Lesson Plan China: Kanji Brush work, Symbology, and Ideograms
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OBJECTIVES: my lesson for China will be directed toward the students in my art & design foundations class. A studio unit based on calligraphy brushwork, supported with discussion of symbology and ideograms as they relate to the development of written language signs:

This lesson will address the following ODE's Revised Visual Art Standards for Grades 9-12 Intermediate:

1PE Interpret social and cultural contexts to develop personal meaning in imagery
2PE Interpret and evaluate the way theme or meaning in an artwork expresses the social, political or cultural context
6PE Identify, examine and understand the aesthetic, stylistic and functional considerations of designing objects, environments and communications
1PR Demonstrate advanced technical skills and craftsmanship with various media when creating images from observation, memory or imagination.
6PR Incorporate visual literacies as a means for individual expression in their artworks

These lessons will be designed to address the curricular needs/state standards and will provide an opportunity for all of my foundations traditional studio students to:

• Demonstrate advanced technical skills and craftsmanship with various media when creating images from observation, memory or imagination.
• Incorporate visual literacies as a means for individual expression in their artworks

LEARNING ACTIVITY: Students will:

• Examine Kanji Characters and analyze the stroke elements.
• Practice the prescribed posture, arm movements and stroke patterns
• Produce a brief story scroll.
• Present/Exhibit the work to an audience, with the intention to communicate their message

MATERIALS NEEDED:

• Examples of brush work
• Sumi paper, ink blocks, brushes
• Traditional studio materials and space

ANTICIPATORY EVENTS:

• Students will have discussed early historical development of written language in China, (drawing heavily on facts and topics discussed in NCTA course
• Students will have viewed and compared examples of a variety of ideograms, including BLISS Symbols, Kanji characters, etc.
• Students will have observed a demonstration of Chinese brush work by a practicing artist in order to observe the posture and large body movements inherent in the production of the brushwork

SYNOPSIS/ASSESSMENT:

• Evidence-based production of a series of ideograms, characters
• Self-assessment based upon rubric
• Successful communication/legibility of the characters by other students.