

Lesson Plan China: Kanji Brush work, Symbology, and Ideograms **Jennifer Evans Kinsley**

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 my 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.