation of Qasr Al Muwajji. Select a coin and report on how it documents the story of Qasr Al Muwajji from a historical and economic perspective.
- Go to the top of the Northwest Tower and draw a bird's eye view of the area surrounding the Fort.
- Find and sketch evidence of past renovations in the first two floors of the northwest tower.
- Look closely at photographs and explore why people take photographs and how the photographer's choice of setting, topic, and use of line, shape, form, texture, color, size, and depth give meaning to their work. For instance, how does the image conveyed in a formal portrait differ from a snapshot?



## SCIENCE AND ART STUDENTS CAN EXPLORE

### Elements of Architecture:

- Research earthen architecture and learn why they need continual maintenance.
- Explore parts of the site and draw an infographic showing architectural features related to lighting and air circulation, such as, small niches, large ground level windows and small upper windows.

## QASR AL MUWAIJI - CYCLE 3

### Archaeological and Conservation Exploration:

- Explore how archaeologists, curators, and conservation architects collaborated to investigate the history of the site and ensure its accurate restoration. Gain insight into the methods and teamwork involved in preserving historical sites, with a focus on earthen architecture.

### Preservation Efforts and Legacy:

- Understand the significance that Sheikh Zayed bin Sultan Al Nahyan placed on preserving and discovering the past. Explore the various restoration projects carried out during his life and their lasting impact on the preservation of cultural heritage.



## SOCIAL SCIENCES STUDENTS CAN EXPLORE

### Historical and Social Significance:

- Explain how the Fort served as a political and social hub for the people of Al Ain. Explore the roles it played in the community and its importance in daily life.
- Examine videos, accounts, and photographs depicting community celebrations held at the Fort. Analyze how these celebrations contributed to building community identity and strengthening social bonds.



## ART AND SOCIAL SCIENCE STUDENTS CAN EXPLORE

### Art and Cultural Exploration:

- Create an artwork connected to national or cultural identity. Encourage students to express their identity through art, reflecting on their heritage, traditions, cultural, and family values.
- Explore the symbolic meanings of the writing tools, bisht (traditional cloak), and khanjar (dagger) owned by Sheikh Khalifa bin Zayed Al Nahyan. Understand the cultural significance of these items and their role in Emirati heritage.

### Photography and Historical Perspective:

- Look at the historic photographs and discuss the reasons why photographers document important people and events. Provide three examples to support their answer, emphasizing the various purposes of photography.
- Examine historical photographs, such as the raising of the UAE flag in December 1971. Explain how photography contributes to documenting and understanding historical, social, and political events worldwide. Discuss the role of visual storytelling.

### Architectural Exploration:

- Create an infographic exploring the architectural features present in various areas of Qasr Al Muwajji, including crenelations, thick walls, and more. Gain an understanding of the Fort's architectural elements and their historical significance.



## SOCIAL SCIENCES AND LANGUAGE ARTS STUDENTS CAN EXPLORE

-

### Daily Life at Qasr Al Muwajji:

- Research videos, photographs, and accounts to gain insights into daily life at Qasr Al Muwajji.
- Based on findings, write a narrative report on a typical day at Qasr Al Muwajji from the perspective of an inhabitant at the Fort such as a soldier, community member, or foreign guest, offering a glimpse into the past.





## AL AIN OASIS

The exhibition at Al Ain Oasis introduces visitors to the complex oasis ecosystem and demonstrates the importance of the traditional Falaj irrigation method in the development of the historic landscape of Al Ain. This is the largest of Al Ain's oases, covering an area of around 120 hectares, with individual plots separated by historic boundary walls. Farmers also tend to fodder crops and fruit trees such as mango, orange, banana, fig and jujube (known locally as sidr). With its traditional Falaj irrigation system and meandering pathways, lying beneath a thick canopy of date palms and other fruit trees, Al Ain Oasis reflects what agriculture in this region has been like for millennia. Nowadays the oasis is integrated into the city's urban fabric, with date palm gardens surrounded by bustling modern city streets.

The oasis includes: an Eco Center, a Miniature oasis, an Oasis Garden, an Oasis Gate, and the West Gate Exhibition.

For school bookings and more information, see:

<https://abudhabiculture.ae>

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## K-12 CURRICULUM CONNECTIONS

Depending on the current programs and exhibitions on display at Al Ain Oasis, various curriculum connections can be explored:

- **Social Sciences:** history, geography, civics, economics, social studies
- **Language Arts:** literacy, first and second languages, communication studies, language development
- **Arts:** visual arts and performing arts
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## AL AIN OASIS - CYCLE 1

### Eco Center, Celebrations, and Edible Plants:

- Visit the Eco Center to learn about community celebrations and their cultural significance.
- Identify and list the edible native plants and trees found in the oasis, understanding their role in traditional cuisine.

### Al Falaj System and Sustainability:

- Explore the five components of the Al Falaj system, highlighting how water is managed and conserved in the oasis.
- Discuss how the oasis promotes community development and sustainable agricultural practices that support trade within the region.



## MATHEMATICS AND SCIENCE STUDENTS CAN EXPLORE

-

### Collecting and Categorizing Plant Materials:

- Collect leaves and plant materials found in the oasis.
- Sort these materials into categories based on characteristics like type, size, or color.
- Count the numbers of objects in each category and arrange the categories by count.

### Identifying Local Flora and Fauna:

- Encourage students to identify and document the different varieties of birds, insects, and plants they come across in the oasis.



## SOCIAL SCIENCES AND SCIENCE STUDENTS CAN EXPLORE

-

### Importance of Community Spaces:

- Visit the oasis to understand its economic significance and role in community life.
- Explore resources shared by the community such as the falaj water and the Al Sharia pool and discuss their importance in fostering community bonds and traditions.

### Traditional Handicrafts and Natural Resources:

- Observe artisans at work, learning about traditional handicrafts that use natural materials, such as palm leaves, in crafting items like baskets, mats, and fans.



AL AIN  
OASIS  
-  
CYCLE 2



SCIENCE AND MATHEMATICS  
STUDENTS CAN EXPLORE

**Water and Agriculture in Oasis Life:**

- Examine the role of water, the Falaj system and its impact on agricultural practices.
- Explore how these practices contributed to the development of the Al Ain oasis and created a biodiverse microclimate.

**Palm Trees and Date Production:**

- Visit the Eco Center and learn about how palm leaves condense water vapor and channel it towards the tree trunks.
- Discover the importance of date palms in the daily and economic lives of the Al Ain community.

**Vegetation in the Oasis:**

- Explore the oasis garden and learn about the diverse vegetation it contains.
- Understand the various uses of plants, shrubs, and trees in terms of food, dye, medicine, and craft materials.

- Explore the ecological roles and significance of these species within the oasis ecosystem.

**Exploring Jobs and Roles:**

- List and describe different jobs or roles held by community members in the oasis.
- Understand the diversity of tasks and responsibilities that contribute to the functioning of the oasis community.

**Journaling the Oasis Experience:**

- Encourage students to keep a journal during their visit to the oasis.
- In their journals, have them describe what they saw, felt, smelt, and heard as they walked through the oasis, fostering sensory awareness and a deeper connection to the environment.



SOCIAL STUDIES AND  
LANGUAGE ARTS STUDENTS  
CAN EXPLORE

**Site Tour and Farming Techniques:**

- Tour the oasis site, collecting information about daily life of individuals working in the oasis.
- Compile findings into a presentation that showcases the various aspects of daily life, including work routines and living conditions.



SOCIAL STUDIES STUDENTS  
CAN EXPLORE

**Importance of Historic Sites and  
Community Traditions:**

- Discuss the significance of historic sites in preserving the customs and traditions of the UAE.
- Research celebrations and gatherings that occurred at the site and compare them to modern family practices.

### Annual Cycle of the Date Palm:

- Calculate the estimated annual date production of the date palm trees in the oasis and learn about the significance of date cultivation in the region.
- Research how date palms help fight against global warming by calculating how many kilos of carbon dioxide the estimated 147,000 trees in the oasis absorb each year.



## AL AIN OASIS - CYCLE 3

### The Historical and Cultural Significance of Al Ain Oasis:

- Understand the importance of historic sites in documenting daily life, customs, and traditions.
- Research celebrations and gatherings that took place at the oasis and compare them with modern practices.
- Explore how water from Al Falaj and agricultural practices shaped the Al Ain oasis ecosystem.
- Visit the Eco Center to learn about different forms of water management.
- Examine the importance of dates in the daily and economic lives of Al Ain residents.

### Economic Significance of the Oasis:

- Investigate the role of trade and commerce in the Al Ain Oasis and how that contributed to shaping the history of Abu Dhabi and the wider region.
- Explore the political and commercial activities that occurred at the site.
- Discuss how the oasis supported local trade.
- Explore how technological innovations, particularly the Falaj system, influenced the economy.
- Calculate the estimated annual date production from the oasis to understand its economic impact.

### Community Life in the Oasis:

- Tour the site to collect information on daily life for individuals working in the oasis.



### SOCIAL SCIENCES STUDENTS CAN EXPLORE

-

### The Ecosystem of Al Ain Oasis:

- Identify flora and fauna, including different birds, insects, plants, and trees.
- Discuss the importance of green spaces in Emirati culture.
- Learn about the different vegetation and plant life found in the oases.
- Understand the plants, shrubs, and trees used for various purposes such as food, dye, medicine, and craft materials.

- List and describe various jobs or roles held by community members.
- Write a journal describing sensory experiences (sight, sound, smell, touch) during a walk through the oasis.
- Understand the importance of community festivals and gatherings.
- Explore how the oasis provided sustainable resources for building and crafts.



### SCIENCE AND SOCIAL SCIENCES STUDENTS CAN EXPLORE

-

#### The Role of Date Palms in Environmental Sustainability

- Research how date palms contribute to fighting global warming.

#### Al Falaj: Ingenious Water Management

- Explore the Falaj system and its significance in water management.
- Research and present a short talk on the government's role in water management.



