

Title: CERAMIC DISHWARE OF OUR TIME

Goals/Learning Outcomes:

- Students act like archeologists and look closely at Chinese ceramics to understand more about the culture that made them. Describe the decorative motifs and character on these ceramic pieces. Students look at other Chinese and other Asian art that have characters. Students describe what they know - just by looking at them - about the cultures that made the pieces.
- View the film on writing featured on the Global Art website. Make sketches and notes while viewing. Look especially for the work of Xu Bing and learn about his invented English characters. Discuss the film and what they found interesting about the work of Xu Bing and the evolution of writing.
- Students make a series of sketches of their own English characters in Xu Bing's style.
- Students roll out clay and drape mould it to make 4 plates. Use underglazes to decorate with English characters.
- Learn and use art vocabulary.

Smart Goals/Objectives:

Make a set of dishes.

Practice writing words in Xu-Bing's English-Character blended style.

Select 4 words to use as decoration on ceramic plates.

Use the slab roller and drape mould technique to make 4 ceramic dishes.

Use underglazes to write English-Characters, Xu Bing style.

Learn about archeology and what an archeologist does.

Gain knowledge of Chinese culture and ceramics.

Images and Materials Needed:

-Global Art Website, Chapter 8: Writing

-prints of ceramic plates (PMA Asian poster set – Dragon Plate) and Asian calligraphy from PMA collection (Looking to Write: Reeds and Geese and Yabu Lane Below Atago).

Description of Lesson:

Day 1 - Students enter classroom to find an assortment of dishware from Chinatown. Posted for them to view are selections of art posters showing Chinese and Asian art: scrolls, ceramics, prints (all of these works contain writing).

Ask the students what they know about archeology. We write the definition on the board. Ask students to become archeologists and tell what they might know about the culture by looking at this work. Ask what they would want an archeologist of the future to know about our culture when they stumble upon our pottery. If words were on this discovery, what would the words say?

Day 2 - View the film about writing and art from the Global Art website. Students may take notes or make sketches in their sketchbook as they view this film. Ask the students what writing of a culture says about it. What the writing of Xu Bing says about him and present day culture. (Pause to see still of this artist's work.)

Day 3 - In sketchbooks, students practice writing words using Xu Bing's method of writing English words in Chinese character style. What words would the students want to put on their plates? Practice writing the words they'd like to use on their dish designs. These words will tell an archeologist about

the world of 2011. Students will use at least 1 design on each of the 4 ceramic plates they will make.

Day 4-6 - Students discuss different techniques for making ceramic plates. Review ceramic vocabulary and procedures. We will use the drape mould technique. Students roll out clay slabs on the slab roller. Make practice pieces. Drape the clay over a form and cut the edge as they choose. The plates can be round or another shape of their choosing. Smooth the edges and allow to become leather hard. Students use underglazes to decorate their plates using the English character designs they drew in their sketchbooks. They may add images as well. We will then fire the plates twice to complete them.

Day 7 - In a critique, students will discuss their finished plates to determine how they will be seen by a future archeologist. We discuss the lesson and what was learned. Students share reactions and what was learned. We display the plates in a case in the school and students write display card descriptions of this work.

Bibliography/References:

<http://www.learner.org/courses/globalart/>

PA Art Standards:

9.1 Production, Performance and Exhibition: The goals for this area focus on the manipulative skills and conceptual understanding to be achieved by the learners in order to produce, perform and exhibit their own works in the arts.

- A. Know and use elements and principles in age/developmentally appropriate manner to create personal works in the arts.
- B. Know and use elements and principles in age/developmentally appropriate manner to evaluate and revise personal works in the arts.
- C. Know and use vocabulary related to production and exhibition of works in the arts.
- D. Use knowledge of cultural and historical styles to create works in the arts and when developmentally appropriate, develops own style to create works in the arts.
- E. Create works in the arts that communicate emotion, experiences or ideas.
- F. Create works in the arts that demonstrate ability to analyze and interpret works in the arts produced by others.
- G. Explain the function and benefits of rehearsal and practice sessions.
- H. Incorporate an understanding of safety issues related to the use of materials, tools, and performance spaces.
- J. Use traditional and contemporary technologies to create personal works in the arts.

9.2 Historical and Cultural Contexts: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to identify, compare, contrast and analyze works in the arts in their historical and cultural context. Effort should be made to coordinate with district's social studies, literature and other curricula when possible.

- A. Explain the historical, cultural and social context of an individual work in the arts.
- B. Relate works in the arts chronologically to historical events.
- C. Relate works in the arts to varying styles and genre and to the periods in which they were created.
- D. Analyze a work of art from its historical and cultural perspective.
- E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- F. Use vocabulary related to social studies, literature and other subject areas.
- G. Relate works in the arts to geographic regions.
- I. Identify, describe and analyze philosophical beliefs as they relate to works in the arts.
- J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.
- L. Identify, explain and analyze common themes, forms and techniques from works in the arts.

9.3 Critical Response: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to examine, analyze, interpret and evaluate works in the arts. Emphasis should be placed on developing various processes of critical analysis that will allow the learner to interpret meaning(s) of a work of art.

- A. Know and use the critical examination processes of works in the arts and humanities.
- B. Analyze and interpret specific characteristics of works in the arts within each art form.
- C. Identify, classify and apply understanding of styles, forms, types and genre to form critical response.
- D. Use the vocabulary of critical response to analyze, evaluate and interpret works in the arts.
- E. Use various types of critical analysis in the arts and humanities. (Contextual Criticism, Formal Criticism and Intuitive Criticism)
- F. Apply the process of criticism when comparing and contrasting meanings of a work in the arts.
- G. Compare and contrast critical positions or opinions about works in the arts and humanities.

9.4. Aesthetic Response: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to investigate the philosophical aspects of works in the arts. The learner explores personal and historical definitions of art and art's varied purposes. Emphasis should be placed on examining how aesthetic choices impact the intended and/or interpreted meanings.

- B. Compare and contrast informed individual opinions about the meaning of works in the arts.
- C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts.
- D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.