

# T'ANG DYNASTY POETRY AND ART LESSON

*The first three of six poems by Wang Wei and P'ei Ti*



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## 3rd GRADE ART

### GRADE THREE VISUAL AND PERFORMING ARTS: Visual Arts Content Standards

#### 2.0 CREATIVE EXPRESSION

2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.

#### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

5.2 Write a poem or story inspired by their own works of art.

### THIRD GRADE READING, SPEAKING, AND LISTENING STANDARDS

#### READING STANDARDS FOR LITERATURE

Range of Reading and Level of Text Complexity 10.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

#### SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

(I only included the third grade standards because that is what I teach, but all grades will have similar standards.)

## MATERIALS

1. Wang Wei and P'ei Ti poems (3 included, but there are 6 total)
2. Art paper, or plain white paper, or watercolor paper, your choice.
3. Paint brushes and water colors, or colored pencils, or ink pens, your choice.
4. If you wish to, you can google 'Chinese watercolor', or even 'T'ang Dynasty art', if you want to be specific to the poetry, and look at some samples of potential artwork they can do, if you have watercolors. There are, of course, youtube videos showing art techniques, if you want to learn and introduce a new art technique for this project. Use whatever you have, even if it is just pencil and plain white paper.

**PROCEDURE: Follow the same procedure for each of the three poems. It can be done on three separate days, or spread out over time if you wish to give them more time on their artwork.**

1. Give one copy of a poem to each A/B student pair, labeled with Wang as 'A', and P'ei as 'B'. (Make as many copies as you need in advance. Keep them together in a baggie for next year.)
2. Student 'A' reads Wang and Student 'B' reads P'ei.
3. The A/B pair can discuss the poem for a few minutes, talking about what it means, as well as what types of things are identified that they can include in their artwork. (birds, mountains, autumn, hill, sun, pines, dew, grass, clouds, tracks, blue, clothes, etc.)

### THREE OF SIX POEMS: FROM “POEMS OF THE RIVER WANG”

NUMBER	TWO PARTS	
1.The Hill of Hua-Tzu	<p>Wang: (A)  The birds fly away  into infinite space:  Over the whole mountain  returns the splendour of autumn.  Ascending and descending  Hua-tzu hill,  I feel  unbounded bewilderment and lamentation.</p> <p>P'ei: (B)  The sun sets,  the wind rises among the pines.  Returning home,  there is a little dew upon the grass.  The reflection of the clouds  falls into the tracks of my shoes,  The blue of the mountains  touches my clothes.</p>	
2.The Deer Enclosure	<p>Wang: (A)  On the lonely mountain  I meet no one,  I hear only the echo  of human voices.  At an angle the sun's rays  enter the depths of the wood,  And shine  upon the green moss.</p> <p>P'ei: (B)  At the end of day  the mountain looks cold.  But a belated wanderer  still passes on his way.  He knows nothing  of the life of the wood:  Nothing remains  but the tracks of the buck.</p>	

<p>3.The Path of the Ash Trees</p>	<p>Wang: (A) On the narrow path,     sheltered by the ash trees, In the secrecy of their shade     flourishes the green moss, Only swept     when someone answers the gate, Fearing that the monk from the mountain     has come to call. P'ei: (B) To the south of the gate,     along by the ash trees, Is the path over the hillcrest,     that leads to Lake Yi. When the autumn comes     it rains much on the mountain; No one picks up     the falling leaves.</p>
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## CONTINUED: THE ART PART

1. Students choose what they would like to draw or paint from the poem. Sketch out a very light, pencil draft. Leave room in the middle for the poem, OR the poem can be on a separate piece of paper.
2. Once the rough draft sketch is completed, fill it in with darker pencil, ink, or use watercolors instead, or crayons, colored pencils, etc.
3. Take as much time as you have for the artwork, and when the students are done, they can copy the poem onto their artwork, or on a separate piece of paper, as you wish.
4. If you can find them, a red chop would be really cool to add to their artwork, and an extra touch would be to research some Chinese characters that they could add to their artwork as well.
5. STUDENT CHOICE: On a different day, after having done one, two, or all three of the poem/art lessons, you can let students choose their own art theme from their favorite outdoor place (mine is Yosemite), and do their own personal artwork to go with the next section - creating a poem about THEIR outdoor haven. Whether it is at school, in their backyard, or any place they have seen or visited.
6. You can use the same art technique for all three art lessons, or choose a different one for each art lesson. This will vary, depending on the age of your students.

## PARTNER POEMS

Whether you chose to do one art lesson with a poem, or all three, you can also have the A/B student partners come back together and create their own poems to go with their personal artwork they created about their favorite outdoor place. A/B partners can share the artwork they created, and give each other ideas for their poems. They can create the poems by themselves, or they can help each other by having partner A create part one (Wang), and partner B create part two (P'ei). This could take a little bit of time, and they may want to write a rough draft on one day, and come back to it again on another day. The syllable structure of the three poems that are included seems to be pretty loose and easy to emulate.

[\(Preview\) Chinese Watercolor Techniques: Painting Animals with Lian ...](#)

[Tang Dynasty Chinese Art - Ancient China - Quatr.us](#)

[Kline, A. S. \(b.1947\) - Like Water or Clouds: The T'ang Dynasty and ...](#)

[300 Tang poems - Tang Shi](#)

[Translated Chinese Poetry: Selected Poems from T'ang Dynasty](#)







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溪山漁隱圖  
丁卯中秋  
八日徵父徵仲  
青錄法于  
一峰小房  
許鳳

