### SOCIAL SCIENCES AND LANGUAGE ARTS STUDENTS CAN EXPLORE

-

#### The Role of UNESCO

- Prepare a paper exploring why Al Ain Oasis is an important UNESCO World Heritage site.
- Write a persuasive article explaining how the oasis contributes to the conservation of biodiversity and the protection of delicate ecosystems.
- Write a paper that compares the oasis with another UNESCO World Heritage site.

## AL JAHILI FORT

-



## AL JAHILI FORT

Al Jahili Fort was built in the late 19<sup>th</sup> century by Sheikh Zayed bin Khalifa, known as 'Zayed the First'. It was both a symbol of power and a royal summer residence. With its historic significance and distinctive architecture, the Fort offers visitors an opportunity to experience one of the oldest standing structures in Al Ain. Al Jahili Fort includes a permanent exhibition dedicated to the life of British explorer Wilfred Thesiger, who was known in the Arabian Peninsula as 'Mubarak bin London'. The exhibition is based on the photographs and observations recorded by Thesiger during his trips and especially those in the Arabian Peninsula.

### K-12 CURRICULUM CONNECTIONS

Depending on the current programs and exhibitions on display at Al Jahili Fort, various curriculum connections can be explored:

- **Social Sciences:** history, geography, civics, economics, social studies
- **Language Arts:** literacy, first and second languages, communication studies, language development
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- **Mathematics:** arithmetic, geometry, statistics, pattern, problem solving
- **Sciences:** biology, chemistry, physics, earth sciences, environmental science

For school bookings and more information, see:

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## CORE SUBJECTS AND CROSS-CURRICULAR ACTIVITIES

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## AL JAHILI FORT - CYCLE 1

belt, gaining insight into the tools and practices of desert travelers.

- Learn about the hunting trips Wilfred Thesiger and Sheikh Zayed bin Sultan Al Nahyan embarked on.
- Explore the significance of Thesiger's writings and photographs in documenting the region's history during the mid 20<sup>th</sup> Century.

### Symbolism and Cultural Reflection:

- Read the inscription above the gate of the Fort and reflect on its role as a symbol of power, protection, and cultural heritage. Understand how inscriptions convey historical and symbolic messages.
- Examine a photograph of the saluki dog lent to Wilfred Thesiger by Sheikh Zayed bin Sultan Al Nahyan. Learn about the significance of salukis as hunting and guard dogs and their cultural importance in the region.



### SOCIAL SCIENCES STUDENTS CAN EXPLORE

#### The Fort's Historical Significance and Role:

- Learn about the Fort's history, explore its use as a residence for the Trucial Scouts and the UAE army, understanding its significance as a protector of the region.
- Identify and explain the importance of the round tower, a prominent symbol in the UAE's heritage. Understand its cultural and historical significance as one of the nation's symbols.

#### Desert Life and Travel:

- Learn about desert life, travel, and survival. Discover equipment used by travelers, such as the saddle accessory, camel carpet, and camel



### ART AND SOCIAL SCIENCES STUDENTS CAN EXPLORE

#### The Fort's Significance and Geography:

- Study maps and videos to understand the strategic location of the Fort. Explore its importance in historical and geographical contexts.
- Visit the Fort and learn about its significance as an example of local military architecture constructed using mud brick techniques. Gain hands-on knowledge about its construction methods and materials.

### Mapping and Community:

- Apply observations and discoveries about the Fort's location to create maps of their neighborhoods and communities. Note contemporary locations that are significant to people today, such as stores, places of worship, schools, hospitals, etc. Understand the role of mapping in local geography and community planning.



### MATHEMATICS STUDENTS CAN EXPLORE

-

#### Measurement and Quantitative Analysis:

- View a model or floor plan of the Fort. Describe the Fort using mathematical and geometrical terms such as shape names, angles, parallel and perpendicular lines, symmetry, and proportion. Understand how these concepts apply to the Fort's architecture.
- Research or measure the Fort and describe its quantitative aspects, including its perimeter, tower circumference, and area. Apply mathematical concepts to analyze and measure the Fort's physical dimensions.



### LANGUAGE ARTS STUDENTS CAN EXPLORE

-

#### Historical Storytelling:

- Write a historical fiction story set during the time of Sheikh Zayed bin Khalifa. In the story, describe an activity or event they witnessed as visitors to the Fort during that era.

#### Photographic Documentation:

- Examine the photographs and artifacts in the Mubarak Bin London exhibit. Prepare a report on the significance and role that photographs play in documenting the past. Analyze how these visual records contribute to our understanding of history.

## AL JAHILI FORT - CYCLE 2



### SOCIAL SCIENCES STUDENTS CAN EXPLORE

-

#### The Fort's Historical Significance:

- Read the inscription above the gate and reflect on Sheikh Zayed the First's importance to the development of Al Ain. Discuss his role and contributions to the region's history.

#### Evolution of Al Jahili Fort:

- Study the various changes made to the Fort over time and how these changes reflected the needs of the community.

- Present findings in a short presentation on Al Jahili Fort, showcasing its evolution as a living legacy.

#### Symbolism of the Round Tower:

- Identify and explain the importance of the Fort's four-story round tower as one of the UAE national symbols. Explore its significance in various contexts such as currency and everyday items like Al Ain water bottles.

#### Desert Life and Falconry:

- Visit the Mubarak Bin London exhibit to explore falconry and desert hunting.
- Learn about desert travel and life through photographs, maps, and artifacts like saan (water bag) and Al shedad (camel saddle).
- Examine falconry equipment and understand its role in survival and as a sport.

#### Sheikh Zayed's Environmental Legacy:

- Understand Sheikh Zayed's love for the desert and its significance in his conservation and environmental initiatives. Explore how his passion for the desert influenced his leadership and the preservation of natural resources.

#### Cultural Exchange and International Trade:

- Learn about international trade and cultural interchanges between the UAE and the world. Investigate historical trade routes and connections that shaped the region's cultural diversity and economic activities.



## SOCIAL SCIENCES AND ART STUDENTS CAN EXPLORE

### Wilfred Thesiger's Journey:

- Draw a map showing the route taken by Wilfred Thesiger during one of his trips through the Empty Quarter.
- Explore and incorporate the geographical details of his journey, highlighting key locations and landmarks he encountered.

### Al Ain's Geography:

- Make a map showing the oases and Forts in Al Ain. Identify and mark these significant geographical features to understand the city's layout and its historical importance.

### Bird's Eye View of Al Jahili Fort:

- Use Google Maps to take a bird's eye view of Al Jahili Fort and its surroundings. Explore the site's layout and its relation to the modern city. Analyze how the Fort fits into the contemporary urban landscape.



## MATHEMATIC AND SOCIAL SCIENCES STUDENTS CAN EXPLORE

### Camel Caravan and Desert Survival:

- Understand desert survival and trade by researching how much weight a camel can carry. Use this knowledge to create a packing list for a ten-day trip into the desert. Calculate the essentials needed for survival and trade during the journey, considering a camel's capacity.

### Measuring Al Jahili Fort:

- Research or measure the Fort and describe its physical dimensions. Calculate and describe the Fort's perimeter, tower circumference, and overall area. Explore the mathematical aspects of measuring historical structures.



## ARTS AND LANGUAGE ARTS STUDENTS CAN EXPLORE

### Photography and Creating Memories:

- Examine the photographs and artifacts in the Mubarak Bin London exhibit. Prepare a report on the role that photographs play in documenting the past. Reflect on which photographs were taken spontaneously or staged, and consider the meaning of choice and voice in photography. Explore the historical significance of photography in capturing moments and preserving memories and stories of the past.
- As part of their visit to the Fort, take photos or make colored sketches to document their experience. Use these visuals to create personalized postcards that capture the essence of their visit. Reflect on the importance of creating visual memories and share them with others.



## SOCIAL SCIENCES, SCIENCE, AND ART STUDENTS CAN EXPLORE

### Architectural Comparison and Design:

- Study the elements of Al Jahili Fort and compare its design and construction to other Forts in Al Ain.
- Create a drawing or a model of their own Fort, explaining their choice of building materials and key design features such as walls, doors, and windows. Present their Fort to their class, elaborating on their architectural decisions.

### Conservation and Cooling System:

- Explore the conservation efforts at Al Jahili Fort, with a specific focus on its cooling system. Investigate how traditional cooling techniques were employed in the Fort's design to combat the region's heat. Prepare a presentation outlining the Fort's cooling system and its significance.

### Earthen Architecture:

- Examine the earthen architecture of Al Jahili Fort and research why this construction technique is considered a sustainable and economical solution for a growing global community. Compile their findings into a presentation that highlights the environmental and economic benefits of earthen construction.



# AL JAHILI FORT - CYCLE 3

in the exhibits to imagine a visit to the Fort during the 1940s.

## Cultural Heritage and Dress:

- Examine photographs in the Mubarak bin London exhibit. Look closely and describe and sketch local dress and adornment, reflecting on the cultural significance of these elements.

## Understanding Sheikh Zayed's Legacy:

- Learn how Sheikh Zayed translated his interest in heritage, values, and traditions into governmental programs and initiatives that preserve and protect Emirati cultural heritage and identity.



## SOCIAL SCIENCES, ART, AND LANGUAGE ARTS STUDENTS CAN EXPLORE

-

### Earthen Construction and Sustainable Renovation:

- Create an informational poster emphasizing the Fort's significance as a remarkable example of adaptation and sustainability in design and construction.

### Cultural Exploration and Travelogue:

- Write a travelogue from the viewpoint of an international visitor. Students can base their travelogue on the experience of a modern visitor or use what they have learned



## SOCIAL SCIENCES STUDENTS CAN EXPLORE

-

### Mapping Life in the 1940s:

- Use the topographical, political, and historical maps in the exhibit to gain insights into life in the 1940s.

### Transportation and Trade Routes:

- Understand transportation and trade routes by researching and mapping.
- Present how long it would take to travel from Al Jahili Fort to Qasr Al Hosn by camel, car, or on foot. Explore the historical context and significance of these routes.



## LANGUAGE ARTS AND SOCIAL SCIENCES STUDENTS CAN EXPLORE

-

### Sustainable Practices:

- Create and illustrate a dictionary of words associated with desert life and survival.
- Create a presentation on the importance of preservation and conservation of earthenware buildings.



