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East Asian Studies  
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Lesson Plan: China

## Landscape Painting with Scroll Format (With Option to be Mounted on Marbled Fabric)

### Focus for Learning

#### **Unit Goals:**

Students will learn about painting styles of East Asian cultures.

#### Resources:

YouTube Video: <http://youtu.be/WPmED0GbyUs> (Maxwell Hearn, head of Asian Art at the Metropolitan Museum of Art, explaining how one contemplates and reads a Chinese scroll).

PowerPoint Presentation of various Chinese Landscape Painters: Works in the Collection of the National Palace Museum, Taipei as well as Works by Wang Hui, and Guo Xi.

Slide Show of Chinese Hand scrolls in the Collection of the Metropolitan Museum of Art:  
[http://www.metmuseum.org/toah/hd/chhs/hd\\_chhs.htm](http://www.metmuseum.org/toah/hd/chhs/hd_chhs.htm)

Slide Show of Chinese Calligraphy in the Collection of the Metropolitan Museum of Art:  
[http://www.metmuseum.org/toah/hd/chcl/hd\\_chcl.htm](http://www.metmuseum.org/toah/hd/chcl/hd_chcl.htm)

Slide Show of Chinese Landscape Paintings in the Collection of the Metropolitan Museum of Art:  
[http://www.metmuseum.org/toah/hd/clpg/hd\\_clpg.htm#slideshow1](http://www.metmuseum.org/toah/hd/clpg/hd_clpg.htm#slideshow1)

Slide Show of Daoism and Daoist Art in the Collection of the Metropolitan Museum of Art:  
[http://www.metmuseum.org/toah/hd/dao/hd\\_daoi.htm](http://www.metmuseum.org/toah/hd/dao/hd_daoi.htm)

Diagram of Hand scroll  
<http://www.artic.edu/taoism/diag-scrolls.php>

Article on Landscape Painting  
<http://www.artic.edu/taoism/renaissance/introl.php>

Scroll Paintings viewed digitally  
<http://lucian.uchicago.edu/blogs/caea/scrolling-paintings/>

Photocopies of Translations from the Tao Te Ching

#### Materials:

- \*Chinese Silk
- Sumi Painting Paper
- \*Jacquard Silk Paints
- \*Jacquard Silk Resist

\*Jacquard No Flow  
Sumi Ink Stick  
Sumi Grinding Stone  
Assorted fine painting brushes, bamboo brushes and wash brushes  
\*Dowels  
Embroidery Thread  
Student Sketchbooks

\* If BWHS art supply budget allows for creating a marbled silk backing for the scrolls.

\*\*Optional Materials:

\*\*Hand made rubber stamp  
\*\*Red Ink  
\*\*Black Sharpie or Calligraphy Pen

## **Lesson Learning Targets with Standards**

### **Ohio Visual Art Standards 9-12 Achievement Level Content Statements:**

Students will:

(1PE) Examine the context details of visual imagery and explain the social and cultural influences on the images.

(2PE) Describe sources visual artists use to generate ideas for artworks.

(4PE) Analyze the work of individual artists and explain how they are influenced by cultural factors.

(6PE) Connect processes and decisions made in the design of everyday objects, environments, and communications.

(1PR) Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.

(2PR) Make informed choices in the selection of materials and techniques that relate to solving a visual problem.

(3PR) Generate a variety of solutions to visual arts problems through preparatory work.

(4PR) Establish and apply appropriate levels of craftsmanship to complete artworks.

(6PR) Expand visual literacy as a means to create images that advance individual expression and communication.

(1RE) Apply methods of art criticism when discussing selected works of art.

(2RE) Practice self-assessment to understand their progress and prioritize steps for improvement.

(3RE) Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.

(5RE) Compare and contrast various theories of aesthetics and visual culture.

(6RE) Identify the challenges various venues present to the creation of works of art.

### Assessment Data

Students have been assessed by way of previous artwork and self-analysis.

### Prior Content Knowledge/Sequence/Connections

#### **Student Prior Knowledge**

Students have previously developed paintings on various surfaces.

Students are familiar with canvas/stretcher construction.

Students have previous experience working with blending of acrylic paints.

Students are familiar with traditional botanical painting.

Students are familiar with painting styles of various cultures.

Students are familiar with painting vocabulary and materials.

Students have experience with art criticism and self-analysis.

#### **Student Future Learning**

Students will create a landscape painting in the tradition of a painting scroll.

