

Unit #30: Asian Art

Content Area: **Fine and Performing Arts**
Course(s): **English I, Contemporary Novel**
Time Period: **September**
Length: **number of days**
Status: **Published**

Unit Overview

The Asian unit is designed to study the art of Asian countries: China, Japan, India, and Thailand. Through exploration of these countries the students will explore art techniques used by each country. The art techniques that will be studied are illustration, watercolor, printmaking, painting, ceramics and silk painting. Along with art techniques the students will study the cultures and art history behind each country.

Enduring Understandings

Art reflects the time period, culture, geography, and status of a region's inhabitants.

Artists of different cultures express meanings and ideas in different ways.

Artists get inspiration from many sources.

Art is a personal or individual response to their environment.

Art elements and design principles can be used intentionally to elicit a specific response from the viewer.

Essential Questions

- * What is the correlation of the Chinese dragon and religion?
- * What is the significance of Chinese scrolls and purpose?
- * In Japan how is printmaking a means of documentation?
- * Indian art main components.
- * How do historical responses affect the evolution of various artistic styles, trends, and movements?
- * What is the historical significance, craftsmanship, cultural context appropriate for this unit?

- * How do historical responses affect the evolution of various artistic styles, trends, and

movements?

- * In Japan how is printmaking a means of documentation?
- * Indian art main components.
- * What is the correlation of the Chinese dragon and religion?
- * What is the historical significance, craftsmanship, cultural context appropriate for this unit?
- * What is the significance of Chinese scrolls and purpose?

Lesson Titles/Objectives

1. Mixed Media Chinese Dragon: Students will create a Chinese dragon using drawing, pen and ink, watercolor pencils, and painting techniques as well study the art history and culture of China.
2. Watercolor Scrolls: Students will paint in the style of the Chinese scrolls using painting techniques of scroll painting as well as study the art and cultures of China.
3. Fish Prints: Students will study the art and culture of Japan and Japanese printmaking.
4. Sumi Painting: Students will paint in the style of the Japanese Sumi painting using Sumi techniques and bamboo brushes. Students will study the purpose of sumi painting.
5. Indian Block Printing: Students will study the art and cultures of India and Indian design using printmaking techniques.
6. Ceramic Elephants: Students will study the art of India and the sacred elephants by creating their own elephant using ceramic techniques.
7. Batik Hoops: Students will study the art of silk painting and the art and cultures of India.

- 1. Mixed Media Chinese Dragon: Students will create a Chinese dragon using drawing, pen and ink, watercolor pencils, and painting techniques as well study the art history and culture of China.
- 2. Watercolor Scrolls: Students will paint in the style of the Chinese scrolls using painting techniques of scroll painting as well as study the art and cultures of China.
- 3. Fish Prints: Students will study the art and culture of Japan and Japanese printmaking.
- 4. Sumi Painting: Students will paint in the style of the Japanese Sumi painting using Sumi techniques and bamboo brushes. Students will study the purpose of sumi painting.
- 5. Indian Block Printing: Students will study the art and cultures of India and Indian design using printmaking techniques.
- 6. Ceramic Elephants: Students will study the art of India and the sacred elephants by creating their own elephant using ceramic techniques.
- 7. Batik Hoops: Students will study the art of silk painting and the art and cultures of India.

Standards

VA.9-12.1.5.12acc.Cr	Creating
VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.

VA.9-12.1.5.12acc.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
VA.9-12.1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
VA.9-12.1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

Indicators

VPA.9-12.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.9-12.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.9-12.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.9-12.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.9-12.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.9-12.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.9-12.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.9-12.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.9-12.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Closure

Students will complete a self assessment

Students will complete an exit ticket

Oral review or discussion on lesson

Students will be posed the question of the day to wrap up the daily activities. They will answer as a class and make sure to have the correct answer. This will review objective as well as clarify any information given to the lesson.

- Oral review or discussion on lesson
- Students will be posed the question of the day to wrap up the daily activities. They will answer as a class and make sure to have the correct answer. This will review objective as well as clarify any information given to the lesson.
- Students will complete a self assessment
- Students will complete an exit ticket

Inter-Disciplinary Connections

CCSS.ELA-Literacy.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
CCSS.ELA-Literacy.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-Literacy.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
CCSS.ELA-Literacy.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CCSS.ELA-Literacy.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Alternative Assessment

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Formative Assessment

Question of the day

Preliminary sketches

Daily walk arounds assessing students progress

Self critique of work in progress

Peer critiques

- Daily walk arounds assessing students progress
- Peer critiques
- Preliminary sketches
- Question of the day
- Self critique of work in progress

Summative Assessment

Project:

1. Mixed Media Chinese Dragon
2. Watercolor Scrolls:
3. Fish Prints:
4. Sumi Painting
5. Indian Block Printing
6. Ceramic Elephants
7. Batik Hoops

Unit Quiz

- 1. Mixed Media Chinese Dragon
- 2. Watercolor Scrolls:
- 3. Fish Prints:
- 4. Sumi Painting
- 5. Indian Block Printing
- 6. Ceramic Elephants
- 7. Batik Hoops
- Unit Quiz

Warm-Up

* Students will be asked the the daily " question of the day" or "task of the day" which be a warm up pertaining to the lesson.

* Online video clip

* Current events of the arts discussion

* Art history literature

- * Art history literature
- * Current events of the arts discussion
- * Online video clip
- * Students will be asked the the daily " question of the day" or "task of the day" which be a warm up pertaining to the lesson.

Anticipatory Set

Video clip

Magazine article

Group discussion

Related articles

- Group Discussion
- Magazine Articles
- Related Articles
- Video Clip

Resources & Materials

- Art Periodicals
- Powerpoint presentation
- Smartboard Interaction
- Various books, Articles and videos on specific art domains
- Video clip

Instructional Strategies/Learning Activities

*Art History worksheet and reading

*Sketches of Chinese Dragon

*Drawing Inking Painting demonstration

*Powerpoint presentation

*Watercolor worksheet and reading

*Watercolor demonstration

*Reading and worksheet of Fish print

* Demonstration of printing techniques

* Painting worksheet and reading

*Painting Demonstration

* Ceramic demonstration

*Ceramic worksheet and reading

* Silk painting reading and worksheet

* Silk painting demonstration

Modifications

At Risk Modifications

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

ELL Modifications

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

G&T Modifications

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

Technology

Powerpoint presentation

Video clip

Smartboard Interaction

Art Periodicals

Various books, Articles and videos on specific art domains

Youtube

Google Classroom

Google Drive

Google Doc

1:1 initiative

TECH.8.1.12.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.C.1

Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

TECH.8.1.12.C.CS3

Develop cultural understanding and global awareness by engaging with learners of other cultures.

TECH.8.1.12.C.CS4

Contribute to project teams to produce original works or solve problems.

TECH.8.1.12.D

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.12.D.CS2

Demonstrate personal responsibility for lifelong learning.