## ART AND SCIENCE STUDENTS CAN EXPLORE

-

### Environmental Factors Impacting Earthen Architecture:

- Consider the environmental factors that both enable and erode earthen

architecture, like Al Jahili Fort.

- Discuss the challenges posed by climate, weather, and natural elements, and how they affect the preservation and conservation of historic sites.

### Creating an Infographic on Sustainable Practices:

- Make an infographic detailing local sustainable resource utilization and innovative construction techniques. Include examples such as hollowed-out palm trunks used as rain drains and other sustainable practices observed at the Fort.

### Sheikh Zayed's Legacy in Environmental Conservation:

- Learn how Sheikh Zayed translated his interest in heritage, values, and traditions into governmental programs and initiatives.
- Explore how these initiatives aimed to preserve and protect not only Emirati cultural heritage but also the environment. Explore the significance of Sheikh Zayed's legacy in environmental conservation.







## BAIT MOHAMMED BIN KHALIFA

Bait Mohammed bin Khalifa Al Nahyan is a fine example of local Palace architecture dating to the mid-20<sup>th</sup> century. The particular significance of the building lies in its size and location, as well as the survival of architectural forms and decorations from the pre-oil era. Built in 1958, Bait Mohammed bin Khalifa was home to Sheikh Mohammed bin Khalifa bin Zayed Al Nahyan, the father-in-law of Sheikh Zayed bin Sultan Al Nahyan. Sheikh Mohammed bin Khalifa Al Nahyan was an influential historical figure associated with important events in the history of Abu Dhabi and the United Arab Emirates. He was a central figure in Al Ain society, and his house was at the heart of community gatherings.

Bait Mohammed bin Khalifa embodies this sense of place and the community's sense of identity. Inside, the 'Sheikh Mohammed bin Khalifa Al Nahyan: Life and Legacy' exhibition tells the former owner's story through an interactive experience enriched by popular Arab music. From 2017 to 2021, the house underwent extensive conservation, with particular care taken to preserve key architectural features of this period. The rehabilitation project by DCT Abu Dhabi aimed to conserve the site as an example of mid-20<sup>th</sup> century cultural heritage at the dawn of the modern era, while adapting it to a new use as a community center and a gathering place for cultural activities.

For school bookings and more information, see:

<https://baitmohammedbinkhalifa.ae>

contactus@  
baitmohammedbinkhalifa.ae

+971 3 711 8335

## K – 12 CURRICULUM CONNECTIONS

Depending on the current programs and exhibitions on display at Bait Mohammed Bin Khalifa, various curriculum connections can be explored:

- **Social Sciences:** history, geography, civics, economics, social studies
- **Language Arts:** literacy, first and second languages, communication studies, language development
- **Arts:** visual arts and performing arts
- **Mathematics:** arithmetic, geometry, statistics, pattern, problem solving
- **Sciences:** biology, chemistry, physics, earth sciences, environmental science

## CORE SUBJECTS AND CROSS-CURRICULAR ACTIVITIES

The suggested cross-curricular activities provided are flexible ideas that you can adjust and customize according to your learning objectives. Feel free to modify and adapt these activities to best suit your educational goals. These activities are designed to help you effectively engage with your students and establish meaningful connections between your curriculum and the experiences gained from site visits to Bait Mohammed Bin Khalifa.



## BAIT MOHAMMED BIN KHALIFA

### - ALL CYCLES



## SOCIAL SCIENCES STUDENTS CAN EXPLORE

-

### Emirati Food and Hospitality:

- Explore the kitchen and learn about traditional Emirati food preparation and hospitality.

### Historical Leadership:

- Investigate the role of Sheikh Mohammed bin Khalifa bin Zayed Al Nahyan as a community leader and advisor, spanning from the oil concessions period to the founding of the UAE.

### Social Life and Celebrations:

- Make connections to family and community life by exploring the common spaces that were used

during neighborhood celebrations.

### Architectural Design and Cooling Techniques:

- Examine the model of the building to understand its design elements, orientation, cooling features like the Liwan (veranda), and the use of waresh (cement screens) for climate control.
- Compare a transitional period bedroom to contemporary living spaces, discussing design and space changes over time.

### Building Materials and Decorative Elements:

- Explore traditional and modern building materials, emphasizing connections to Al Ain Palace and other historical sites.
- Research popular colors used during the transition period and create their own unique color palettes to design a children's room.
- Examine the decorative elements of the Majlis wooden door and compare them to doors today.
- Sketch architectural details found on site, explaining their significance.
- Explore various building materials and their significance as evidence of trade and technological advancements.
- Prepare a report on how the house incorporates traditional and modern materials into its design and construction.

### Timeline of Infrastructure Improvements:

- Create a timeline showcasing major infrastructure improvements in Al

Ain, such as the introduction of paved roads, piped water, electricity, and hospitals.

- Research and report on the types of water available to Al Ain residents during different periods, considering changes due to population growth, industry, and agricultural demands.

**Influence of Population and Industry on Water:**

- Explore how population growth, industry, and agriculture have changed the types of water sources used today, including bottled water, groundwater, falaj, and desalinated water.



AL QATTARA  
ARTS  
CENTER

-



## AL QATTARA ARTS CENTER

Opened in 2011, Al Qattara Arts Center was developed around the Bin Ati Al Darmaki House, a traditional mud brick house and tower reconstructed during the 1990s and built on a mound overlooking the date palm gardens of Qattara Oasis. Al Qattara Arts Center consists of an exhibition hall in the northern courtyard and art workshops to the west of the tower, offering a range of cultural programs.

### QATTARA ARCHAEOLOGICAL BASEMENT

During the construction of Al Qattara Arts Center, excavations revealed a five-meter sequence of archaeological layers, or 'horizons', dating from the Iron Age (1300–300 BCE) to the Late Islamic Period (1650–1950 CE). Iron Age features from the earliest phase of this sequence have been preserved and are now presented to the public in a specially redesigned basement display. This forms part of the broader interpretation of the site and the oases of Al Ain. Archaeological work at Bin Ati Al Darmaki House is part of a detailed program of investigations, conservation and site management being carried out by DCT Abu Dhabi focused on the historic buildings of the oases.

For school bookings and more information, see:

[www.alqattara.ae](http://www.alqattara.ae)

[Info@alqattara.ae](mailto:Info@alqattara.ae)

800 12222

## K – 12 CURRICULUM CONNECTIONS

Depending on the current programs and exhibitions on display at Al Qattara Arts Center, various curriculum connections can be explored:

- **Social Sciences:** history, geography, civics, economics, social studies
- **Language Arts:** literacy, first and second languages, communication studies, language development
- **Arts:** visual arts and performing arts
- **Mathematics:** arithmetic, geometry, statistics, pattern, problem solving
- **Sciences:** biology, chemistry, physics, earth sciences, environmental science

## CORE SUBJECTS AND CROSS-CURRICULAR ACTIVITIES

The suggested cross-curricular activities provided are flexible ideas that you can adjust and customize according to your learning objectives. Feel free to modify and adapt these activities to best suit your educational goals. These activities are designed to help you effectively engage with your students and establish meaningful connections between your curriculum and the experiences gained from site visits to Al Qattara Arts Center.



## AL QATTARA ARTS CENTER

### – ALL CYCLES

community gathering place.

- Explore exhibits at Al Qattara Art Center that celebrate the work of local and regional artists.

#### Archaeology at Al Qattara:

- Explore the archaeological discoveries at Al Qattara and its role in uncovering the history of the community.
- Visit the basement exhibit dedicated to the excavation of Bait Bin Ati Al Darmaki, to learn about the region's history.
- Examine artifacts such as pottery, arrowheads, and coins found at the Bayt Bin Ati site to gain insights into the daily life of the past inhabitants.
- Explore examples of pottery and pottery shards and understand how pottery serves as a valuable tool for archaeologists to document aspects of daily life, including its use for food, drink, storage, and as an art form.



## SOCIAL SCIENCES STUDENTS CAN EXPLORE

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#### Cultural Significance and Learning at Al Qattara:

- Explore and discuss Al Qattara Art Center's current role as a vibrant place to learn about various forms of art.
- Discuss the site's historical and contemporary importance as a space for learning, inter-cultural exchange, and artistic expression.

#### Celebrating Local and Regional Artists:

- Investigate the site's multifaceted role as a cultural center and



## SOCIAL SCIENCES AND ART STUDENTS CAN EXPLORE

–

#### Uncovering Al Ain's History Through Artifacts:

- Explore images, artifacts, and pottery shards to understand how these items provide insights into Al Ain's history during different periods, from the Iron Age to the Late Islamic Period.

### Money, Identity, and Historical Symbols:

- Examine coins, emblems, and historical imagery to explore how currency serves as a symbol of national identity and history.
- Investigate ancient and modern day use of images and text on currency.
- Create their own coin or piece of paper money commemorating a significant event in the UAE's history.

### Conservation and Pottery Insights:

- Learn about the work of conservators and how they reconstruct pottery, gaining insights into both preservation techniques and the history embedded in ceramics.

### The Artistry and Functionality of Pottery:

- Analyze pottery designs and shapes, discussing the relationship between form and function.

### Economic Discoveries Through Artifacts:

- Examine various artifacts, including coins, pre-Islamic pottery shards from southern Iraq, and shards from China found during excavations, and discuss their significance in understanding historical trade and economic connections.
- Present on how various artifacts, including coins, trade goods, and luxury items, reveal insights into economic development and cultural exchanges across different civilizations.