Students in the Western classroom traditionally have painted on paper, canvas or board. The point of viewing a Western painting is to back away from the image at a distance to view the piece in its entirety. Additionally, many non-art students in Western culture are quite often focused primarily on production rather than the contemplative aspect of process when creating artwork. As we do have a large number of non-art majors in our High School that are taking Painting I for their fine-arts credit for graduation, it is important for them to experience slowing down their mind to experience the process and to take time to look at a piece of art.

The tradition of scroll painting and viewing a scroll painting involves a more intimate and contemplative observance at close range, very much like reading a book. The scroll is viewed a small section at a

time and new details may be observed each time an individual views its sections.

In developing this extended lesson plan (to cover at least two weeks in length), I would like to introduce the students to the Tao Te Ching as well as a variety of images by Chinese Landscape Painters through history. Students will also view a video of Maxwell Hearn explaining how to view a Chinese Scroll. Discussion is encouraged during and at the end of each presentation.

Students will discuss their knowledge of Western traditions of botanical paintings and landscape paintings and will carefully compare these to the images in Chinese landscape painting.

Students will discuss their impressions of the Tao Te Ching and compare it to traditional Western philosophy that they are familiar with. Students will express their questions, observations and opinions of the writing.

Students will choose passages from the Tao Te Ching to compare with the images of Taoist Painting.

For this landscape painting project, students will develop their own imagery, first in a series of sketches in their sketchbooks, then a final image on a 11”x 3 – 5’ Sumi paper painted with handmade ink created on an ink grinding stone. The purpose of using the handmade ink is to slow the mind down to experience the essence of process.

The imagery must have the ability to change in detail, interest, and perspective to the viewer. Details and interest must be created to allow the viewer to slow their observation of each section of the scroll. Time and space must be observed when a viewer looks through the scroll.

If time allows, an optional addition that may be added to this piece is the development of a carved hand stamp to adhere in red ink to this landscape as a signature as well as poetry and calligraphy relative to observations in the natural world. \*\*\*

At the end of this project, students will determine how to best display and store this scroll. If the supply budget allows, students will create a marbled silk piece to adhere the paper scroll to. \*\*\*\* Students will create their own form of display and storage for their finished landscape painting.

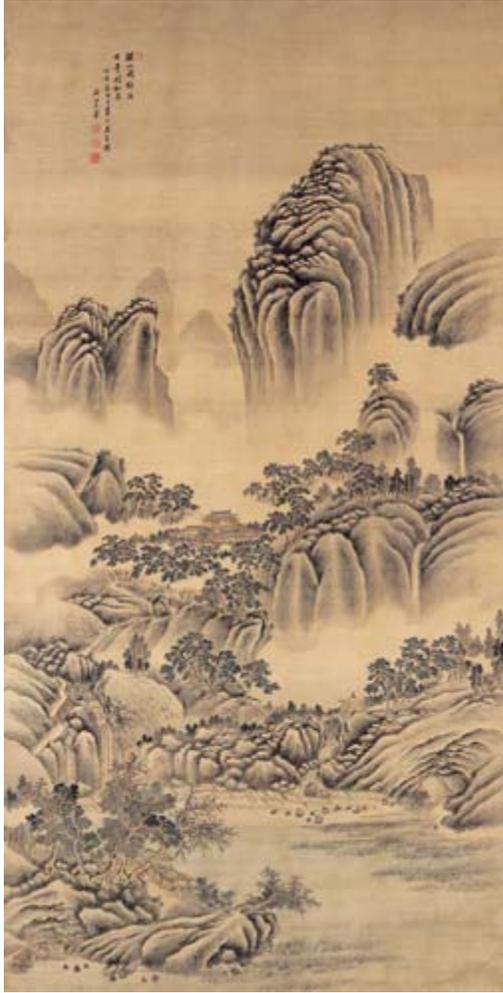
### \*\*\*Optional Addition of Hand Stamp and Calligraphy and/or Poetry

Students will create a hand stamp signature out of soft rubber with linoleum cutting tools. This signature may be a simple design using lettering or simple design. The stamp will then be pressed into red ink to create a red stamp signature on their scroll.

Students may also embellish their art piece with calligraphy and poetry in the beginning or ending section of their scroll. This poetry must be relative to forms in nature. Poetry may be authored by them or by another poet/lyricist, if it is attributed properly.

### \*\*\*\* Optional Marbled Silk Piece Backing

Students will create a backing for their scroll by marbling a piece of silk that corresponds to the size of their paper and allows a decorative edge and backing. The paper will be adhered to the silk with an acid free adhesive.



**Ancient Temple in the Mountains**  
**By Wang Hui**



Clearing After Rain



金 太古移民 江山行旅 圖卷



Images from the Digital Scroll Painting Project, University of Chicago