

ART LESSON PLAN TITLE

Central Focus	The central focus of the unit is Chinese culture.
Grade Level	3 rd
Class Size	15
Time	9am – 11am
Class Demographics	15 students

National Core Arts Standards Addressed	
<ul style="list-style-type: none"> • Cr1-3,a. Elaborate on an imaginative idea. • Cr2-3, a. Create personally satisfying artwork using a variety of artistic processes and materials. • Cr2-3, b. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. • Cr3-3, a. Elaborate visual information by adding details in an artwork to enhance emerging meaning. 	

Common Core State Standards Addressed	
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • CCSS.ELA-Literacy.W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • CCSS.ELA-Literacy.W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. 	

SPECIAL PRE-INSTRUCTION PREPARATIONS

<ul style="list-style-type: none"> • Teachers will need: <ul style="list-style-type: none"> ○ To have their teacher examples of personally meaningful masks made and completed example worksheets. ○ To have exciting and culturally appropriate decorations and displays around the room from the educational library kit. ○ To have all necessary materials prepared and organized. ○ To have all technologies ready and tested: PowerPoints, videos, images ○ To have cleaning supplies ready for messes, paper towels, Clorox wipes
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ARTISTIC PRACTICE

Forms	2D		3D		4D
Frames	Cultural	Subjective	Structural	Postmodern	
Conceptual Framework	Artwork	Artist	Audience	World	

Artmaking (60%)	Critical/Historical Study Activities (40%)
<ul style="list-style-type: none"> • Creating a personally meaningful story that will inspire the design of their masks • Sketching ideas for their masks • Creating masks with clay 	<ul style="list-style-type: none"> • Listening to instruction about the history of different types of Chinese masks <ul style="list-style-type: none"> ○ Teacher reads a Chinese folktale out loud to the class ○ Watch a video about Chinese opera

LEARNING OBJECTIVES

<i>As a result of this lesson, students will be able to:</i>
<ol style="list-style-type: none"> 1. In a brief written paragraph create a narrative with at least 10 sentences, 2 characters, and 1 setting that has personal meaning to them. CCSS.ELA-Literacy.W.3.3, CCSS.ELA-Literacy.W.3.3.a, CCSS.ELA-Literacy.W.3.3.b 2. Using the thumbnail worksheet, sketch at least 4 different ideas for a mask design that relates to their story, or a character. Cr1-3,a., Cr3-3, a. 3. Using clay, create a structurally sound mask that uses at least 1 additive and 1 subtractive technique and relates to their story. Cr2-3, a., Cr2-3, b.

INTERDISCIPLINARY CONNECTIONS

<ul style="list-style-type: none"> • Social Studies (Chinese culture) • History (Chinese history/culture) • Math (facial proportions)
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TEACHER MATERIALS

<ul style="list-style-type: none"> • Posters, displays, books, decorations from the kit, library books, videos 	<ul style="list-style-type: none"> • PowerPoint presentation, computer, projector, images, notes for instruction or lesson plan 	<ul style="list-style-type: none"> • Name tags, clay, paper towels, Clorox wipes
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STUDENT MATERIALS

<ul style="list-style-type: none"> • Markers, colored pencils, and crayons for name tags, pencils for writing and sketching 	<ul style="list-style-type: none"> • Brainstorming worksheets, paper for writing story, paper for sketching ideas, 6x6 sheets of colored paper for paper cuts 	<ul style="list-style-type: none"> • clay, popsicle sticks, paper clips, plastic silverware, water cups, paper towels, place mats, texture objects, paper towels
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ARTISTS IN CONTEXT

Key Artists	Hung Liu, Yue Minjun, Zen Fanzhi, Chen Long Bin, Chen Man, Chen Ke
Key Artworks	Yue Minjun "I am Chinese" Hung Liu "Untitled"
Key Critical Questions	<ol style="list-style-type: none"> 1. Do the faces in this painting remind you of masks? Why or why not? 2. Why do you think the artist chose to repeat the faces so many times? 3. How does the painting make you feel? 4. What does the painting tell you about modern Chinese culture? 5. Why do you think there is a fish on this woman's head? 6. What shapes and colors do you see? 7. What does her face remind you of? 8. Can make-up be a kind of mask?

VOCABULARY AND LANGUAGE ACQUISITION

Discipline Specific (Syntax)	Academic
<ul style="list-style-type: none"> • Bian Lian- "face changing" • Mask- a covering for all or part of the face, worn as a disguise. 	<ul style="list-style-type: none"> • Symbolism- the use of symbols to represent ideas or qualities. • Mood- inductive or suggestive of a particular feeling or state of mind.

LANGUAGE FUNCTIONS

analyze, compare/contrast, critique, describe, interpret, question, etc.
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LANGUAGE MODES AND ACTIVITIES

Throughout your unit you should have at least one activity focused on have students exercise each mode.			
Read	Write	Listen	Speak
<ul style="list-style-type: none"> • Read a short Chinese folk tale. • Read the brief descriptions on the PowerPoint presentation. 	<ul style="list-style-type: none"> • Write a short (10 sentence) story including at least 2 characters and 1 setting. 	<ul style="list-style-type: none"> • Listen to different types of instrumental music to determine the mood. 	<ul style="list-style-type: none"> • Speak about the artwork they created and why they made the choices they did.

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS

Launch	Instruction Methods
<ul style="list-style-type: none"> • Instructor will show different fun masks • Instructor has students brainstorm how to tell a story with out using words. 	<ul style="list-style-type: none"> • Group discussion
Instruction	Instruction Methods
<ul style="list-style-type: none"> • Instructor will play a short video of Bian Lian. • Instructor will ask students what they think about the video. What was your first reaction? Have you seen anything like this before? What did you notice about 	<ul style="list-style-type: none"> • Whole class instruction • Teacher demonstration • Independent work

<p>the performer's masks? What did you notice about his movements and the music?</p> <ul style="list-style-type: none"> ○ Students will be excited about the mask changing and this will spark their curiosity and creativity. ○ Students will notice how the performers movements change with the music. <ul style="list-style-type: none"> ○ Students will notice how the colors and expressions of the different masks change with the music. <ul style="list-style-type: none"> • The instructors will present a short power point about the history of mask making and Chinese culture. • The instructors will lead students in a discussion about the artwork seen in the Power Point. • The instructors will read a Chinese folk tale. • Students will fill out brainstorming worksheets to create their characters and narratives. • Students will write a short story, at least 10 sentences long that involves two characters. • The instructors will share their stories with the class and show the students their thumbnail sketches. • Students will draw thumbnail sketches of their ideas for their masks based on the main character in their story. • The instructors will demonstrate how to make a flat slab of clay and form it around their knee to create a mask shape. • The students will make their mask shapes. • The instructor will demonstrate slipping and scoring techniques and the process of carving. • Students will add details to the masks they created. 	<ul style="list-style-type: none"> • One-on-one instruction • Hands-on student involvement
Closure	Instruction Methods
<ul style="list-style-type: none"> • Instructors will call on students to explain what they learned today • Students will verbally describe the different symbolism they used to make their masks and how they personally relate to them 	<ul style="list-style-type: none"> • Group discussion

ACCOMODATIONS FOR SPECIFIC DIVERSE LEARNERS

Adaptations and Accommodations
<ul style="list-style-type: none"> • Students will practice slipping and scoring, pinching, and coiling techniques on a test piece of clay before working on the final mask project. • Written directions and rules about working with clay will be displayed on a wall for students to look at. • Students that have difficulty writing their stories can verbally explain them to the instructor.
Enrichment and Extensions
<ul style="list-style-type: none"> • Students will add more details to their mask in order to further communicate their personal connection to their artwork.
Activity for Early Finishers
<ul style="list-style-type: none"> • Students will make a mask representing the other character in their story. • If students finish 2 masks, they can create paper cuts out of construction paper.

OBJECTIVE-DRIVEN ASSESSMENTS

<ol style="list-style-type: none"> 1. Students wrote narratives with at least 10 sentences, 2 characters, and 1 setting that has personal meaning to them. 2. Students sketched at least 4 different ideas for their clay mask that relates to their story or a character. 3. Students created masks structurally sound clay masks that uses at least 1 additive and 1 subtractive technique and relates to their story.

REFERENCES

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