## CURRICULUM MAPPING (MINISTRY OF EDUCATION)

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The following pages are a sample of how teachers can link the visual arts and social studies curriculums to each of the cultural sites

# CURRICULUM MAPPING FOR VISUAL ARTS - CYCLE 2

| TOPICS COVERED |                  | QASR AL HOSN   | CULTURAL FOUNDATION | HOUSE OF ARTISANS | LOUVRE ABU DHABI | ABRAHAMIC FAMILY HOUSE | MANARAT AL SAADIYAT | TEAMLAB PHENOMENA ABU DHABI |   |
|----------------|------------------|--|---------------------|-------------------|------------------|------------------------|---------------------|-----------------------------|---|
| GRADE 5        | TERM 1           | Light and color  |                     | ●                 |                  | ●                      |                     | ●                           |   |
|                |                  | Color wheel  |                     | ●                 |                  | ●                      |                     | ●                           |   |
|                |                  | Light or colour - Develop ideas for puppet theater       |                     | ●                 |                  | ●                      |                     |                             |   |
|                |                  | Inspiration of shadows                                   |                     | ●                 |                  | ●                      |                     | ●                           |   |
|                |                  | Drawing, light and shadow                                |                     | ●                 |                  | ●                      |                     |                             |   |
|                |                  | Layers of color  |                     | ●                 |                  | ●                      |                     | ●                           |   |
|                |                  | Color intensity  |                     | ●                 |                  | ●                      |                     | ●                           |   |
|                | TERM 2           | Impressionists   |                     |                   |                  | ●                      |                     |                             |   |
|                |                  | Impressionist techniques                                 |                     |                   |                  | ●                      |                     |                             |   |
|                |                  | Henri Matisse  |                     |                   |                  | ●                      |                     |                             |   |
|                |                  | Pointillism  |                     |                   |                  | ●                      |                     |                             |   |
|                | TERM 3           | To learn about the work of impressionism school          |                     |                   |                  | ●                      |                     |                             |   |
|                |                  | To explore the use of contrast and shadow within artwork |                     |                   |                  | ●                      |                     | ●                           |   |
|                |                  | Explore the work of Van Gogh                             |                     |                   |                  | ●                      |                     |                             |   |
| GRADE 6        | TERM 1           | Workbook: Emotions and Dreams                            |                     |                   | ●                |                        |                     |                             |   |
|                |                  | Max Ernst and surrealist techniques                      |                     |                   | ●                |                        |                     |                             |   |
|                |                  | Joan Miro  |                     |                   | ●                |                        |                     |                             |   |
|                |                  | Rene Magritte and Digital Collage                        |                     |                   | ●                |                        |                     |                             |   |
|                | Little Architect | ●  | ●                   |                   | ●                | ●                      |                     |                             |   |
|                | TERM 2           | Behind the picture                                       |                     | ●                 |                  | ●                      |                     |                             | ● |
|                |                  | Geometric shapes   |                     | ●                 |                  | ●                      |                     |                             | ● |
|                |                  | Pyramid and cylinder                                     |                     |                   |                  | ●                      |                     |                             | ● |
|                |                  | Vision angles  |                     |                   |                  | ●                      |                     |                             | ● |
|                |                  | Snapshots  |                     |                   |                  | ●                      |                     |                             | ● |
|                | TERM 3           | Investigate 3D art forms                                 |                     | ●                 |                  | ●                      |                     |                             | ● |
|                |                  | Develop awareness of Cultural forms of art (Kilim rugs)  | ●                   | ●                 | ●                | ●                      |                     |                             |   |
|                |                  | To recognize the penetration of art into everyday life   |                     |                   | ●                | ●                      |                     |                             | ● |
|                |                  |  |                     |                   |                  |                        |                     |                             |   |

| TOPICS COVERED   |   | AL MAQTA'A MUSEUM  | QASR AL MUWAJJI               | AL AIN PALACE | AL AIN OASIS | AL JAHILI FORT | BAIT MOHAMMED BIN KHALIFA | QASR AL WATAN |  |
|--|---|--|-------------------------------|---------------|--------------|----------------|---------------------------|---------------|--|
| GRADE 5  | TERM 1  | Light and color  | •                             |               |              |                |                           | •             |  |
|  |   | Color wheel  |                               |               |              |                |                           |               |  |
|  |   | Light or Colour - develop ideas for puppet theater       | •                             |               |              |                | •                         |               |  |
|  |   | Inspiration of shadows                                   | •                             |               |              |                |                           |               |  |
|  |   | Drawing, light and shadow                                | •                             |               |              |                |                           | •             |  |
|  |   | Layers of color  |                               |               |              |                |                           |               |  |
|  | TERM 2  | Color intensity  |                               |               |              |                |                           |               |  |
|  |   | Impressionists   |                               |               |              |                |                           | •             |  |
|  |   | Impressionist techniques                                 |                               |               |              |                |                           |               |  |
|  |   | Henri Matisse  |                               |               |              |                |                           |               |  |
|  | TERM 3  | Pointillism  |                               |               |              |                |                           |               |  |
|  |   | To learn about the work of impressionism school          |                               |               |              |                |                           |               |  |
|  |   | To explore the use of contrast and shadow within artwork |                               |               |              |                |                           |               |  |
|  | GRADE 6   | TERM 1   | Explore the work of Van Gogh  |               |              |                |                           |               |  |
|  |   |  | Workbook: Emotions and Dreams |               |              |                |                           |               |  |
| Max Ernst and surrealist techniques                    |   |  |                               |               |              |                |                           |               |  |
| Joan Miro  |   |  |                               |               |              |                |                           |               |  |
| Rene Magritte and Digital Collage                      |   |  |                               |               |              |                |                           |               |  |
| TERM 2   |   | Little Architect   | •                             | •             |              |                | •                         | •             |  |
|  |   | Behind the picture                                       |                               |               |              |                |                           |               |  |
|  |   | Geometric shapes   | •                             |               |              |                |                           | •             |  |
|  |   | Pyramid and cylinder                                     |                               |               |              |                |                           |               |  |
|  |   | Vision angles  |                               |               |              |                |                           | •             |  |
| TERM 3   |   | Snapshots  |                               |               |              |                |                           | •             |  |
|  |   | Investigate 3D art forms                                 |                               |               |              |                |                           |               |  |
|  | Develop awareness of Cultural forms of art (Kilim rugs) |  |                               |               |              |                |                           |               |  |
| To recognize the penetration of art into everyday life |   |  |                               |               |              | •              |                           |               |  |

| TOPICS COVERED   |  | QASR AL HOSN   | CULTURAL FOUNDATION | HOUSE OF ARTISANS | LOUVRE ABU DHABI | ABRAHAMIC FAMILY HOUSE | MANARAT AL SAADIYAT | TEAMLAB PHENOMENA ABU DHABI |
|--|--|--|---------------------|-------------------|------------------|------------------------|---------------------|-----------------------------|
| GRADE 7  | TERM 1   | Viewfinder   | ●                   | ●                 |                  | ●                      | ●                   |                             |
|  |  | Perspective drawing  | ●                   | ●                 |                  | ●                      | ●                   |                             |
|  |  | Materials in collage   |                     | ●                 |                  | ●                      |                     |                             |
|  |  | Still life collage   |                     | ●                 |                  | ●                      |                     |                             |
|  |  | Self-portrait  |                     | ●                 |                  | ●                      |                     |                             |
|  |  | Cubist portrait  |                     | ●                 |                  | ●                      |                     |                             |
|  |  | Cubist fashion sketch  |                     | ●                 |                  | ●                      |                     |                             |
|  |  | Origami  |                     | ●                 |                  |                        |                     |                             |
|  |  | Paper fashion design   |                     | ●                 |                  |                        |                     |                             |
|  |  | Cubism in sculpture  |                     |                   |                  | ●                      |                     |                             |
|  | Sculpture  |  |                     |                   | ●                |                        |                     |                             |
|  | TERM 2   | Futurism   |                     |                   |                  | ●                      |                     |                             |
|  |  | Dadaism  |                     |                   |                  | ●                      |                     |                             |
|  |  | Modernism  |                     |                   |                  | ●                      |                     |                             |
|  |  | OP Movement  |                     |                   |                  | ●                      |                     |                             |
| TERM 3   | Explore the use of light and shadow within a composition                       |  | ●                   |                   | ●                |                        |                     |                             |
|  | Examine works of art with historical and cultural context                      |  | ●                   |                   | ●                |                        |                     |                             |
|  | Interpret the social impact of artworks throughout time                        |  | ●                   |                   | ●                |                        |                     |                             |
|  | Experiment with traditional techniques used by artists to enhance works of art |  | ●                   |                   | ●                |                        |                     |                             |
| GRADE 8  | TERM 1   | Typography   |                     | ●                 |                  |                        |                     |                             |
|  |  | Typography & Arabic Typefaces                                    |                     | ●                 |                  |                        |                     |                             |
|  |  | Arabic calligraphy   |                     | ●                 |                  |                        |                     |                             |
|  |  | One letter layout  |                     | ●                 |                  |                        |                     |                             |
|  |  | Two letter layout  |                     | ●                 |                  |                        |                     |                             |
|  |  | Three letter layout  |                     | ●                 |                  |                        |                     |                             |
|  |  | Design creation  |                     |                   |                  |                        |                     |                             |
|  | TERM 2   | Islamic Art in Morocco and Spain                                 |                     |                   |                  | ●                      |                     |                             |
|  |  | Islamic Art in Mali, China, and Indonesia                        |                     |                   |                  | ●                      |                     |                             |
|  |  | Islamic Art in the Fatimids and Mamluks Eras                     |                     |                   |                  | ●                      |                     |                             |
|  |  | Islamic Art in Uzbekistan and Pakistan                           |                     |                   |                  | ●                      |                     |                             |
|  | TERM 3   | Explore the traits of wood and its use in three-dimensional art  |                     | ●                 |                  | ●                      | ●                   |                             |
|  |  | Explore the traits of stone and its use in three-dimensional art |                     | ●                 |                  | ●                      | ●                   |                             |
|  |  | Explore the traits of glass and its use in three-dimensional art |                     |                   |                  | ●                      | ●                   |                             |
| Explore the traits of paper and its use in three-dimensional art |  |  | ●                   |                   | ●                |                        |                     |                             |

