

IMAGES OF CHINA: RESOURCES TO TEACH CHINESE PAINTING, SCULPTURE AND CRAFTS TO CHILDREN***I Summary***

Students will examine and discuss photos of the natural and manmade landscape of China and photos of Chinese paintings and handicrafts, as well as the teacher's collection of Chinese art objects to learn more about the traditional ways and modern culture of the country. Students will choose to create one or more traditional paintings, sculptures, or textiles from the following list:

paintings—bamboo brushwork on rice paper scrolls or folk art-type or fan decoration

textiles---weaving on cardboard looms, embroidery stitchery and appliqué

paper mache work and crafts---masks, fantasy animals or birds, or paper pottery, paper cuts

ceramics—masks, animals or birds, dragons or vases

calligraphy—bamboo brushwork with black ink on scrolls

Students will complete a written assessment of their hands-on art activity according to art educator Edmund Feldman's evaluation guidelines. (See Below.) Student artists discuss their new insights into Chinese culture as they participate in a class sharing session and display of student art work.

II Background

Throughout China, to the sensitive observer, there exists a dazzling array of colors, lines, shapes, textures, and sounds, as well as an overwhelming abundance of traditional paintings, sculpture, textiles and handicrafts. It occurred to me as I was taking in the stimulating environment, as well as learning about the art objects, that parallels existed between the two entities. ***Art truly does reflect culture.***

In this project, I will compare themes found in the natural and man made environment to images shown in Chinese art, and with students show and discuss these photos, as well as a collection of authentic art objects. After observing, touching and more closely examining the photos and original artwork, and discussing each objects' purpose and background, students will gain a deeper understanding of the worth and value of each object. Through this study, students gain a fuller understanding of China's culture and history and new, and traditional values.

III Grade Level---Primary students, grades Kindergarten through third, art classroom setting

IV Essential Questions

What can we learn about the culture, people and history of China through the study of the country's traditional and contemporary art work ? How does art reflect culture?

V Established Goals--Educational Standards

National Visual Arts Standards

Content Standard 1: Understanding and applying media, techniques and processes

Content Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas

Content Standard 4: Understanding the visual arts in relation to history and cultures

Content Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Content Standard 6: Making connections between visual arts and other disciplines

Maryland Social Studies Standards

Standard 2.0: Students will use geographic concepts and processes to examine the role of culture, technology and the environment in the location and distribution of human activities and special connections throughout time.

Standard 5.0: Students will understand the diversity and commonality, human interdependence and global cooperation of the people of Maryland, the United States and the world through *both a multicultural and historic perspective.*

VI Enduring Understandings

National Art Education Association, Reston, Virginia

One gains insight into a culture by analyzing and interpreting its visual art.

Available tools, techniques and resources influence artistic expressions.

Art addresses universal themes of human existence.

Artistic expression is influenced by time, place and culture.

VII Objectives

As a result of participating in this lesson, students will:

Understand the relationship between the culture and people of China and their traditional artwork and handicrafts.

Create one or more individual paintings, sculptures, or crafts in the style of Chinese artists.

Assess, share and display their own artwork.

VIII Materials

Digital images are provided in attached Powerpoint resource.

Teacher collection of Chinese scroll brush paintings, folk-art tempera paintings, fans, embroidery textiles, paper mache masks, paper cuts and ceramic sculptures and bowls.

A wide and exciting array of art materials including bamboo brushes, rice paper, pre-made paper fans, tempera paint, watercolor paint, watercolor paper, paper mache mix, newspapers and Styrofoam plate and bowl forms, clay, ceramic glazes, clay modeling tools, yarn, stitchery needles and embroidery floss, burlap, cardboard weaving loom, scissors, glue.

IX Strategies—Learning Activities

Using photos of the environment and Chinese art, brainstorm with students how the images are related, and what the art pictures tell us about the geography, history and culture of China.

Allow students to examine authentic Chinese paintings, scrolls, fans, calligraphy, stitcheries, paper mache masks, animal sculptures, pottery and ceramic objects to become familiar with the artists' construction and decoration images and techniques.

The artist / teacher should demonstrate how to paint in the style of the selected black ink or watercolor rice paper scroll paintings and create appliqué stitchery, paper mache pottery and masks or ceramic animals and masks, or tempera folk art images. **See attached references for specific how-to directions on each art form.**

Allow students to choose from the list and create their own artwork.

X Assessment—Performance Tasks

Students will complete a written evaluation of their handicraft, painting or mask, according to art educator Edmund Feldman’s guide—explaining what the object is and tells about Chinese culture, including how it is used; how the elements of art (line, shape, color, texture, form) are shown; the students opinion of his/her own efforts and the finished product and possible improvements or suggestions for next time.

Students will participate in a classroom artwork sharing session, offering “praise and polish,” something good about the work and something that could be improved.

Students will share their work with parents and community in a school wide art exhibit.

XI Follow Up Activities—Learning Extension

Students can independently research additional traditional Chinese handicrafts, Chinese artists and topics of personal interest in Chinese history and culture.

XII Resource Books and DVDs

Balchin, Judy. Step by Step Paper Mache. New York: Kingfisher Publications, 2000. Excellent reference for masks, bowls, animal sculptures.

Chinese Folk Arts, Paper Cuts. Postcard book from Shanghai Museum of Art, pp. 1-18.

Culture of China Editorial Board, Traditional Paintings. Beijing: Foreign Languages Press, 2004, pp. 1-98 for brush paintings.

Ding, Ji Tang, An Album of Paintings for Mr. Yankui Tong. Shaanxi, China: China Society for Peasant Painting and Calligraphy Research, 1996.

Di Valentin, Maria, Practical Encyclopedia of Crafts. New York: Sterling Publishing, 1990, pp. 114-129 for stitchery.

Evans, Jane, Introduction to Chinese Brushpainting. West Long Branch, NJ: Whitestar DVD, 1989.

Goldstein, Peggy, Long is a Dragon-Chinese Writing for Children. San Francisco: China Books and Periodicals, 1991.

Jablonski, Ramona, Chinese Cut-Out Designs from Nature. Owings Mills, MD: Stemmer House Publishers, 1990, papercutting.

Lu, Zhongmin, Folk Handicrafts. Beijing: Foreign Languages Press, 2002, pp. 8-12 for paper cuts, pp. 44-49 for sculpture, pp. 100-102 for masks, pp. 50-78 for textiles.

Rainey, Sarita, Weaving Without a Loom. Worcester, MA: Davis Publications, 1986.

Schuman, Jo, Art From Many Hands: Multi-cultural Art Projects. Worcester, MA: Davis Publications, 1981, pp. 99-110 for calligraphy and papermaking.

Shaanxi Folk Arts and Shanghai World Expo Coordination, Painting by the Jin Shan Peasants. Xi'An, China, 2004, folk art tempera paintings.

Terzian, Alex, The Kids-Multi-cultural Art Book. Charlotte, Vermont: Williamson Publishing. "China," pp. 142-146 for dragons and papercuts.

Weiss, Harvey, Ceramics from Clay to Kiln. New York: Young Scott Books, p. 46 animals in clay, glazing reference.

Ye, Yingsui, Auspicious Designs of China. Beijing: China Travel and Tourism Press, 2004, pp. 199-233 for calligraphy.

Zhiuan, Li, Pottery and Porcelain. Beijing: Foreign Languages Press, 2002.