

The appearance of Islamic depiction  
And stages of its development throughout the successive ages  
(descriptive historical study)

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Abstract;

The research is summarized in some valuable schools that played major role in the appearance and development of Islamic art;

First- the Arabic school:

The photos that belong to the Arabic school is characterized with generalized main advantages that exist in it & no other school from schools of Islamic depiction that appeared during the Islamic eras, the most important advantage was that the photos of Arabic school manuscripts were meant to be explained not just to show talents of the portress.

Second- Egypt & Syria :

Caring about depiction in Egypt & Syria belongs to the first centuries of profit immigration, Arabian historical resources told about how much the portress cared and exerted effort to decorate the manuscripts with colored photos in all science branches, but the nature of the material of those manuscript was able to be torn and spoiled, that's why we didn't get materialistic remnants from these 2 countries that return to before 6 century of immigration before Al Ayoubids age.

Third- Yemen:

Luckily a copy of Al HariryMakkamat was discovered decorated with photos in the western library in the great mosque in Sanaa, where Ahmed son of Dagsh started recording it then his son Mohamed finished recording and decorating it at year 1121 of immigration/1709 A.D.

Fourth- Morocco and Andalusia:

The Arabic depiction school nourished and didn't stop at Iraq borders but it extended with its artistic styles and its generalized special features to Syria and Egypt , then to all north Africa where Morocco is, and crossed Tarek mountain into Andalusia so some manuscripts appeared decorated with colored photos from Morocco and Andalusia that confirm what came up in the historical resources that Al

Khalifa Al Hakam sent missions to the east to buy manuscripts and establishes society for book art where he gathered all portress, calligraphers and decorator with gold to copy the manuscripts and decorate them with photos and and gold

Fifth- Arabic school in Iran:

Despite how famous Iran is with depiction art before Islam, but we didn't receive any decorated manuscript that has the date of its writing or decoration before the date (1297 A.D.-697 immigration) as the writing that was recorded in written copy from the book "benefits of animal" to son of Yakhteshoa, most probably there were too many manuscripts decorated with drawn colored photos according to the Arabic school of Islamic depiction that had the date of its recording before the date of "benefits of animal" manuscript.

Sixth- Othmanly Turkish school:

It earns special importance among all schools due to the length of time period from the century (9-13) immigration and (15-19)A.D. beside the number of the decorated manuscripts and the variation in their topics from literature to science in addition to dozens of albums that contain variable photos.

Seventh-Exotic Indian school:

It is considered one of the special school in Islamic art in general and depiction art in particular ,it has grown and nourished due to caring and encouragement from their rulers as it is noticed that the history of this school and its progress is tightly connected to the era of those rulers and each era had its own features.

The research topic shows the development of the artistic arts from one school to another and despite the differences among the countries but the Islamic style gather all those schools which lead to more development and progress in the artistic works, we can determine the main feature of Islamic depiction is the figure building or the image objectivity and that was the main reason to unify the Islamic visual purpose and also caring about the differences due to other factors that affect and form the image at any place, that has important effect in determining the depiction course through history and finding the establishment base to Islamic depiction so depiction as a concept has Islamic credibility.

Each school has some art centers branching from it or following it that represent development in style at each stage.

