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East Asian Studies
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Lesson Plan: Korea

Landscape painting in the style of An Gyeon

Focus for Learning

Unit Goals:

Students will learn about painting styles of East Asian cultures.

Resources:

Painting Formats in East Asian Art

http://www.metmuseum.org/toah/hd/pfor/hd_pfor.htm

Art of the Korean Renaissance

http://www.metmuseum.org/toah/hd/kore/hd_kore.htm

Mountain and Water: Korean Landscape Painting

http://www.metmuseum.org/toah/hd/mowa/hd_mowa.htm

Materials:

Traditional Hot Press Watercolor Paper

Sumi Ink Stick

Sumi Grinding Stone

Optional traditional watercolors or acrylics

Assorted fine painting brushes, bamboo brushes and wash brushes

Student Sketchbooks

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 have previous experience working with blending of acrylic paints.

Students have previous experience working with watercolor paints.

Students are familiar with traditional landscape 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 style of Korean artist, An Gyeon.

Students in the Western classroom traditionally have painted canvas, paper or board by utilizing acrylic or water based paint over the entire surface. Typically, a landscape is made up of distinctive foreground, middle ground and background. There is no sense of “nothingness” or void. In the painting style of An Gyeon, certain features are incorporated such as:

... the cloudlike mountain forms and the pine trees; the dramatic interpenetration of solids and voids; the effective contrast between light and dark ink tones; and the powerful command of brushstrokes and modeling ink washes. (Taken from “**Mountain and Water: Korean Landscape Painting**”

http://www.metmuseum.org/toah/hd/mowa/hd_mowa.htm).

In this particular painting, students will be painting on traditional watercolor paper, however they will create form and light and dark contrasts with sumi ink. Students are to observe the differences between traditional Western landscape painting and that of the Korean landscape paintings by An Gyeon. It is a challenge for some students to imagine an abyss or a void and it will doubly be a challenge for them to create a believable void in contrast to form. Students are encouraged to use elements of earth, water and the ether in this painting.

In addition to the actual painting of their piece, students are encouraged to look into the art of the Korean Renaissance and Korean “True View” Landscape Painting. Questions for them to ask themselves are:

Why was Landscape Painting of Mainland China so revered?
Why was it significant for Koreans to focus on “True View” landscape painting?





