Batik is a word of Javanese origin. It means to write with little dots or derived from the Proto-Austronesian word for tattoos. The original method using wax to resist a drying process existed in the 4th century BC in Egypt where it was used to wrap mummies. The practice was also used in China during the Tang Dynasty and in Japan during the Nara Period.

The art of Batik is mostly represented on the island of Java in Indonesia, where its practiced thrived in the 1800’s. It probably was introduced during the 6th Century to Java from India or the island of Sri Lanka. The intricate floral pattern motif are thought to represent the lotus flower, a sacred flower in Hindu or Buddhist religions. The Batik style is found throughout Asia and also incorporated into the religions of Hinduism, Buddhism and Islam. There is also some Batik representation in Europe as well. Indonesian independence since 1949 has resulted in a decline in the craft but has just recently seen an upsurge with local artisans and craftsmen rediscovering it, especially in accordance with any local customs and cultures.

Many Indonesian Batik are symbolic and different designs have different meanings. During the colonial era, the courts in Java issued statements that dictated that certain patterns to be worn according to a person’s rank, or status. The Yogyakarta Sultanate from 1921 to 1939 reserved several different Batik patterns for members of the local ruling party and restricted commoners from wearing the patterns. Some Batik garments are important in certain Javanese rituals, like the ceremonial casting of royal Batik into a volcano.

Batik is also popular in Singapore and Malaysia. Indonesia and Malaysia differ in who first invented the art and claim its origin. Batik is featured in the uniforms of Singapore, Malaysian and Indonesian Airlines.

The geometry of Batik design illustrates the use of fractal geometry. A fractal is a geometric element that has a basic shape that is self-repeating, regardless of the size. Fractal geometry exists in nature and those patterns in nature are reflected in mankind’s recreation of these patterns.
**COLOR** as an ELEMENT of ART

Understanding the element of color will help you with anything you are designing whether it be painting, decorating, or even an outfit. It is also a resource for analyzing and evaluating art.

### COLOR PROPERTIES

<table>
<thead>
<tr>
<th>HUE</th>
<th>INTENSITY</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Color or Shade</td>
<td>Brightness or Dullness</td>
<td>Lightness or Darkness</td>
</tr>
</tbody>
</table>

### COLOR SCHEMES

- **ACHROMATIC**
  - Meaning “no color.” Black and white with a variety of greys.

- **MONOCHROMATIC**
  - Different values of one color like you produced in your color wheel.

- **ANALOGOUS**
  - Colors that are next to each other on the color wheel.

- **COMPLEMENTARY**
  - Colors that are opposite to each other on the color wheel.

- **TRIADIC**
  - Colors that are spaced by 1, 2 or 3 colors on the color wheel.

- **NEUTRAL**
  - The same as a monochromatic scheme using any neutral hue.
SYMBOLS

Color can be a very emotional element of art. Below is a list of emotions or concepts that are sometimes associated with colors.

**RED:** Evil, danger, dynamic

**BLUE:** Calm, soothing, sad, depressed

**YELLOW:** Cheery, warmth, light

**BLACK:** Bad luck, mourning, dramatic

**WHITE:** Purity, innocence, light, truth

**Purple:** Royalty, wealth

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**CHALLENGE**

Follow the steps below to evaluate a work based on the element of color.

1. Visit the Moxie U tab at moxiebox-art.com or scan this QR code:

[QR Code]

2. Select a work of art from that site for your evaluation.

3. Take some notes answering the following questions:

**DESCRIPTION**

What do you see? Describe it even if you don’t know what it is. Describe it as if you are explaining it to someone who cannot see.

Identify the materials used

Identify the genre (portrait, still life, landscape...)

**ANALYSIS**

Identify the style of art

Look for the color properties, schemes and emotions.

Look for the center of interest. Where is the first place to which your eye is drawn?

**INTERPRETATION**

What is going on in the image?

What is the purpose or meaning to you? Why?

What do you think the artist is saying? Why?

**EVALUATION:**

Do you like it?

What is the best and worst thing about it?

Was the artist successful?

Use the vocabulary acquired in this lesson and write a well-organized paper or create a presentation to share your evaluation.