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| **Instructor:** Natali Ramon | **Unit:** East Asian Art |
| **Site:** Norwalk | **Course:** Visual Arts |

1. **A rationale for the proposed unit**

In this unit, students will be analyzing aesthetics in East Asian art, as they make a comparison of art in Western Europe. This short unit was partly inspired by Matteo Ricci’s encounter and observation of Asian art. For this segment, we will first analyze the perspectives of East Asian artists about western art, as well as the perspectives of western artists on Eastern Art. Students will then be asked to create a comparison of each of the perspectives. For the second unit, students will learn about some of the principles and methodologies of East Asian art, and as the third segment, students will create an art piece that incorporates the techniques used in East Asian art.

1. **Skill and content objectives**

CA Standards:

3.1 Identify similarities and differences in the purposes of art created in selected cultures.

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

1. **Detailed lesson plan**

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| **Essential Question/Theme** | | |
| What open-ended philosophical, moral, and intellectual question will guide students’ inquiry into this topic?   * How do East Asians see Western art? How do westerners see East Asian art? What informs these perceptions? | | |
| **Content Standards/Learning Objectives** | | |
| 3.1 Identify similarities and differences in the purposes of art created in selected cultures.     * **Objective:** Students will analyze two primary sources (one from Asia, one from the West). Students will analyze these documents and begin to determine what might inform their perception of foreign art. | | |
| **Be Able To Do – Skills** | | |
| What intellectual/academic skills or processes will students be taught, introduced to, or expanded upon?   * Students will review moments of contact between Western European and East Asia. * Students will read two primary sources and make a comparison between how Westerners and East Asians see each other. | | |
| **Assessment** | | |
| In what multiple ways will you be assessing student learning of both the content and the academic/intellectual skill set you are teaching them? What will the final assessment be? How will you teach to it?   * Graphic organizers in which students organize their analysis on a graphic organizer. * Students will outline their ideas in preparation for their analytical written piece. | | |
| Day 1  Entry Point - How will you introduce students to the inquiry? | | |
| **Time** | **Description of Activity** | **Materials** |
| 10 minutes | * Do Now * Students will view two pieces of art. They will answer the following questions:   + What do you think of each art?   + What are the biggest differences?   + How does your taste in art influence your opinion of each piece? | * PowerPoint slide * Projector |
| **Transition**  How will you transition students from the first activity to the next? How will they connect?  Students will share their responses to the Do Now prompt. They will be informed that the lesson for the day will involve analyzing how people analyzed the art from other countries, and they will make inferences on what might influence how people see the art of different countries. | | |
| **Activity 2** | | |
| **Time** | **Description of Activity** | **Materials** |
| 15 minutes | * Direct Instruction * Students will listen to a brief presentation on the geography of East Asia and Western Europe. Students will quickly trace trade routes between both parts of the world, and they will familiarize themselves with major instances of contact between both parts of the world. | * PowerPoint slide with mini lecture. * Handouts with a blank map. * Markers |
| **Transition**  How will you transition students from the previous activity to the next? How will they connect?  After students hear the brief presentation, I will explain to students that they will read two primary source accounts that reflect an East Asian’s observation of Western art, and a Westerner’s observation of East Asian art. | | |
| **Activity 3** | | |
| **Time** | **Description of Activity** | **Materials** |
| 20 minutes | * Direct Instruction * Half of the students will read Matteo Ricci’s account, and half of students will read a secondary source by Zou Yigui on his perspectives of western art. * Students will then engage in a pair share in which they swap information on their assigned document. * Students will begin to outline their writing in preparation for their written assignment. | * Projector * Documents * Graphic Organizer |
| **Transition**  How will you transition students from the previous activity to the next? How will they connect?  I will tell students that they will read brief excerpts by Mao in which he explains the rationale behind empowering farm workers, young people, and changing the cultural values of China. We will use excerpts by Ebrey in the Red Guards. Students will split up into four groups and focus on different topics. They will tasked with creating an expository poster in which they detail the main ideas they gathered, they will list words with imagery used in their assigned excerpt of the article, and create visual of their findings. | | |

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| Day 2  Entry Point - How will you introduce students to the inquiry? | | |
| **Time** | **Description of Activity** | **Materials** |
| 10 minutes | Do Now  Students will answer the following prompt:   * What did you notice about how the Chinese viewed European art? What did you notice about the perspectives of Europeans on East Asian art? | * PowerPoint slide * Projector |
| **Transition**  How will you transition students from the first activity to the next? How will they connect?  I will tell students that today, we will be making inferences about how Europeans viewed East Asian art, and about the way East Asians viewed western art in a writing piece. | | |
| **Activity 2** | | |
| **Time** | **Description of Activity** | **Materials** |
| 25 minutes | * Direct Instruction * Students will receive writing prompt and appropriate scaffolds to complete their assignment. | * Writing Prompt |
| **Transition**  How will you transition students from the previous activity to the next? How will they connect?  As students finish their writing pieces, I will ask a few of them to share their findings on how they believed East Asians and Europeans perceive each other’s art.  I will then tell students that we will take a look at the three important principles that defined East Asian art at the time. | | |
| **Activity 3** | | |
| **Time** | **Description of Activity** | **Materials** |
| 10 minutes | * Direct Instruction * I will instruct students on three techniques used in 16th century East Asian art. Students will write these in their notes. | * PowerPoint * Projector |
| **Activity 4** | | |
| **Time** | **Description of Activity** | **Materials** |
| 10 minutes | * Exit Slip * Students will receive one piece of 16th century East Asian Art. They will be asked to select one technique form our lecture and they will explain how this technique was used in their assigned picture. | * East Asian Art pieces |

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| **Day 3**  **Entry Point - How will you introduce students to the inquiry?** | | |
| **Time** | **Description of Activity** | **Materials** |
| 10 minutes | Do Now  Students respond to the following prompt:  Select ONE technique from our lectures yesterday. Which technique do you like the most? Why? | * PowerPoint slide * Projector |
| **Transition**  How will you transition students from the first activity to the next? How will they connect?  I will tell students that for today’s lesson we will get the opportunity to utilize one of the techniques from yesterday’s lesson to create their own piece of art. | | |
| **Activity 2** | | |
| **Time** | **Description of Activity** | **Materials** |
| 25 minutes | Direct Instruction   * Students will take notes on the different instruments they will be using for their pieces, and they will receive a brief demonstration on how these are used. * They will select a piece of art from the period they want to use as a point of reference from their piece. | * PowerPoint slide with directions. * Graphic organizers. * Pieces of East Asian Art. |
| **Transition**  How will you transition students from the previous activity to the next? How will they connect?  Students will fill in a self reflection in which they assess their own work and in which reflect on their experience with the information gained from our unit of study. | | |
| **Activity 3** | | |
| **Time** | **Description of Activity** | **Materials** |
| 10 minutes | * Students complete self-reflection | * Self reflection handout |

1. **A plan for assessing student achievement**

* Students will be formally assessed via writing as they analyze two primary sources to answer the essential question of the unit: How do East Asians see Western art? How do westerners see East Asian art? What informs these perceptions?
* Students will be informally assessed with an exit slip as they identify how an art technique was used on a piece of art of the period.
* Students will apply art techniques learned by creating their own piece of art that incorporates the techniques learned during during our unit.