

Teaching about Asia

Introduction

I currently teach a leveled high school art program – classes Art 1-4 with mixed grades in all. All focus heavily on drawing, painting and design. Students rely on photographic or live references for realistic study with a strong emphasis on technical skill. Upper level courses encourage the investigation of other media and styles to solve creative problems. The projects become more idea-driven as the students begin to develop a voice within their work. Lessons explore the *who, what, when, where, how and why* questions about art.

As a teacher of a “non-core” subject, I am strongly encouraged to sprinkle as many “core” practices and pieces of knowledge into my program as possible. Reading, writing, math and history all come into play in my classroom – usually in the form of exercises and activities that relate to art history, criticism, aesthetics and to our current production project. I attempt to enrich my lessons with as many additives as possible, strengthening the production focus in the program. They (activities/exercises/homework) are the vehicles by which some of my newfound knowledge of East Asian culture can get to the students with or without being the focal point of the production.

A typical year long class is divided into a set of major projects, roughly 10-12 in the lower levels and 8-10 in the upper. Projects may last from 2-6 weeks each – seeing the students every day for 48min. Included in the lesson are activities, exercises, videos, homework, etc. that attempt to enhance understanding of the final production project. The lessons for Teaching about Asia, are past lessons tweaked to include historical/cultural information about Korea, China and Japan. I was able to pull things I’ve learned about each country and fit them appropriately into current lesson plans, creating more meaning behind the projects. My goal is to provoke students to begin thinking about the larger world around them and how they, art and everything else fit.

general art

Teacher Name: **Mrs. harvan**

Student Name: _____

CATEGORY	0-65% F/D Poor	66-79% D/C+ Fair	80-92% B-/A- good	93-100% A/A+ excellent
composition	no indication of an arrangement of formal design elements seen - work is unbalanced, disjointed and lacks cohesion	little consideration of arrangement of formal design elements is seen - problems exist, causing confusion and unbalance	formal design elements are arranged with some skill and thoughtfulness, however, minor problems affect balance and unity	formal design elements are skillfully and thoughtfully arranged, creating a well balanced, cohesive project
construction	little or no accuracy with representational drawing, impeding visual literacy and clarity	attempts at drawing for accuracy seen with some areas of work showing promise, but incorrect angles and spatial problems exist	good, accurate representational drawing with minor issues with angles and /or spatial relationships present	strong accuracy in translation of reference in a representational drawing - spatial relationships and angle transferring is correctly and confidently done
creativity	work lacks originality and resembles others' ideas - no attempts were made to be unique and/or investigate other options in design, expression or media when given the option	work is executed in comfortable, safe ways, foregoing any risk-taking - little exploration evident	some experimentation and exploration seen in work, however, student tended to apply what was comfortable and familiar	when given the opportunity student experimented with imagery, design, materials and styles before and during execution of project - risks were taken in order to achieve an original idea
craftsmanship	materials were misused or mishandled - work appears rushed and has an unfinished quality - presented without name/initials/gradesheet - in sloppy condition with tears, marks and/or smudges - no pride in work is evident	some time and care towards presenting a finished piece is evident, though it fails to convince fully that materials were used properly and successfully - little pride in work is evident	time and care was taken in presenting a polished piece - materials were used with some success - pride in work is seen	much time and consideration was taken in creating a refined work, where materials were handled and applied carefully, properly and successfully - pride in work is obvious