| TOPICS COVERED   |   | AL MAQTA'A MUSEUM  | QASR AL MUWAIJI | AL AIN PALACE | AL AIN OASIS | AL JAHILI FORT | BAIT MOHAMMED BIN KHALIFA | QASR AL WATAN |   |
|--|---|--|-----------------|---------------|--------------|----------------|---------------------------|---------------|---|
| GRADE 7  | TERM 1  | Viewfinder   |                 | ●             |              |                | ●                         |               |   |
|  |   | Perspective drawing  | ●               | ●             |              |                | ●                         | ●             |   |
|  |   | Materials in collage   | ●               |               |              |                |                           |               |   |
|  |   | Still life collage   | ●               |               |              |                |                           |               |   |
|  |   | Self-portrait  |                 |               |              |                |                           |               |   |
|  |   | Cubist portrait  |                 |               |              |                |                           |               |   |
|  |   | Cubist fashion sketch  |                 |               |              |                |                           |               |   |
|  |   | Origami  |                 |               |              |                |                           |               |   |
|  |   | Paper fashion design   |                 |               |              |                |                           |               |   |
|  |   | Cubism in sculpture  | ●               |               |              |                |                           |               |   |
|  | Sculpture   | ●  |                 |               |              |                | ●                         |               |   |
|  | TERM 2  | Futurism   |                 |               |              |                |                           |               |   |
|  |   | Dadaism  |                 |               |              |                |                           |               |   |
|  |   | Modernism  |                 |               |              |                |                           |               |   |
| OP Movement  |   |  |                 |               |              |                |                           |               |   |
| TERM 3   | Explore the use of light and shadow within a composition  | ●  |                 |               |              |                |                           |               |   |
|  | Examine works of art with historical and cultural context |  |                 |               |              |                | ●                         |               |   |
|  | Interpret the social impact of artworks throughout time   |  |                 |               |              |                |                           |               |   |
| GRADE 8  | TERM 1  | Experiment with traditional techniques used by artists to enhance works of art |                 |               |              |                |                           | ●             |   |
|  |   | Typography   |                 |               |              |                |                           |               |   |
|  |   | Typography & Arabic Typefaces  |                 |               |              |                |                           |               |   |
|  |   | Arabic calligraphy   |                 |               |              |                |                           | ●             |   |
|  |   | One letter layout  |                 |               |              |                |                           |               |   |
|  |   | Two letter layout  |                 |               |              |                |                           |               |   |
|  |   | Three letter layout  |                 |               |              |                |                           |               |   |
|  | Design creation   |  |                 |               |              |                | ●                         |               |   |
|  | TERM 2  | Islamic Art in Morocco and Spain   |                 |               |              |                |                           |               |   |
|  |   | Islamic Art in Mali, China, and Indonesia                                      |                 |               |              |                |                           |               |   |
|  |   | Islamic Art in the Fatimids and Mamluks Eras                                   |                 |               |              |                |                           |               |   |
|  |   | Islamic Art in Uzbekistan and Pakistan   |                 |               |              |                |                           |               |   |
|  | TERM 3  | Explore the traits of wood and its use in three-dimensional art                |                 |               |              |                |                           |               | ● |
|  |   | Explore the traits of stone and its use in three-dimensional art               |                 |               |              |                |                           |               | ● |
| Explore the traits of glass and its use in three-dimensional art |   |  |                 |               |              |                |                           | ●             |   |
| Explore the traits of paper and its use in three-dimensional art |   |  |                 |               |              |                |                           |               |   |

# CURRICULUM MAPPING FOR VISUAL ARTS

-  
CYCLE 3

| TOPICS COVERED                      |   | QASR AL HOSN   | CULTURAL FOUNDATION  | HOUSE OF ARTISANS | LOUVRE ABU DHABI | ABRAHAMIC FAMILY HOUSE | MANARAT AL SAADIYAT | TEAMLAB PHENOMENA ABU DHABI |   |
|-------------------------------------|---|--|--|-------------------|------------------|------------------------|---------------------|-----------------------------|---|
| GRADE 9                             | TERM 1  | Explore how the industrial revolution effected art in society.                           |  |                   | ●                |                        |                     |                             |   |
|                                     |   | Analyze and compare Art nouveau and Social Realism                                       |  |                   | ●                |                        |                     |                             |   |
|                                     |   | Review Batik in Indonesia as an example of how art became accessible for all.            |  |                   |                  | ●                      |                     |                             |   |
|                                     | TERM 2  | Plan an artwork project according to the client's budget.                                |  |                   |                  |                        |                     |                             |   |
|                                     |   | Describe how pigments have been used historically and in modern times                    |  |                   | ●                | ●                      |                     |                             |   |
|                                     |   | Investigate colour theory  |  |                   |                  | ●                      |                     | ●                           |   |
|                                     |   | Paint a still life composition with shadows.   |  |                   |                  | ●                      |                     |                             |   |
|                                     | TERM 3  | Plan and create a seascape painting using colour theory knowledge.                       |  |                   |                  | ●                      |                     |                             |   |
|                                     |   | Analyse the work of Hassan Fathy   |  |                   |                  |                        |                     |                             |   |
|                                     |   | Create 3-dimensional models of houses  |  |                   |                  |                        |                     |                             |   |
|                                     | GRADE 10  | TERM 1   | Identify and sketch different types of columns and muqarnas. |                   |                  | ●                      |                     |                             |   |
|                                     |   |  | Identify Landscape Design                                    | ●                 |                  |                        |                     |                             | ● |
| Reflect on Memorials                |   |  |  |                   |                  |                        |                     |                             |   |
| Explore Rationality in Architecture |   |  | ●  | ●                 |                  |                        |                     | ●                           |   |
| Create an Urban Design for the UAE  |   |  |  | ●                 |                  |                        |                     |                             |   |
| TERM 2                              |   | Examine Cultural Impact on Road Systems  |  |                   |                  |                        |                     |                             |   |
|                                     |   | Recognize art styles that challenge traditional art and aesthetics.                      |  |                   |                  | ●                      |                     | ●                           |   |
|                                     |   | Identify the characteristics of famous paintings and architecture in the Baroque period. |  |                   |                  | ●                      |                     |                             |   |
|                                     |   | Analyse the Neoclassicism period and its impact on architecture.                         |  |                   |                  | ●                      |                     |                             |   |
|                                     |   | Examine the origins of porcelain and its use in contemporary art.                        |  |                   |                  | ●                      |                     |                             |   |
| TERM 3                              |   | Break down how the art world can have a positive effect on the environment.              |  |                   |                  | ●                      |                     | ●                           |   |
|                                     |   | Explain the influence of African art on architecture                                     |  |                   |                  | ●                      |                     |                             |   |
|                                     | Examine the impact of a society's climate on their own architecture | ●  |  | ●                 | ●                |                        |                     |                             |   |
|                                     | Describe the foreign influence on a society's architecture          | ●  | ●  | ●                 | ●                | ●                      | ●                   |                             |   |

| TOPICS COVERED |   | AL MAQTA'A MUSEUM  | QASR AL MUWAJJI | AL AIN PALACE | AL AIN OASIS | AL JAHILI FORT | BAIT MOHAMMED BIN KHALIFA | QASR AL WATAN |
|----------------|---|--|-----------------|---------------|--------------|----------------|---------------------------|---------------|
| GRADE 9        | TERM 1  | Explore how the industrial revolution effected art in society.                           |                 |               |              |                |                           |               |
|                |   | Analyse and compare artwork examples connected to Art nouveau and Social Realism.        |                 |               |              |                |                           |               |
|                |   | Review Batik in Indonesia as an example of how art became accessible for all.            |                 |               |              |                |                           |               |
|                | TERM 2  | Plan an artwork project according to the client's budget.                                |                 |               |              |                |                           |               |
|                |   | Describe how pigments have been used historically and in modern times                    |                 |               |              |                |                           |               |
|                |   | Investigate colour theory  |                 |               |              |                |                           |               |
|                | TERM 3  | Paint a still life composition with shadows.   |                 |               |              |                |                           |               |
|                |   | Plan and create a seascape painting using colour theory knowledge.                       |                 |               |              |                |                           |               |
|                |   | Analyse the work of Hassan Fathy   |                 |               |              |                |                           |               |
| GRADE 10       | TERM 1  | Create 3-dimensional models of houses  |                 |               |              |                |                           |               |
|                |   | Identify and sketch different types of columns and muqarnas.                             |                 |               |              |                |                           |               |
|                |   | Identify Landscape Design  |                 |               |              |                |                           |               |
|                | TERM 2  | Reflect on Memorials   |                 |               |              |                |                           |               |
|                |   | Explore Rationality in Architecture  | •               | •             |              |                | •                         |               |
|                |   | Create an Urban Design for the UAE   |                 |               |              |                |                           | •             |
|                | TERM 3  | Examine Cultural Impact on Road Systems  |                 |               |              |                |                           |               |
|                |   | Recognize art styles that challenge traditional art and aesthetics.                      |                 |               |              |                |                           |               |
|                |   | Identify the characteristics of famous paintings and architecture in the Baroque period. |                 |               |              |                |                           |               |
| TERM 3         | Analyse the Neoclassicism period and its impact on architecture.            |  |                 |               |              |                |                           |               |
|                | Examine the origins of porcelain and its use in contemporary art.           |  |                 |               |              |                |                           |               |
|                | Break down how the art world can have a positive effect on the environment. |  |                 |               |              |                |                           |               |
| TERM 3         | Explain the influence of African art on architecture                        |  |                 |               |              |                |                           |               |
|                | Examine the impact of a society's climate on their own architecture         | •  | •               | •             |              | •              | •                         |               |
|                | Describe the foreign influence on a society's architecture                  |  |                 |               |              |                |                           |               |

