

**Established Goals\*** (from the NYC Blueprint for the Visual Arts, K-12)

Students construct meanings about the world through art making; build upon experiences to express a personal vision; develop a global perspective and recognize the power of art to communicate beliefs and values.

Students hone observation skills and discuss works of art; develop visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principles of design; read and write about art to reinforce literacy skills; interpret artwork by providing evidence to support assertions; reflect on the process of making art.

Students recognize the societal, cultural, and historical significance of art; connect the visual arts to other disciplines; apply the skills and knowledge learned in visual arts to interpreting the world.

**Understandings:**

Students will understand that the history and culture of China are connected to the artwork and architecture that was produced.

**Essential Questions:**

- How does the art in China reflect cultural identity?
- Where do artists get their ideas?
- How do artists use masterworks to inspire contemporary responses?

**Students will know and recognize:**

- The source and uses of clay as cultural expression of both needs (utilitarian) and beliefs (statuary, terracotta warriors)
- The specific uses of text and seals in Chinese scroll painting

**Students will be able to:**

- Build clay sculptures expressing understandings of architecture, ceramic vases, hand gestures of Buddha, and representations of personal protection
- Create paintings integrating text with image as inspired by contemporary Chinese artists as well as ancient scrolls
- Create their own seals (stamp) to print on 2 dimensional artworks
- Create observational drawings of figures as inspired by the Terracotta Warriors of Xi'an

## **Assessment Evidence**

Students will co-create with teacher a rubric for each art making activity. Rubric will contain clear criteria for successful and desired outcome.

Students will keep learning journals to document goals for each lesson and art making motivation provided by teacher in the SmartBoard presentation through observational drawing of selected artworks.

Using a rubric of clear criteria, students will offer peer support and self-assessment.

Students will reflect in their journals and make notes for revisions.

Students will create museum labels for their artwork, display, and host exhibition opening for parents, teachers and other students.

## **Learning Plans**

### **Lesson 1: Clay sculpture**

Students will have had numerous earlier sessions exploring the properties of clay (pinch pot, attachments using scoring and slip, impressions)

Students meet in a group in front of the SmartBoard where an image of a Chinese terracotta vessel is waiting. The students draw this image in their learning journals before any discussion. The discussion begins with the question, “What do you notice?” followed by either, “Can anyone add on to that?” or “What makes you say that?”. This is followed by a turn and talk (when two students sitting next to each other share their thoughts on a prompt, usually lasting 2-3 minutes) responding to the question “What do you think this was used for?” and “How do you think this was made?” “What does it remind you of?”

The SmartBoard begins to fill up with vocabulary words such as ceramic vessel, coils, house, people, guardians, container.

After a demonstration students will work in pairs for 2-3 sessions designing their own vessels, with architectural elements as inspired by the masterwork. They will be encouraged to help each other making coils, building, smoothing and creating the architectural lid.



## Lesson 2: Creating a painting using brush, ink and ink wash on paper

Students will have had the opportunity in earlier sessions exploring the properties of brush and ink, ink wash, creating textures, patterns, washes, the use of brushes of various sizes, and controlling water.

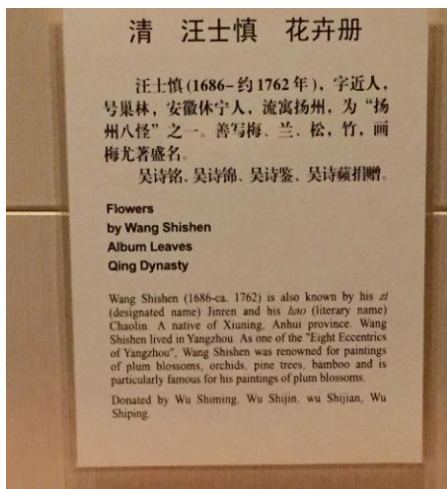
Students meet in a group in front of the SmartBoard where an image of a scroll painting is waiting. The students draw some part of this image in their learning journals before any discussion. The discussion begins with the question, “What do you notice?” followed by either, “Can anyone add on to that?” or “What makes you say that?” This is followed by a turn and talk responding to the question “What do you think is going on in this picture?” The SmartBoard is used to record their vocabulary, which in turn is recorded in their journals.

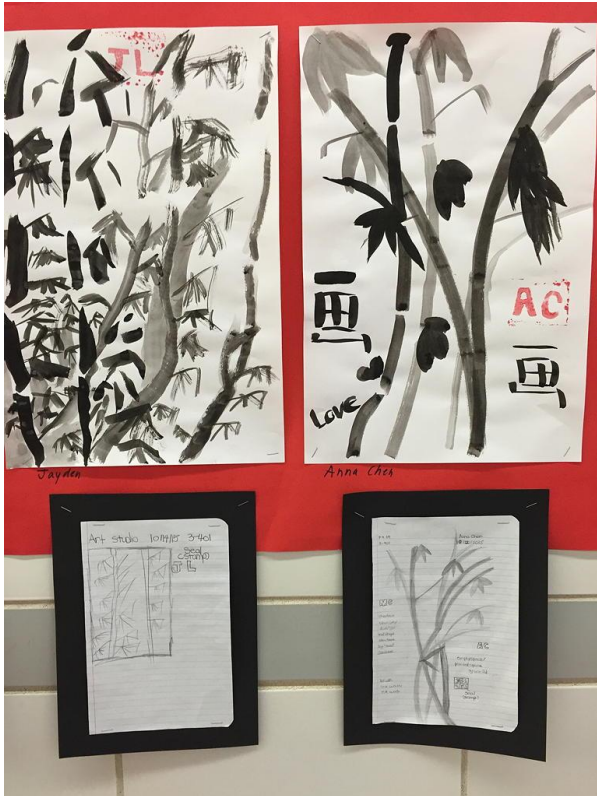
Students will recognize the contrasts between light/dark, thick/thin, large/small, filled/empty space.

Some students will be able to translate some of the Chinese characters. We will discuss the meaning and location of the text in the painting.

After a demonstration, students will work one session to develop their own paintings on paper.

In the second session students will be guided through the use of text in Chinese painting. They will be guided by the teacher to describe a masterwork using both adjectives and nouns (such as rainy morning, shadowy trees, misty mountains, quiet forest). During the work time students will describe their own brush paintings, writing the text on the painting in black sharpie if pen and ink is not available.





### Lesson 3: Printmaking

Students will have had the opportunity to experiment with stamping various pre-made stamps creating patterns and designs.

Students meet in a group in front of the SmartBoard where an image of a seal (stamp) is waiting. The students draw this image in their learning journals before any discussion. The discussion begins with the question, “What do you notice?” followed by either, “Can anyone add on to that?” or “What makes you say that?”. This is followed by a turn and talk responding to the question, “What do you think this was used for?” “Where have you seen this before?”

Students will recognize the seals they have seen in previous Chinese paintings.

After a demonstration, students will work on designing an image that will be etched into a piece of Styrofoam or cut from printing foam which will be attached to a wood block and stamped on their ink wash painting.

The image can be either their initials (in reverse) or a design of their own making.



#### Lesson 4: Observational Drawing



Students will study the forms of Terracotta Warriors, learn some of the history of the creation of the warriors and the discovery made in 1976 of the site of the warriors in Xi'an.

After the discussion and the understanding that each warrior is unique, students will draw a model (a student teacher, or the classroom teacher), changing poses every 3-5 minutes, using compressed or vine charcoal sticks and large drawing paper (18x24 or larger). At the end of the first session students will reflect in their journals about what they need to work on in the next session.

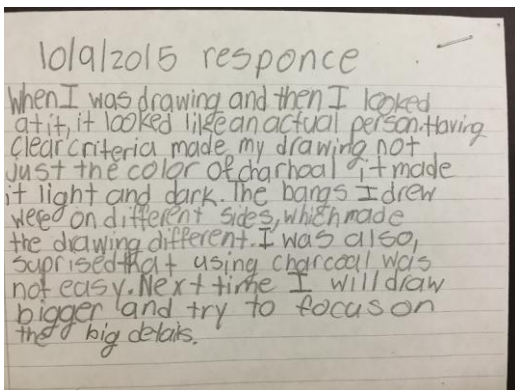
In the second session students will see images of modern use of chalk pastels (Picasso, Cassatt, Degas) to create lights and darks defining the figure. Students will reflect on



how their work has changed, and make notes about what they need to do in the third and final session.

In the third session, students will continue to develop contrast using a limited chalk pastel palette, introducing a small charcoal pencil for added details, texture and refining definition in the drawings.

Students will make a final reflection on how their work changed over time. The continual use of writing reflections during the work process is directly connected to the artist process. It strengthens English Language Learners as well as developing critical thinking and observational skills of the artists.



4 good essay.

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Jieli

5-408

Art studio

11/5/15

Question: What changed in my drawing as I worked on it.

As I worked on my drawing, It suprised me because as I worked on it the teacher told us what to do to make it so special and creative. she also taught us about shading of dark and light. During so, in the begining I didn't know about it and as we go, I learned more and

✓ more about it. First I sketched the

models' poses and we used a dark and light pastelle. I choose light pink and brown. we had to shade in the dark

pastel

ness and lightness. Then we had to use our finger and just smear it a little bit. I would smear it untill the colors

✓ blend together a little bit. But I can't smear it too much or the lines will

yes! ✓

be gone and we have to draw them again. And that was what changed when I was taught in class and as I worked on it, it becomes better and better. ✓

I'm so glad you had a chance to work on it again. Ms. F.