expression	the work fails to express anything about the student and remains impersonal	some exploration or personal expression is applied, but work is hesitant and uncertain	exploration of self-expression is evident, but not passionately embraced by student	student enthusiastically embraced the challenge of revealing personal feelings, concerns, ideas and/or life experiences
neat shading	sloppily done with detached, fuzzy and/or smudged lines, creating an uneven, bumpy, dirty or rushed look.	many areas of shading are rough and uneven, while some show promise of neatness and smoothness	time and care was taken to shade smoothly and evenly with proper handling of pencil - few bumps or irregularities seen	much time and care was taken to shade properly with neatness, smoothness and regularity and confidence- no problems seen
following form	all directional shading is incorrectly done - no sense of form with application of media	little directional shading seen and/or incorrectly done - much of the work appears flat and formless	work demonstrates a sense of form with directional application of media - only minor errors in following the form	excellent sense of form with use of directional application of media - choices are accurate and appear natural
values describe form	no variation in value to distinguish form - work appears flat and unclear - outlining is used in most cases	some variation in value exists, but incorrectly done with outlining in areas	variation in values are present with a good sense of form - work could be tweaked in clarity, contrast and believability	strong understanding of value and form with utilization of many different values (highlight, half-tone, shadow, cast shadow and reflective light) - work is clear, distinct and natural looking.

Date Created: **April 20, 2005**

China Lesson

Advanced Art – Cultural Place-setting Still life

4 week project

Overview: Students will study other cultures (one of which will be China), especially focusing on mealtime rituals (place setting, food, dress, prayer, objects) to eventually create a still life narrative. They will create a realistic drawing of a selected number of objects that when placed together unveil a cultural story. Student may choose to represent a special “cultural meal”, such as a birthday, baptism, wedding, anniversary, holiday meal, etc. The project will end with a student art show – featuring food and drink from cultures represented.

Materials Needed:

Handouts – *Object Narrative* and *Cultural Investigation*

Films – *if desired see resource list

Books/Food Visuals – various cookbooks and food magazines

Media Center for cultural research

Project Materials – paper, pencils, erasers, objects/references for each student’s still life

Art Show – students provide refreshments and snacks from studied cultures

Still Life Requirements:

A general rule is that the objects in still life are those found at a place setting. You must have references, either actual objects or photographs, to draw from – no guessing. Students are to demonstrate skill in representing texture, pattern, visual emphasis and balance.

20 pts – at least 10 different authentic cultural objects

10 pts – at least 1 hand (doesn’t count as object)

20 pts – at least 2 items of food (don’t count as objects)

20 pts – at least 2 different patterns (pattern is a design that **repeats!**)

Still Life Grading: use rubric for grading

Requirements – 70 pts

Construction – 40 pts

Neat Shading – 20 pts

Directional Shading – 20 pts

Values Describe Form – 20 pts

Composition – 20 pts

Visual Emphasis – 10 pts

Contrast – 10 pts

Essential Questions:

How can you tell a story with objects?

How do you show visual emphasis?

Timeline:

1. **Hooks** – show a movie/clips from several movies about food and culture,
2. **Brainstorm** – students to create a list of all items they can name found on a dinner table or at a place setting of any kind (picnic, BBQ, restaurant, cafeteria, etc.)
3. **Object Narrative Activity** – students will attempt to tell 2 different stories with objects as cues
4. **Cultural Investigation** – students will go to media center to research a culture and find reference material for still life drawings – gathering enough information to write a narrative to accompany the drawing
5. **Sketching Ideas** – students will brainstorm different ways of arranging objects, using different perspectives and using visual emphasis before starting on the final drawing
6. **Final Drawing** – allow 3 weeks in class for production, including in-class critiques
7. **Write Narrative** – students will become a character from their place-setting narrative, and describe what is going on
8. **Conclusion Activity** – students will plan and hang their own art show (including promoting, entertaining and catering) with writings displayed with the drawings

Ohio Draft Art Academic Content Standards

Historical, Cultural and Social Contexts:

Creative Expression and Communication:

Benchmark A – grade 9-11, all #s, demonstrate mastery of materials, concepts and personal concentration when creating original artworks

Benchmark B – grade 9-12, all #s, create expressive artworks that demonstrate a sense of purpose and understanding of the relationship between materials, techniques and ideas

Benchmark C – grade 9-12, all #s – engage in ongoing assessment to revise and improve artworks and to produce a well-organized portfolio of works

Analyzing and Responding:

Benchmark A – grade 9-12, all #s, apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art

Benchmark C – grade 9, all #s, critique their own work, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works

Valuing the Arts, Aesthetic Reflection:

Connections, Relationships, Applications:

Interdisciplinary Subjects

Reading, Writing and History

China Lesson Plan

Resources – Websites, books and other resource materials to present full lesson - underlined categories are segments of entire lesson

Hooks

FILM IDEAS

***Big Night*, (1996), rated R, 109 min.**

Big Night is an intimate look at the immigrant struggle to attain the American Dream, set in New Jersey in the 1950s. Tucci wrote *Big Night* with his cousin Joseph Tropiano, and they based the story on the experience of growing up in a large, proud Italian family. The brothers in *Big Night*--chef Primo (Tony Shalhoub) and businessman Secondo (Tucci)--have come to New Jersey to open a bistro named The Paradise that serves the finest in traditional, authentic Italian cuisine.

***Babette's Feast* (1988), rated G, 103 min. Foreign Language Film**

In *Babette's Feast*, a woman flees the French civil war and lands in a small seacoast village in Denmark, where she comes to work for two spinsters, devout daughters of a puritan minister. After many years, Babette unexpectedly wins a lottery, and decides to create a real French dinner--which leads the sisters to fear for their souls.

***Chocolat*, (2001), rated PG13, 105 min.**

Driven by fate, Vianne (Binoche) drifts into a tranquil French village with her daughter Anouk (Victoire Thivisol, from *Ponette*) in the winter of 1959. Her newly opened chocolatier is a source of attraction and fear, since Vianne's ability to revive the villagers' passions threatens to disrupt their repressive traditions.

***Like Water for Chocolate* (1993), rated R, 105 min. Foreign Language Film**

This is the story of a young woman (Lumi Cavazos) who learns to suppress her passions under the eye of a stern mother, but channels them into her cooking. The result is a steady stream of cuisine so delicious as to be an almost erotic experience for those lucky enough to have a bite.

***Tampopo* (1987), not rated, 114 min. Foreign Language Film**

Like seeds of a dandelion blowing in the wind, the plot of *Tampopo* wanders in several directions, following the lives of a quirky collection of characters. At the heart of this film is a young widow named Tampopo (Nobuko Miyamoto), who is struggling to make ends meet by running a noodle restaurant. Goro (Tsutomu Yamazaki), a truck driver, saves Tampopo's young son from being beaten by a group of school girls and is rewarded with a bowl of very bad ramen (noodles). Goro tells Tampopo the awful truth about her cooking and she asks for his help. Together they search for the perfect ramen recipe.

***Soul Food* (1997), rated R, 114 min.**

Soul Food is the kind of movie that seems to have been blessed throughout its low-budget production, and it's got a quality of warmth and charm that fits perfectly with its authentic drama about a large African-American family in Chicago. Through the weekly Sunday dinners cooked with love by their mother, Big Mama (Irma P. Hall), we witness marital bliss and distress, infidelity, success, failure... in short, the spices of life both bitter and sweet.

***What's Cooking?* (2000), rated PG13, 109 min.**

At first glance, *What's Cooking?* looks like it was dreamed up by some politically correct screenwriting committee: a series of overlapping stories that intercut among four families (one Hispanic, one Vietnamese, one African American, one Jewish) all preparing for Thanksgiving dinner.