| TOPICS COVERED  |        | QASR AL HOSN  | CULTURAL FOUNDATION | HOUSE OF ARTISANS | LOUVRE ABU DHABI | ABRAHAMIC FAMILY HOUSE | MANARAT AL SAADIYAT | TEAMLAB PHENOMENA ABU DHABI |   |
|---|--------|---|---------------------|-------------------|------------------|------------------------|---------------------|-----------------------------|---|
| GRADE 11  | TERM 1 | Japanese art  |                     |                   | ●                |                        |                     |                             |   |
|   |        | Arts Journalism   |                     |                   | ●                |                        |                     |                             |   |
|   |        | Miniature Art   |                     |                   |                  |                        |                     |                             |   |
|   |        | Narrative art   |                     |                   |                  | ●                      |                     | ●                           |   |
|   |        | Brochure  |                     |                   |                  |                        |                     |                             |   |
|   | TERM 2 | Investigate contemporary Arab art   |                     | ●                 |                  | ●                      |                     | ●                           |   |
|   |        | Explore the art movement Pop Art  |                     |                   |                  | ●                      |                     |                             |   |
|   |        | Breakdown how to promote and sell an artist's artwork in a global art market                        |                     |                   |                  | ●                      |                     |                             |   |
|   |        | Explain the history of the industrial design and its impact on the art industry                     |                     |                   |                  |                        |                     |                             |   |
|   | TERM 3 | Examine public buildings and their purpose  | ●                   | ●                 | ●                | ●                      | ●                   | ●                           | ● |
|   |        | Explore Utopian design  |                     |                   |                  |                        |                     |                             |   |
|   |        | Summarise the influence of art on architecture  |                     | ●                 |                  | ●                      |                     |                             | ● |
| GRADE 12  | TERM 1 | City architecture   |                     | ●                 |                  |                        |                     | ●                           |   |
|   |        | Art and architecture  |                     |                   |                  | ●                      |                     | ●                           |   |
|   |        | Technology in architecture  |                     |                   |                  | ●                      |                     | ●                           |   |
|   |        | Staircases  |                     |                   |                  |                        |                     |                             |   |
|   |        | 3D printers and art   |                     |                   |                  |                        |                     |                             |   |
|   | TERM 2 | Recognise how the Arabic World was depicted in European art during the 19 <sup>th</sup> Century     |                     |                   |                  | ●                      |                     |                             |   |
|   |        | Explain the role of Emirati Art in the Middle East and how it has evolved in Middle Eastern cities. |                     | ●                 |                  | ●                      |                     |                             |   |
|   |        | Analyse and respond to classical and figurative art   |                     |                   |                  | ●                      |                     |                             |   |
|   |        | Explore the use of imagination in Neo-Expressionist works of art.                                   |                     |                   |                  | ●                      |                     |                             |   |
|   | TERM 3 | Develop a portfolio that includes old and new works of art.   |                     |                   |                  |                        |                     |                             |   |
|   |        | Summarize the development of animation throughout history   |                     | ●                 |                  |                        |                     |                             |   |
|   |        | Design artwork and a storyline for use in an animation  |                     | ●                 |                  |                        |                     |                             | ● |
| Clarify the type of rights that protect artists and their work.         |        |   |                     |                   |                  |                        |                     |                             |   |
| Explore the nature of community arts and how it promotes collaboration. |        |   | ●                   |                   |                  |                        | ●                   | ●                           |   |
| Develop a portfolio that includes old and new works of art.             |        |   |                     |                   |                  |                        |                     |                             |   |

| TOPICS COVERED  |        | AL MAQTA'A MUSEUM   | QASR AL MUWAIJI | AL AIN PALACE | AL AIN OASIS | AL JAHILI FORT | BAIT MOHAMMED BIN KHALIFA | QASR AL WATAN |
|---|--------|---|-----------------|---------------|--------------|----------------|---------------------------|---------------|
| GRADE 11  | TERM 1 | Japanese art  |                 |               |              |                |                           | ●             |
|   |        | Arts Journalism   |                 |               |              |                |                           |               |
|   |        | Miniature Art   |                 |               |              |                |                           | ●             |
|   |        | Narrative art   |                 |               |              |                |                           |               |
|   | TERM 2 | Brochure  |                 |               |              |                |                           |               |
|   |        | Investigate contemporary Arab art   |                 |               |              |                |                           | ●             |
|   |        | Explore the art movement Pop Art  |                 |               |              |                |                           |               |
|   | TERM 3 | Breakdown how to promote and sell an artist's artwork in a global art market                        |                 |               |              |                |                           |               |
|   |        | Explain the history of the industrial design and its impact on the art industry                     |                 |               |              |                |                           |               |
|   |        | Examine public buildings and their purpose  | ●               | ●             | ●            | ●              | ●                         | ●             |
|   |        | Explore Utopian design  |                 |               |              |                |                           |               |
|   |        | Summarise the influence of art on architecture  |                 |               |              |                |                           | ●             |
| GRADE 12  | TERM 1 | City architecture   |                 |               |              |                | ●                         |               |
|   |        | Art and architecture  | ●               |               |              |                |                           | ●             |
|   |        | Technology in architecture  |                 |               |              |                |                           |               |
|   |        | Staircases  |                 |               |              |                |                           |               |
|   |        | 3D printers and art   |                 |               |              |                |                           |               |
|   | TERM 2 | Digital printers and art  |                 |               |              |                |                           |               |
|   |        | Recognise how the Arabic World was depicted in European art during the 19 <sup>th</sup> Century     |                 |               |              |                |                           |               |
|   |        | Explain the role of Emirati Art in the Middle East and how it has evolved in Middle Eastern cities. | ●               |               |              |                |                           |               |
|   |        | Analyse and respond to classical and figurative art   |                 |               |              |                |                           |               |
|   | TERM 3 | Explore the use of imagination in Neo-Expressionist works of art.                                   |                 |               |              |                |                           |               |
|   |        | Develop a portfolio that includes old and new works of art.   |                 |               |              |                |                           |               |
|   |        | Summarize the development of animation throughout history   |                 |               |              |                |                           |               |
| Design artwork and a storyline for use in an animation                  |        |   |                 |               |              |                |                           |               |
| Clarify the type of rights that protect artists and their work.         |        |   |                 |               |              |                |                           |               |
| Explore the nature of community arts and how it promotes collaboration. |        |   |                 |               |              |                |                           |               |
| Develop a portfolio that includes old and new works of art.             |        |   |                 |               |              |                |                           |               |

# CURRICULUM MAPPING FOR SOCIAL STUDIES

## - CYCLE 1

| TOPICS COVERED |                               | QASR AL HOSN                            | CULTURAL FOUNDATION | HOUSE OF ARTISANS | LOUVRE ABU DHABI | ABRAHAMIC FAMILY HOUSE | MANARAT AL SAADIYAT | TEAMLAB PHENOMENA ABU DHABI |
|----------------|-------------------------------|---|---------------------|-------------------|------------------|------------------------|---------------------|-----------------------------|
| GRADE 1        | TERM 1                        | Being kind and fair                     | •                   | •                 |                  | •                      |                     |                             |
|                | TERM 2                        | My family and me                        |                     | •                 |                  |                        |                     |                             |
|                |                               | Community and the UAE                   | •                   | •                 | •                |                        | •                   |                             |
|                |                               | Being caring and honest                 |                     | •                 |                  |                        |                     |                             |
|                | TERM 3                        | Storytelling in the UAE                 |                     | •                 |                  |                        |                     |                             |
|                |                               | The UAE - past and present              | •                   | •                 | •                |                        |                     |                             |
| GRADE 2        | TERM 1                        | Living in the UAE                       |                     | •                 |                  |                        |                     |                             |
|                | TERM 2                        | Respect for differences                 |                     |                   |                  | •                      |                     |                             |
|                |                               | Working with others                     | •                   |                   |                  |                        | •                   | •                           |
|                |                               | UAE community                           | •                   | •                 | •                |                        | •                   |                             |
|                | TERM 3                        | Being strong                            |                     |                   |                  |                        |                     |                             |
|                |                               | What can old things teach us?           | •                   |                   | •                | •                      |                     |                             |
| TERM 3         | The UAE -past and present     | •                                       |                     | •                 |                  |                        |                     |                             |
| GRADE 3        | TERM 1                        | UAE institutions and communities        | •                   |                   | •                | •                      |                     |                             |
|                | TERM 2                        | Equality and appreciation               | •                   |                   |                  |                        | •                   |                             |
|                |                               | Me and my world                         | •                   | •                 |                  | •                      | •                   |                             |
|                |                               | Our Earth and the resources it gives us | •                   |                   | •                |                        |                     |                             |
|                | TERM 3                        | Working together                        | •                   |                   | •                |                        | •                   | •                           |
|                |                               | UAE culture                             | •                   | •                 | •                | •                      | •                   |                             |
| TERM 3         | Resources and the environment | •                                       |                     | •                 |                  |                        |                     |                             |
| GRADE 4        | TERM 1                        | Inventions                              |                     |                   | •                | •                      |                     | •                           |
|                | TERM 2                        | Compassion and Empathy                  |                     |                   |                  |                        |                     | •                           |
|                |                               | Growing up and Well Being               |                     |                   |                  |                        |                     |                             |
|                |                               | Understanding our physical world        |                     |                   |                  |                        |                     |                             |
|                | TERM 3                        | Peace and responsibility                | •                   |                   |                  |                        | •                   |                             |
|                |                               | Trade, travel and communication         |                     |                   |                  |                        |                     |                             |
| TERM 3         | Resources and the environment | •                                       |                     | •                 |                  |                        |                     |                             |
| GRADE 4        | TERM 3                        | Community organizations                 | •                   | •                 | •                |                        |                     |                             |

| TOPICS COVERED |                                  | AL MAQTA'A MUSEUM                       | QASR AL MUWAIJI | AL AIN PALACE | AL AIN OASIS | AL JAHILI FORT | BAIT MOHAMMED BIN KHALIFA | QASR AL WATAN |
|----------------|----------------------------------|---|-----------------|---------------|--------------|----------------|---------------------------|---------------|
| GRADE 1        | TERM 1                           | Being kind and fair                     | ●               |               |              |                |                           |               |
|                |                                  | My family and me                        |                 |               | ●            |                |                           |               |
|                |                                  | Community and the UAE                   | ●               | ●             | ●            | ●              |                           | ●             |
|                | TERM 2                           | Being caring and honest                 | ●               |               |              |                |                           |               |
|                |                                  | Storytelling in the UAE                 | ●               |               | ●            |                |                           | ●             |
|                |                                  | The UAE - past and present              | ●               | ●             | ●            | ●              | ●                         | ●             |
| TERM 3         | Living in the UAE                | ●                                       | ●               | ●             | ●            | ●              |                           |               |
| GRADE 2        | TERM 1                           | Respect for differences                 | ●               |               |              |                |                           |               |
|                |                                  | Working with others                     | ●               | ●             |              |                |                           |               |
|                |                                  | UAE community                           | ●               | ●             | ●            | ●              | ●                         | ●             |
|                | TERM 2                           | Being strong                            | ●               |               |              |                |                           |               |
|                |                                  | What can old things teach us?           | ●               | ●             | ●            | ●              | ●                         | ●             |
|                |                                  | The UAE -past and present               | ●               | ●             | ●            | ●              | ●                         | ●             |
| TERM 3         | UAE institutions and communities | ●                                       | ●               | ●             | ●            | ●              | ●                         |               |
| GRADE 3        | TERM 1                           | Equality and appreciation               | ●               |               |              |                |                           |               |
|                |                                  | Me and my world                         | ●               | ●             |              |                |                           |               |
|                |                                  | Our Earth and the resources it gives us | ●               |               |              | ●              |                           |               |
|                | TERM 2                           | Working together                        | ●               |               | ●            | ●              |                           | ●             |
|                |                                  | UAE culture                             | ●               | ●             | ●            | ●              | ●                         | ●             |
|                |                                  | Resources and the environment           | ●               |               |              | ●              |                           |               |
| TERM 3         | Inventions                       | ●                                       |                 |               | ●            |                |                           |               |
| GRADE 4        | TERM 1                           | Compassion and Empathy                  | ●               |               |              |                |                           |               |
|                |                                  | Growing up and Well Being               | ●               |               |              |                |                           |               |
|                |                                  | Understanding our physical world        |                 |               |              | ●              |                           |               |
|                | TERM 2                           | Peace and responsibility                | ●               | ●             |              |                |                           | ●             |
|                |                                  | Trade, travel and communication         | ●               | ●             |              |                |                           | ●             |
|                |                                  | Resources and the environment           | ●               | ●             |              | ●              |                           |               |
| TERM 3         | Community organizations          | ●                                       | ●               |               |              |                |                           |               |

# CURRICULUM MAPPING FOR SOCIAL STUDIES - CYCLE 2

| TOPICS COVERED |   | QASR AL HOSN                                 | CULTURAL FOUNDATION | HOUSE OF ARTISANS | LOUVRE ABU DHABI | ABRAHAMIC FAMILY HOUSE | MANARAT AL SAADIYAT | TEAMLAB PHENOMENA ABU DHABI |
|----------------|---|--|---------------------|-------------------|------------------|------------------------|---------------------|-----------------------------|
| GRADE 5        | TERM 1  |  |                     |                   |                  |                        |                     |                             |
|                |   | Intellectual and emotional empathy           |                     |                   |                  | ●                      |                     | ●                           |
|                |   | Taking Responsibility for Oneself and Others |                     |                   |                  |                        |                     |                             |
|                |   | Ancient civilizations                        |                     |                   | ●                |                        |                     |                             |
|                | TERM 2  |  |                     |                   |                  |                        |                     |                             |
|                |   | Moral Character, Virtue, and Ethics          |                     |                   |                  |                        | ●                   |                             |
|                | Settlement, Family and Kinship in the UAE             | ●  |                     |                   |                  |                        |                     |                             |
|                | Classical civilizations                               |  |                     |                   | ●                |                        |                     |                             |
|                | TERM 3  |  |                     |                   |                  |                        |                     |                             |
|                | The Golden Age of Islamic civilizations               |  |                     |                   | ●                |                        |                     |                             |
| GRADE 6        | TERM 1  |  |                     |                   |                  |                        |                     |                             |
|                |   | Equality and justice as fairness             | ●                   |                   |                  |                        | ●                   |                             |
|                |   | Physical Health and Diet                     |                     |                   |                  |                        |                     |                             |
|                |   | Perspectives of people through time          | ●                   |                   |                  | ●                      |                     |                             |
|                | TERM 2  |  |                     |                   |                  |                        |                     |                             |
|                |   | Respect and tolerance in a diverse community | ●                   |                   |                  |                        | ●                   |                             |
|                | How the UAE Grew into a Diverse and Inclusive Society | ●  |                     |                   | ●                | ●                      |                     |                             |
|                | Impacts of Transitions in Europe                      |  |                     |                   |                  |                        |                     |                             |
|                | TERM 3  |  |                     |                   |                  |                        |                     |                             |
|                | Government Services                                   | ●  |                     |                   |                  |                        |                     |                             |

| TOPICS COVERED |         | AL MAQTA'A MUSEUM                                     | QASR AL MUWAJJI                  | AL AIN PALACE | AL AIN OASIS | AL JAHILI FORT | BAIT MOHAMMED BIN KHALIFA | AL QATTARA ARTS CENTRE | QASR AL WATAN |   |
|----------------|---------|---|----------------------------------|---------------|--------------|----------------|---------------------------|------------------------|---------------|---|
| GRADE 5        | TERM 1  | Intellectual and emotional empathy                    |                                  |               |              |                |                           |                        |               |   |
|                |         | Taking Responsibility for Oneself and Others          |                                  |               |              |                |                           |                        |               |   |
|                |         | Ancient civilizations                                 |                                  |               |              | ●              |                           | ●                      |               |   |
|                | TERM 2  | Moral Character, Virtue, and Ethics                   |                                  |               |              |                |                           |                        |               |   |
|                |         | Settlement, Family and Kinship in the UAE             | ●                                | ●             | ●            |                | ●                         |                        |               |   |
|                |         | Classical civilizations                               |                                  |               |              |                |                           |                        |               |   |
|                | TERM 3  | The Golden Age of Islamic civilizations               |                                  |               |              |                |                           | ●                      |               |   |
|                | GRADE 6 | TERM 1  | Equality and justice as fairness |               | ●            |                |                           |                        |               | ● |
|                |         |   | Physical Health and Diet         |               |              |                |                           |                        |               |   |
|                |         | Perspectives of people through time                   |                                  | ●             | ●            |                | ●                         | ●                      | ●             |   |
| TERM 2         |         | Respect and tolerance in a diverse community          |                                  |               |              |                | ●                         |                        | ●             |   |
|                |         | How the UAE Grew into a Diverse and Inclusive Society | ●                                |               |              |                |                           |                        | ●             |   |
|                |         | Impacts of Transitions in Europe                      |                                  |               |              |                |                           |                        |               |   |
| TERM 3         |         | Government Services                                   |                                  | ●             |              |                |                           |                        | ●             |   |

| TOPICS COVERED |        | QASR AL HOSN  | CULTURAL FOUNDATION | HOUSE OF ARTISANS | LOUVRE ABU DHABI | ABRAHAMIC FAMILY HOUSE | MANARAT AL SAADIYAT | TEAMLAB PHENOMENA ABU DHABI |
|----------------|--------|---|---------------------|-------------------|------------------|------------------------|---------------------|-----------------------------|
| GRADE 7        | TERM 1 | Individual responsibilities, duties and moral obligations   | •                   |                   |                  | •                      |                     |                             |
|                |        | Making better decisions   |                     |                   |                  | •                      |                     |                             |
|                |        | East Asia   |                     |                   |                  | •                      |                     |                             |
|                | TERM 2 | Trade, Travel and Communications: The UAE in an Increasing Globalised and Interconnected World; Cultural Exchange |                     |                   |                  | •                      |                     |                             |
|                |        | Human needs   | •                   |                   |                  |                        |                     |                             |
|                |        | Developments in South Asia  |                     |                   |                  |                        |                     |                             |
|                | TERM 3 | Digital Challenges  |                     |                   |                  |                        |                     |                             |
|                |        | Moral education in action   |                     |                   |                  |                        | •                   |                             |
|                |        | Central Asia  |                     |                   |                  | •                      |                     |                             |
| GRADE 8        | TERM 1 | Ethics in the context of communities  | •                   |                   |                  | •                      |                     |                             |
|                |        | Valuing diversity   | •                   |                   |                  | •                      | •                   |                             |
|                |        | African civilizations   |                     |                   |                  | •                      |                     |                             |
|                | TERM 2 | The Growth of Consultative Governance in the UAE  | •                   |                   |                  |                        |                     |                             |
|                |        | Morality in the Context of States   |                     |                   |                  |                        |                     |                             |
|                |        | North and South America   |                     |                   |                  | •                      |                     |                             |
|                | TERM 3 | Dealing with Conflict   |                     |                   |                  |                        |                     |                             |
|                |        | Moral Education in Action   |                     |                   |                  |                        |                     |                             |
|                |        | Ottoman Empire  |                     |                   |                  | •                      |                     |                             |

| TOPICS COVERED |        | AL MAQTA'A MUSEUM   | QASR AL MUWAJJI | AL AIN PALACE | AL AIN OASIS | AL JAHILI FORT | BAIT MOHAMMED BIN KHALIFA | QASR AL WATAN |   |
|----------------|--------|---|-----------------|---------------|--------------|----------------|---------------------------|---------------|---|
| GRADE 7        | TERM 1 | Individual responsibilities, duties and moral obligations   |                 | •             |              |                |                           |               |   |
|                |        | Making better decisions   |                 |               |              |                |                           |               |   |
|                |        | East Asia   |                 |               |              |                |                           |               |   |
|                | TERM 2 | Trade, Travel and Communications: The UAE in an Increasing Globalised and Interconnected World; Cultural Exchange | •               |               |              |                |                           |               | • |
|                |        | Human needs   |                 | •             |              |                |                           | •             |   |
|                |        | Developments in South Asia  |                 |               |              |                |                           |               |   |
|                | TERM 3 | Digital Challenges  |                 |               |              |                |                           |               |   |
|                |        | Moral education in action   |                 |               |              |                |                           |               |   |
|                |        | Central Asia  |                 |               |              |                |                           |               |   |
| GRADE 8        | TERM 1 | Ethics in the context of communities  |                 | •             |              |                |                           |               |   |
|                |        | Valuing diversity   |                 |               |              |                |                           | •             |   |
|                |        | African civilizations   |                 |               |              |                |                           |               |   |
|                | TERM 2 | The Growth of Consultative Governance in the UAE  | •               |               |              |                |                           | •             |   |
|                |        | Morality in the Context of States   |                 |               |              |                |                           |               |   |
|                |        | North and South America   |                 |               |              |                |                           |               |   |
|                | TERM 3 | Dealing with Conflict   |                 |               |              |                |                           |               |   |
|                |        | Moral Education in Action   |                 |               |              |                |                           |               |   |
|                |        | Ottoman Empire  |                 |               |              |                |                           |               |   |

# CURRICULUM MAPPING FOR SOCIAL STUDIES - CYCLE 3

| TOPICS COVERED                                   |          | QASR AL HOSN  | CULTURAL FOUNDATION           | HOUSE OF ARTISANS | LOUVRE ABU DHABI | ABRAHAMIC FAMILY HOUSE | MANARAT AL SAADIYAT | TEAMLAB PHENOMENA ABU DHABI |
|--|----------|---|-------------------------------|-------------------|------------------|------------------------|---------------------|-----------------------------|
| GRADE 9  | TERM 1   | Introduction to Global Ethics                               | •                             |                   | •                |                        |                     |                             |
|  |          | Financial Awareness   |                               |                   |                  |                        |                     |                             |
|  |          | UAE history and heritage                                    |                               |                   |                  |                        |                     |                             |
|  | TERM 2   | What should be preserved and how?                           | •                             |                   | •                | •                      |                     |                             |
|  |          | Governments, authority and the judiciary systems in the UAE | •                             |                   |                  |                        |                     |                             |
|  |          | Developments leading up to the founding of the UAE          | •                             |                   |                  |                        |                     |                             |
|  |          | The UAE emerges   | •                             |                   |                  |                        |                     |                             |
|  | TERM 3   | Being an active citizen                                     |                               |                   |                  |                        |                     |                             |
|  |          | The UAE in the 21 <sup>st</sup> Century                     |                               |                   | •                | •                      | •                   |                             |
|  | GRADE 10 | TERM 1  | Ethics and the Global Economy |                   |                  |                        |                     |                             |
| Living a Moderate Lifestyle                      |          |   |                               |                   |                  |                        |                     |                             |
| The Beginning of History - Ancient Civilizations |          |   |                               |                   |                  | •                      |                     |                             |
| TERM 2   |          | Intercultural relationships                                 | •                             | •                 |                  | •                      | •                   |                             |
|  |          | Being a responsible adult (1)                               | •                             |                   |                  |                        | •                   |                             |
|  |          | Ancient civilizations                                       |                               |                   |                  | •                      |                     |                             |
|  |          | Being a responsible adult (2)                               | •                             | •                 |                  |                        | •                   |                             |
| TERM 3   |          | Being an active citizen                                     | •                             |                   |                  |                        |                     |                             |
|  |          | Post-war world  | •                             |                   |                  | •                      |                     |                             |

| TOPICS COVERED |        | AL MAQTA'A MUSEUM   | QASR AL MUWAIJI | AL AIN PALACE | AL AIN OASIS | AL JAHILI FORT | BAIT MOHAMMED BIN KHALIFA | AL QATTARA ARTS CENTRE | QASR AL WATAN |
|----------------|--------|---|-----------------|---------------|--------------|----------------|---------------------------|------------------------|---------------|
| GRADE 9        | TERM 1 | Introduction to Global Ethics                               |                 |               |              |                |                           |                        |               |
|                |        | Financial Awareness   |                 |               |              |                |                           |                        |               |
|                |        | UAE history and heritage                                    |                 |               |              |                |                           |                        |               |
|                |        | What should be preserved and how?                           |                 |               |              |                |                           |                        |               |
|                | TERM 2 | Governments, authority and the judiciary systems in the UAE |                 |               |              |                |                           |                        |               |
|                |        | Developments leading up to the founding of the UAE          |                 |               |              |                |                           |                        |               |
|                |        | The UAE emerges   |                 |               |              |                |                           |                        |               |
|                | TERM 3 | Being an active citizen                                     |                 |               |              |                |                           |                        |               |
|                |        | The UAE in the 21 <sup>st</sup> Century                     |                 |               |              |                |                           |                        |               |
| GRADE 10       | TERM 1 | Ethics and the Global Economy                               |                 |               |              |                |                           |                        |               |
|                |        | Living a Moderate Lifestyle                                 |                 |               |              |                |                           |                        |               |
|                |        | The Beginning of History - Ancient Civilizations            |                 |               |              |                |                           |                        |               |
|                | TERM 2 | Intercultural relationships                                 |                 |               |              |                |                           |                        |               |
|                |        | Being a responsible adult (1)                               |                 |               |              |                |                           |                        |               |
|                |        | Ancient civilizations                                       |                 |               |              |                |                           |                        |               |
|                | TERM 3 | Being a responsible adult (2)                               |                 |               |              |                |                           |                        |               |
|                |        | Being an active citizen                                     |                 |               |              |                |                           |                        |               |
|                |        | Post-war world  |                 |               |              |                |                           |                        |               |

| TOPICS COVERED               |          | QASR AL HOSN                | CULTURAL FOUNDATION          | HOUSE OF ARTISANS | LOUVRE ABU DHABI | ABRAHAMIC FAMILY HOUSE | MANARAT AL SAADIYAT | TEAMLAB PHENOMENA ABU DHABI |  |
|------------------------------|----------|-----------------------------|------------------------------|-------------------|------------------|------------------------|---------------------|-----------------------------|--|
| GRADE 11                     | TERM 1   | Peace and Conflict Studies  |                              |                   |                  | •                      |                     |                             |  |
|                              |          | Reflection and Transition   |                              |                   |                  |                        |                     |                             |  |
|                              |          | Markets in the UAE          |                              |                   |                  |                        |                     |                             |  |
|                              | TERM 2   | Universal Culture           |                              |                   |                  |                        |                     | •                           |  |
|                              |          | Global Citizenship (Part 1) |                              |                   |                  |                        |                     |                             |  |
|                              |          | Macro Factors               |                              |                   |                  |                        |                     |                             |  |
|                              |          | Trade                       |                              |                   |                  |                        |                     |                             |  |
|                              | TERM 3   | Economic Diversification    |                              |                   |                  |                        |                     |                             |  |
|                              |          | Global Citizenship (Part 2) |                              |                   |                  | •                      | •                   |                             |  |
|                              |          | Culture                     | •                            | •                 | •                | •                      | •                   | •                           |  |
|                              |          | Developing a Global Outlook |                              |                   |                  |                        |                     |                             |  |
|                              | GRADE 12 | TERM 1                      | Ethics in Real Life          |                   |                  |                        |                     |                             |  |
|                              |          |                             | Managing Real-World Finances |                   |                  |                        |                     |                             |  |
|                              |          |                             | Globalisation                |                   |                  |                        |                     |                             |  |
|                              |          | TERM 2                      | Managing Real-World Finances |                   |                  |                        |                     |                             |  |
| Living a Moral Life          |          |                             |                              |                   |                  |                        |                     |                             |  |
| Background Research          |          |                             |                              |                   |                  |                        |                     | •                           |  |
| Data Collection and Analysis |          |                             |                              |                   |                  |                        |                     |                             |  |
| TERM 3                       |          | Research Project            |                              |                   |                  |                        |                     | •                           |  |
|                              |          | Living a Moral Life         |                              |                   |                  |                        |                     |                             |  |
|                              |          | Research                    |                              |                   |                  |                        |                     | •                           |  |

| TOPICS COVERED               |          | AL MAQTA'A MUSEUM           | QASR AL MUWAIJI              | AL AIN PALACE | AL AIN OASIS | AL JAHILI FORT | BAIT MOHAMMED BIN KHALIFA | AL QATTARA ARTS CENTRE | QASR AL WATAN |  |
|------------------------------|----------|-----------------------------|------------------------------|---------------|--------------|----------------|---------------------------|------------------------|---------------|--|
| GRADE 11                     | TERM 1   | Peace and Conflict Studies  |                              |               |              |                |                           |                        |               |  |
|                              |          | Reflection and Transition   |                              |               |              |                |                           |                        |               |  |
|                              |          | Markets in the UAE          | •                            |               |              |                |                           |                        |               |  |
|                              | TERM 2   | Universal Culture           |                              |               |              |                |                           |                        |               |  |
|                              |          | Global Citizenship (Part 1) |                              |               |              |                |                           |                        |               |  |
|                              |          | Macro Factors               |                              |               |              |                |                           |                        |               |  |
|                              |          | Trade                       | •                            |               |              |                |                           |                        |               |  |
|                              |          | Economic Diversification    |                              |               |              |                |                           |                        |               |  |
|                              | TERM 3   | Global Citizenship (Part 2) |                              |               |              |                |                           |                        | •             |  |
|                              |          | Culture                     | •                            | •             | •            | •              | •                         | •                      | •             |  |
|                              |          | Developing a Global Outlook |                              |               |              |                |                           |                        | •             |  |
|                              | GRADE 12 | TERM 1                      | Ethics in Real Life          |               |              |                |                           |                        |               |  |
|                              |          |                             | Managing Real-World Finances |               |              |                |                           |                        |               |  |
|                              |          |                             | Globalisation                |               |              |                |                           |                        |               |  |
|                              |          | TERM 2                      | Managing Real-World Finances |               |              |                |                           |                        |               |  |
| Living a Moral Life          |          |                             | •                            |               |              |                |                           |                        |               |  |
| Background Research          |          |                             |                              |               |              |                |                           |                        | •             |  |
| Data Collection and Analysis |          |                             |                              |               |              |                |                           |                        |               |  |
| Research Project             |          |                             |                              |               |              |                |                           |                        | •             |  |
| TERM 3                       |          | Living a Moral Life         |                              |               |              |                |                           |                        |               |  |
|                              |          | Research                    |                              |               |              |                |                           |                        | •             |  |