

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**

Korea Lesson Plan

Self Portrait – Advanced Art

4 week lesson

Overview: Students will participate in reading sections of a book titled, *Lost Names*. They will become more familiar with the history of Korean people during the height of the Japanese occupation in the 1930s and 40s. They will engage in activities on naming and identity. This will culminate in a multimedia self portrait where students will attempt to express themselves.

Materials Needed:

Handouts – *What's in a name, Book title, Who are you?* and *Self Portrait Questionnaire*

Book – *Lost Names*

General Background Information – See web pages on resource list

Project Materials – multi-media supplies, paper or board, visual references

Self Portrait Requirements:

15 pts – must have a realistic rendering of an expressive face (frontal, profile or ¾ view)

15 pts – @ least 1 or both of either hands or feet in composition

15 pts – setting must be realistically done and represent a real or imaginary space with props/cues describing space

15 pts – mixed media (@ least 3 materials used) with @ least 1 drawing material and @ least 1 3d item attached

For Consideration: What are you trying to tell your viewers? How might pose/body language reveal something about you?
How can scale tell a story? How much of yourself will you reveal?

Self Portrait Grading: use rubric for grading

Requirements – 60 pts

Composition – 20 pts

Construction – 20 pts

Values describe form – 20 pts

Directional drawing/painting – 20 pts

Neat Shading – 20 pts

Expression – 20 pts

Creativity – 20 pts

Craftsmanship – 20 pts

Essential Questions:

Are names and identity connected?

How do you tell people about yourself visually?

Timeline:

1. **Hooks** – *What's in a name, Book title* activities lead to discussion on both importance of names, how we are named, how we may lose our names and what the book *Lost Names* might be about
2. **Brief Look at Korean History** – share a bit of Korean history from websites provided, hang a map of the region to reference area and note the absence/suppression of art during the period of Japanese occupation
3. **Lost Names** – read aloud passages noted in reference page (students or teacher to read)
* this step will be divided up and spread throughout a week of classes – reading for part of class and working on Identity Activities during the remainder

4. **Activities on Identity** – *Who are you?* and *Self Portrait Questionnaire* – students will complete questionnaires to discover/reveal more about themselves and develop ideas for their self portraits
5. **Evaluate a Self Portrait** – students will spend a class period searching books and the Internet to find pictures of self portraits, which they find provocative and revealing/expressive, to print out and share with the class for analysis the following day
6. **Self Portrait** – students will brainstorm for ideas (may look through books, internet and past projects), finalize one idea in sketch form and create a timeline for project completion, including references needed, materials needed, self/peer review and execution – roughly 4 weeks from lesson start to finish with about 3 weeks of class time for portrait
7. **Conclusion Activity** – this could entail a writing, group review, art show, art criticism, verbal presentation, etc.

Ohio Draft Art Academic Content Standards

Historical, Cultural and Social Contexts:

Benchmark A – grade 11, #2, analyze a work of art and explain how it reflects the heritages, traditions, attitudes and beliefs of the artist

Benchmark C – grade 10, #5, compare the artistic styles and subject matter in artworks by artists of different cultures

Benchmark D – grade 10, #6, describe various sources visual artists use to generate ideas for artwork (e.g. personal experience, imagination, interests, everyday events and social issues)

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, Language Arts and History

Korea Lesson Plan

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

Hooks

FILES INCLUDED

What's in a name?

Book title

Brief History of Korea

INTERNET

<http://www.taiwandocuments.org/map01.htm> – map of East Asia

<http://www.lib.utexas.edu/maps/korea.html> – maps of Korea, including historical, regional and thematic

<http://www.geocities.com/mokkim/koreahistory.html> – this site is a great resource for Korean History, broken into periods of time, including Japanese Control and Division of Korea

<http://www.kimsoft.com/war/r-24-4.htm> – “The Spirit of the Nation” – article by a Korean describing Japanization of Koreans with name changing, dress code, religion, language, etc.

<http://www.answers.com/topic/korea> – very informative resource on all aspects of Korea, past and present

BOOKS

Facts about Korea, Hollym Corp. Publishing, ISBN: 0-941009-03-3 / 0941009033

Lost Names Readings

Lost Names: Scenes from a Korean Boyhood, Richard E. Kim. 1988

Divide Readings into 5 days – reading ½ class and activities ½ class

Pages 7-13 introduce a family being uprooted from their Korean home to settle in South China.

Key Points – fear and terror of Japanese Military Police

Pages 16-21 describe the family’s crossing of the river to Manchuria.

Key Points – “people without a country...being ousted and uprooted from their homeland”

Pages 27-37 tell of the boys first day of school where Japanese imperialism is evident

Key points – bowing to emperor, Japanese flag, and threat of beating if rituals aren’t performed

Pages 66-71 describe a lavish breakfast enjoyed by a Korean family

Pages 71-2 tell of the absence of Korean studies/language

Pages 75-80 tell of a trip to a bookstore where Korean reading materials are diminishing and the war movement is discussed

Pages 94-5 tell of the food shortages and rationing of items because of Japanese provisions

Pages 98-108 describe the day the boy and his family lose their Korean names

Key Points – loss of identity

Activities on Identity

FILES INCLUDED

Who Are You? – word game with student names to reveal more about themselves

Questionnaire for Self Portrait – brainstorming for the creation of an expressive self-portrait

Self Portrait Search/Analysis and Final Project – See Lesson

Conclusion Activity – Teacher Choice

WHO ARE YOU? Clearly spell your first and last name _____

Example form

Using each letter from your full name, come up with new words (which begin with those letters) that help describe who you are. Next to each new word, explain why you chose it using a sentence or statement. Make sure your words and descriptions are school-appropriate.

Memoirs of a Geisha – the title of one of my favorite books

Running on Empty – one of my favorite movies of all time

Slick – is my maiden name (why some students call me this)

Heights – I live in The Heights, Cleveland Heights specifically

Artist – I continue to make art, both drawings and hand-painted pottery

Root Beer – **The soft drink I like the best**

Vacation – I went on a camping/climbing trip this summer

Apistoke – the name of a mountain in Montana – my first climb

Niece – I have a 3 year old niece named Quinn, who I adore

WHO ARE YOU? Clearly spell your first and last name _____

Example form

Using each letter from your full name, come up with new words (which begin with those letters) that help describe who you are. Next to each new word, explain why you chose it using a sentence or statement. Make sure your words and descriptions are school-appropriate.

Memoirs of a Geisha – the title of one of my favorite books

Running on Empty – one of my favorite movies of all time

Slick – is my maiden name (why some students call me this)

Heights – I live in The Heights, Cleveland Heights specifically

Artist – I continue to make art, both drawings and hand-painted pottery

Root Beer – **The soft drink I like the best**

V acation – I went on a camping/climbing trip this summer

A pistoke – the name of a mountain in Montana – my first climb

N iece – I have a 3 year old niece named Quinn, who I adore

Self Portrait Art 3 _____75 points

Brainstorming Worksheet/Questionnaire: *Identity*

(18) **1-6** Who, What, When, Where, How and Why? Ask a question about yourself using each of these cues (1pt each), then answer (2pts each). (Remember our theme, Identity).

Answer the following questions...be honest and detailed, it will help you with choices on the assignment. You do not have to share the answers to the * questions, but answer them in your head.

(5) **7.** What is your full name? Any significance/stories about your naming? Do you like your name?

(7) **8.** Describe what you are wearing today...be specific and thorough. (list @ least 14 items)

(5) **9.** What do you want people to know about you?

10. *What do you hide about yourself?

(5) **11.** When was the last time you felt an emotion with great intensity? Describe.

(5) **12.** Does the above emotion describe you best? What other emotions describe you?

(5) **13.** Describe your favorite place.

(5) **14.** Where would you most like to visit? Why?

(5) **15.** Describe your bedroom?

16. *What is the worst thing you've ever done?

(5) **17.** What is the best thing you've ever done?

(5) **18.** What is your favorite movie and why?

(5) **19.** What is your favorite song and why?

Korea Lesson Plan

HOOKS – What’s in a name?

Have students come to class with 2 pieces of information on paper. Engage students in discussion of answers. (write questions on board for students to copy – or copy this handout)

1. Find as much information about your first name that you can find through the Internet or books. Try multiple spellings of your name if you are having trouble. Try a couple of resources for consistency. *Write this down or print it out*

Example:

Shelley: Feminine and Masculine, From a surname which was originally derived from a place name meaning "clearing on a bank" in Old English. Two famous bearers of the surname were Percy Bysshe Shelley, a romantic poet from England and Mary Shelley, his wife, the author of the horror story 'Frankenstein'.

Your Name: _____:

2. Ask your parent(s)/guardian(s) to tell you about how you were named. Record the information.

HOOKS – Book title

After discussion of *What’s in a Name?*, have students answer the following questions to hook them into the next step. (This may be a group activity)

1. We will be reading passages from a book titled, *Lost Names: Scenes from a Korean Boyhood*. What do you think the book could be about?
2. List as many reasons as possible that names are “lost”.
3. Is a name important? Why?