Cultural Research

FILES INCLUDED

Cultural Investigation – students to research using Internet, cookbooks, magazines etc. in school media center

INTERNET

http://dir.yahoo.com/Society_and_Culture/Food_and_Drink/Countries_and_Cultures – great resource with links to sites exploring the food/drink of different cultures/societies
<http://www.theallineed.com/travel/04093002.htm> – cross cultural dining etiquette

Still Life Drawing – See Lesson

Conclusion – Writing and Art Show

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Still Life Drawing – See Lesson

Conclusion – Writing and Art Show

Object Narrative – telling a story with objects

Thumbnail Sketching

Sketch and Write (a detailed explanation) below telling 2 different stories. Remember our subject matter is of a table setting – also include food items and a hand(s). Use all opportunities within the context of a table setting to tell your stories (place setting details, food/drink, table decorations, utensils, clothing/sleeve, jewelry and any kinds of props on the table)

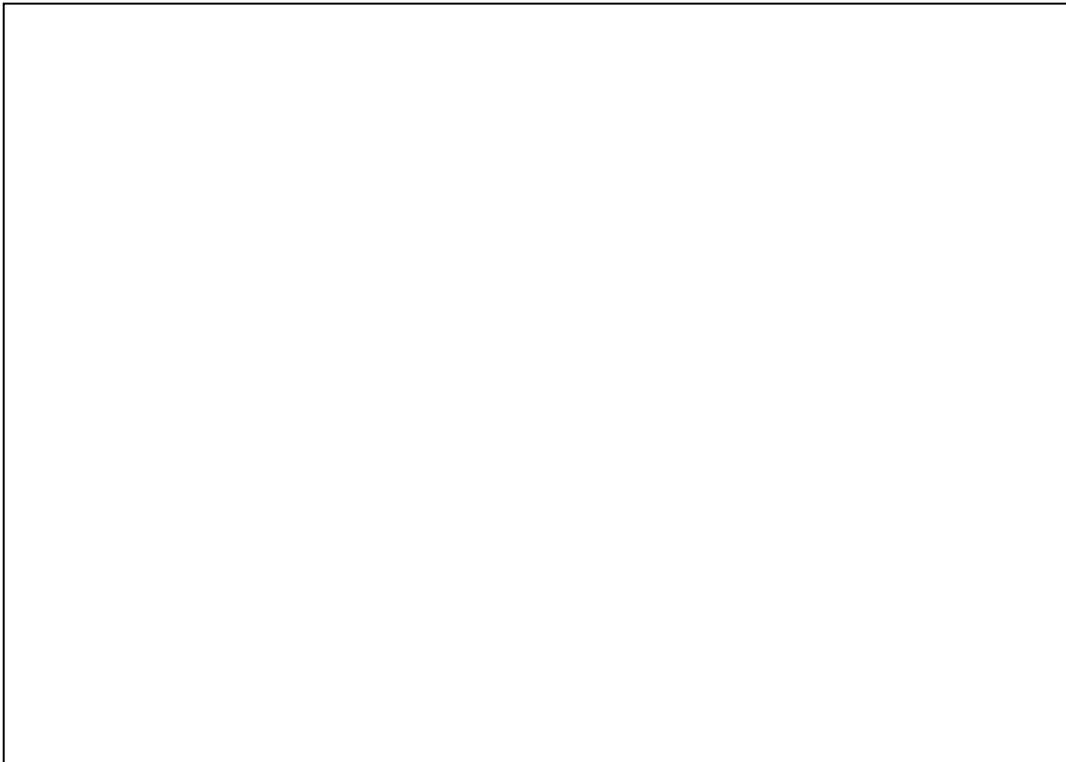
Story #1 – a disappointed woman is stood up by her husband at their 5th wedding anniversary dinner

Explain your



Story #2 – a little boy celebrates his 6th birthday with his friends and family

Explain your set up:



Cultural Investigation

Getting to Know the Country and People

Find factual information about the following cultural factors for your chosen country. You may wish to print or track media used to reference information for future needs.

Geography

Language

Dress

Economy

Religion

Major Holidays/Festivals/Celebrations

Unique Social Roles (men, women, children, babies, elderly)

Government

Find additional information about the following to develop an idea for your Cultural Narrative Place Setting Still Life Drawing. Once an idea is established, you will search for references.

Food

Dining Etiquette

Décor/Fabrics

Utensils/Dinnerware/Glassware for Dining

Jewelry/adornment

Flora/Fauna

My idea (in great detail) is: