Drawing From the Text:

The Gift of Mincha

Judaics/Art: Fall 2016

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**I. Tentative Schedule**

Unit 1 – 1-2 weeks (September)

**Mincha and Prayer: What are our challenges and opportunities?**

Driving Question: “How might we improve the mincha experience through creating an art-filled SAR siddur?”

Texts: Rav Kook; our own writing

Activities: Sketch of prayer experience

Outcomes: Articulation and illumination of contemporary challenges and opportunities related to prayer

Unit 2 – 1-2 weeks (September, October)

**Mincha: Overview of the Prayer**

Driving Questions: “What is Mincha and how do we teach it to the rest of our school?”

Texts: Talmud; Tanach; Siddur

Activities: Design Thinking and Drawing

Outcomes: Reimagining Mincha

Unit 3 – 2-3 weeks (October, November)

**Ashrei: Illuminating the Aleph-Bet**

Driving Question: “How is Ashrei a significant prayer? How might we (re)present the Aleph-Bet of Ashrei to our school community?”

Texts: Ashrei, Talmud; Rav Kook on the Siddur

Activities: Contemplative Response/Discussion; Gallery Walk

Outcomes: Illuminated Aleph-Bet Letter

Unit 4 – 6-8 weeks (November, December)

**Shmone Esre: Translation and Illumination**

Driving Question: “How might we make the Shmone Esre relevant to our school community and to ourselves?”

Primary Texts: Shmone Esre; Biblical narratives; Talmud

Secondary Texts: Koren Siddur commentaries; Netiv Binah on the Shmone Esre

Activities: prayer journal writing; poetic translation; sketch responses

Outcome: One drawing, translation, contemplative question, and short commentary on one particular bracha.

Unit 5 – 2-3 weeks (December)

**Contributing Prayers: Kaddish, Tachanun, Alenu, Avinu Malkenu; Al Ha-nisim; Sim Shalom**

Driving Question: How do these secondary prayers relate to the central experience and prayers of Shmone Esre?

Texts: Siddur

Activities: prayer journal writing; sketch responses

Outcome: A final complementary painting that relates the particular prayer to the greater experience.

Unit 5 – 1 week (Last Day: Friday, January 13)

**Conclusions: Final Reflections and Portfolio Presentations**

Driving Question: How have we changed our own perspective of prayer? Of Mincha? How do we hope that the school’s experience of mincha will change?

Texts:

Activities: Seminar; Feeling based-drawing

Outcomes: Final portfolio; artist statements; final prayer journal entry

**II. Expectations**

**Course Expectations:**

* Regular and active attendance and participation
* Timely completion of written and visual products
* Respect, curiosity, and innovation in all aspects of the course!

**Course Requirements: Products**

* Weekly prayer journal entry
* 2 complete drawings
* Completed prayer commentary for each drawing (translation, question, and reflection)
* Completed portfolio
	+ Final art works
	+ Final cover letter
	+ 4 selected writings of any sort