**Task 1: Planning for Instruction and Assessment**

**Part B: Lesson Plans for Learning Segment**

**Teacher: Nandita Baxi Sheth Course: Art and Technology**

**School: Hughes STEM High School Grade/Level: 8th -12th**

**Lesson Segment: Chinese Landscape Painting 4 Units/Days**

**Central Focus**

Through viewing examples of traditional Chinese Landscape Painting, learning the cultural context of the art form, and practicing techniques; students will produce watercolor landscape scrolls using traditional tools, techniques and material structures combined with contemporary materials and personal perspectives.

**Student Achievements**

* Students will understand key terms with which to describe the materials, tools, elements, and composition of Traditional Chinese Landscape Painting.
* Students will use both traditional and contemporary methods of mixing watercolor washes, painting graded washes, and creating a variety of brushstrokes with contemporary (watercolor) and traditional (bamboo brush) materials.
* Students will develop a unique landscape composition based on understanding of traditional Chinese painting techniques, basic watercolor techniques, and using the concepts of depth of space and layering.
* Students will be able to articulate their artistic decisions using key terms taught reinforce througout the learning segment

**Standards**

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| OHIO Department of Education Visual Arts Standards HS Beginning  | Cognitive and Creative Learning Processes |
| Perceiving/Knowing (PE)  | **1PE** Examine and articulate the effects of context on visual imagery. |
| Producing/Performing (PR) | **1PR** Select, organize, and manipulate skills, elements and techniques appropriate to the art form when making art. |
| Producing/Performing (PR) | **3PR** Explore multiple solutions to visual art problems through preparatory work. |
| Responding/Reflecting (RE) | **3RE** Use appropriate vocabulary to define an describe techniques and materials used to create works of art |

**Learning Objectives**

**Knowledge: Students will know the meaning of the following terms and principles**

* **Terms:** Watercolor, watercolor wash, complementary colors, dry brush, texture, landscape, scroll, four treasures: brush, ink, ink stone, paper; shan shui (mountain, water means landscape in Mandarin).
* **Principles**:
	+ To make natural elements appear close by they are painted with finer detail and texture, brighter colors, and are larger in size.
	+ To make natural elements appear farther away they are painted with less details, faded color and intensity, and smaller in size.
	+ Layering paint, washes, elements and space creates a composition

**Understandings: Students will understand the following facts**

* Traditional Chinese landscapes were created on thin rice paper or silk with brush, ink and color pigment washes in the form of a scroll.
* The difference in form and function between a scroll as a work of art and a landscape painting on canvas.
* What an ink stick is made of and how to grind ink on an ink stone.
* Compositions included sky/clouds, rocks/mountains, trees and water (sea, ocean, pond, river, waterfall) elements
* Landscapes were based on the artist’s feelings about the natural world.

**Skills: Students will be able to**

* Identify four elements in traditional Chinese Painting
* Identify the four treasures: ink, ink stone, paper and brush
* Explain what a scroll is.
* Mix and paint watercolor washes and use dry brush techniques to depict four natural elements in a Chinese landscape painting: sky, rocks, trees, and water.
* Layer elements to create a pleasing and imaginative landscape composition.

**Dispositions: Students will be inclined to**

* Experiment with the tools brush painting and the medium of watercolor and to practice traditional techniques and develop their own methods of working with the medium of watercolor
* Offer congenial and constructive feedback to classmates both in process and of final work.
* Express, in writing and discursively, the content they have learned in the unit and present their art work (in process and final product) in terms of intention and accomplishment of goals.

**Assessments**

**Informal** Students’ in progress work will be assessed during one on one dialogue throughout the lessons. Occurring approximately twice during a class bell (or more on block bell days) Informal assessment times will be used to focus on individualized instruction; reinforcing demonstrated techniques, reiterating key vocabulary and adapting the lesson for a variety of learners. During this time the student’s understanding of terms, principles and concepts will be informally noted and the student’s ability to experiment and adapt the lesson with personal vision will be encouraged and evaluated. Additionally students’ collaborative discourse with peers throughout the lessons will be noted to encourage productive feedback between classmates.

**Formal** See Assessments Part D for Grading Rubric and Self Assessment form.

Students’ formal assessment will occur with an examination of the final product in conjunction with the entire classes work. Students will be assessed on their use of techniques, incorporation of four natural elements, creativity of composition, personal vision, evidence of experimentation, craftsmanship, attitude, responsibility with materials, and collaborative dispositions. Students will also write and discursively express a self-assessment identifying learning outcomes and possibilities for future growth.

**Instructional Strategies and Learning Tasks: detailed in Lesson Plans**

*Set up: large table with students seated around. Students will have bamboo brush, watercolor paint box, small water cup, paper towel, small squares of drawing paper*

**Lesson Plan One: 56 minute bell**

**The Elements of Chinese Landscape Painting: Demonstration of Techniques**

Instructional Strategies and Learning Tasks

5 min: Warm Up: Chinese Landscape Painting and Scroll definition Power Point Slide 1.

Explain vocabulary have students write vocabulary and definition in their notebooks.

Introduce Lesson

Explain instructions and expectations for demo and how to follow along with the teacher.

Alternate assignment for students not able to work in a group setting: Power Point Slide 2

* 10 min: Explain watercolors as a painting medium. White is water and the white of the paper. Demonstrate and instruct students to mix washes and make graded blue watercolor wash to paint sky and clouds.
* 10 min: Demonstrate and instruct students to mix washes of complementary colors (blue and orange, red and green) to make neutral washes for rocks. Demonstrate and instruct students use black watercolor paint as ink to outline rocks and create texture with dry brush.
* 10 min: Demonstrate and instruct students to mix washes and make brushstrokes with black watercolor for 3 types of trees and leaves.
* 10 min: Demonstrate and instruct students to mix washes with black and blue watercolor and use a dry brushstrokes for water.

5 min: Instruct Clean up

*Set up: at individual tables with supplies as listed above, practice elements painted in prior lesson, long strips of drawing paper.*

**Lesson Plan Two: (Block day: 98 min total)**

**Composing and Painting a Chinese Landscape Painting**

Instructional Strategies and Learning Tasks

5 min Warm Up: Power Point Slide 3: Four Treasures of Chinese Painting: Brush, Ink, Ink

. Stone, Paper. Explain Vocabulary words and instruct students to write definitions in their class notebooks.

Power Point Slide 4: Schedule for the Day : Explain Schedule for the day

10 minutes: Scroll and Composition: Guided discussion

* Unroll an original Chinese landscape scroll, identify marks, natural elements, colors, washes and brush strokes to reinforce learning from previous
* Identify compositional lines and how they create movement and rhythm through diagonals and repetition
* Ask questions about how the artist depicts space and distance. Identify closer objects that are larger, brighter, more detailed. Identify objects in the distance are smaller, faded and muted.
* Discuss depiction of space: Bottom of scroll objects are closer, top of scroll objects are further away or higher up.
* Discuss negative space, white as an element of composition, how it weaves through the painting.

10 minutes: Ink Grinding Demonstration with Participation

* Explain what an ink stick is made of
* Demonstrate ink grinding
* Discuss questions and review techniques as needed.
* Discuss permanence of mark making on paper

15 min: Students sketch out a composition in pencil on long drawing paper, check with teachers before beginning painting

 50 min : Students work on their personal compositions with multiple rocks, trees, water and sky elements. Instructors provide one on one feedback , reinforce vocabulary and demonstrated techniques.

8 min: Clean up instructions.

*Set Up: same as Lesson one and two plus wallpaper pieces cut to size, string, glue, hole punch,*

**Lesson Plan Three: 56 min bell**

**Critical Response and Independent Work Time**

Instructional Strategies and Learning Tasks

15 min Warm Up: Critical Response Discussion for Contemporary Chinese Landscape Painting

See Power Point Slide 10. For comparison see Power Point Slide 11.

Instructor leads class discussion with open ended questions, looking at and comparing contemporary Chinese brush painting with traditional brush painting. Instructor introduces artist and asks students to consider artist’s intentions.

35 minutes:

* Students work on individual scrolls, instructors offer individualized feedback.
* Complete painting and finish work. Select wallpaper pieces for tops and bottoms of scrolls glue in place, punch holes and tie strings.

5 minutes: Clean up

*Set Up: Same as Lesson One and Three.*

**Lesson Plan Four 55 minute bell**

**Complete work on Scroll and Previous Project**

Instructional Strategies and Learning Tasks

5 minutes: Warm Up Review of Landscape Terms

10 minutes: Review finshing procedures for scroll

Review rubric and instructions for filling out and turning in.

35 min: Students complete projects. In addition to written rubric, instructor provides individual critique for students as they complete work.

5 min: Instruct Clean Up.

**Instructional Materials**

Materials: Drawing paper cut in to 8”x24” sections, practice paper cut into half sections, Prang watercolor paint, 10 well round plastic mixing palettes, bamboo brushes, individual water containers (recycled yogurt cups), newsprint, wallpaper, hole punch, string, glue, projector, laptop with presentation Power Point.

Demonstration materials: Original Chinese Scroll Paintings, porcelain brush rest, water vessel, ink stick, ink stone, felt mat, water dropper.

Copies: Grading Rubric and Self-Assessment for each student