



San Antonio Museum of Art

**ASIAN ART IN FOCUS: A RESOURCE GUIDE FOR EDUCATORS**







## LESSON PLANS FOR TEXAS EDUCATORS

### How to use the lesson plans

#### Introduction:

The *Asian Art in Focus: A Resource Guide for Educators* highlights artwork from the Lenora and Walter F. Brown Asian Art Wing located in the San Antonio Museum of Art.

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The guide provides educators with an innovative resource that enhances the teaching of state-mandated curricula. Each lesson is correlated to the Texas Essential Knowledge and Skills (TEKS). The 8th grade level of the TEKS was used as a standard, but most lessons can be adapted to the TEKS at other levels.

The guide enables educators to utilize fine art object in teaching subject such as social studies, math, science, language arts and visual arts. Many of the lessons contain elements that support the TAKS (Texas Assessment of Knowledge and Skills) test.

The guide contains pre-visit and post-visit museum lessons that can be used as presented or as independent lessons without a museum visit.

#### How to Use these Resources:

1. In preparation for the lessons, teachers are encouraged to read the background information and the resources in the guide to find links to their current curriculum.
2. Each lesson has an introductory “Eye Popper,” an activity that helps students refine the act of seeing. These exercises will assist them in understanding the works of art.
3. There are pre-visit and post-visit sections that contain activities, vocabulary, resources, and correlations to the TEKS. They can also be used to enhance museum visits.
4. **Images:** Download and save the images to a CD. Images can be viewed through a computer, made into overhead transparencies, or printed for individual or class copies.
5. The index breaks down the lesson plans into a variety of subjects for teachers.
6. Social studies, geography, and related areas can expand on materials in the front section of this guide in lieu of the lesson plans provided in this section.

# Lesson Plan #1

## Clay Vessels: Merging of Hand and Spirit

**Grade Level(s):** Intermediate Elementary to High School

**Gallery Location:** Early China, Liao Ceramics, Ming and Qing Dynasty (3rd Floor) and Japanese Art (2nd Floor)

**Artwork, Style or Period:** Chinese and Japanese Ceramics



**Ewer**

Red Earthenware  
China, probably Shaanxi province, Longshan culture, Keshengzhuang II phase, Neolithic period 2800-2000 BC  
H. 8 7/8 in (23 cm)

Gift of The Nathan Rubin - Ida Ladd Foundation's Ester R. Portnow Collection of Asian Art on the occasion of the opening of the Lenora and Walter F. Brown Asian Art Wing  
**L.2003.20.12**



**Ewer in the shape of a pair of geese**

Buff earthenware with white slip and amber, green, and pale yellow lead glaze  
Sancai ware

China, Liao dynasty, late 11th - 12th century  
H. 9 7/8 in. (25.2 cm.); L. 11 7/8 in. (32.7 cm.)

Purchased with funds provided by Faye Langley Cowden

**92.14.30**



**Jar**

Porcelain with painted cobalt blue under a clear glaze

Jingdezhen ware  
Qing dynasty, Kangxi period, 1662-1722

H. 28 in. (70.9 cm.)

Gift of Lenora and Walter F. Brown

**92.25.49**



**Jar**

Earthenware  
Japan, Jomon period, 3000-2000 BC  
H. 24 in (60.8 cm.); Diam. at mouth 18 in. (45.6 cm.)

Purchased with funds provided by the Lenora and Walter F. Brown Asian Art Challenge Fund

**88.3**

**PRE-VISIT ACTIVITY**

**Integrated Core Subjects:** Visual Arts and Language Arts

**TEKS:**

Language Arts

• *Listening / speaking / culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.*

• *Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.*

• *Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.*

**Essential Question:** How are clay vessels constructed?

**Overview:** Students will explore the methods of constructing clay vessels.

**EYE POPPER**

Use these images with the Compare and Contrast Worksheet.

# Lesson Plan #1

## Clay Vessels: Merging of Hand and Spirit

**Motivation:** Collect examples of clay or ceramic vessels. Include as many of the following methods as possible: cast (a common coffee cup or other ceramic dish), coil, pinch, thrown, and slab. Use illustrations if the objects are not available. Ask students to carefully observe the examples.

**Materials:** Examples of clay vessels

**Procedure:**

1. Organize students into groups of 4 or 5.
2. Give each group 1 example of the different types of clay construction.
3. Ask each group to write a detailed description of how they think the piece was constructed.
4. Groups share with the class.
5. Give students a brief description of how each type of piece (coil, slab, pinch, cast, and thrown) was made.
6. Discuss what effects the choice of method [available resources, technology (development and application of wheel or molds), composition of clay (how wet, how sandy), personal potters choice].

**Assessment:** Observation, self-evaluation, class critique, or teacher and/or student-designed rubric.

**Pointers and Pitfalls:**

- Check with an art teacher for examples of the different types of clay construction. They may also have resources that illustrate the clay construction methods.
- Train the students in effective group work using group assignments and set behavior norms.

**Extensions/Modifications:**

- Use only one or two different types of clay construction to compare and contrast.
- Rather than as a group do as a whole class activity.

**Resources:** See post-visit resources.

**POST-VISIT ACTIVITY**

**Integrated Core Subject:** Art

**TEKS:**

Art

• *Creative expression / performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.*

**Essential Question:** What materials and skills are needed to create a clay vessel?

**Overview:** Students will construct a pinch pot.

**NOTES:**

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# Lesson Plan #1: Eye Popper 1

## Clay Vessels: Merging of Hand and Spirit

### Worksheet: Compare and Contrast

Titles of the Artwork:

Use drawings and words to show a minimum of 5 things that are the same and 5 things that are different about the pieces of artwork.

Things that are the same

Things that are different

# Lesson Plan #2

## Sculpture: Shaping Space

**Grade Level(s):** All grade levels

**Gallery Location:** Arts of India (2nd floor) and Tang Dynasty (3rd floor)

**Artwork, Style or Period:** Gandharan Art (Pakistan or Eastern Afghanistan) and Chinese Tang Dynasty Art



### **Shakyamuni Buddha**

Gray schist

Pakistan or eastern Afghanistan, Gandhara region, Kushan period 2nd - 3rd century

H. 19 3/8 in (49.1 cm); W. 42 5/8 in (108.4 cm)

Purchased with funds provided by the Bessie Timon Endowment Fund

**77.956**



### **Horse tomb model**

Buff earthenware with white slip and amber, cream, and green lead glazes  
Sancai ware

China, Tang dynasty, early 8th century  
H. 24 3/8 in (62 cm); W. 24 1/2 in (62.3 cm)

Gift of Lenora and Walter F. Brown

**82.174**

### **EYE POPPER**

Compare and contrast the two sculptures. Point out to the students that they are looking at photographs of sculptures that occupy space in three dimensions. Use the Compare and Contrast Worksheet or do orally as a class.

### **PRE-VISIT ACTIVITY**

#### **Integrated Core Subjects:**

Language Arts, Social Studies, and Art

#### **TEKS:**

Art

- *By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.*
- *Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.*
- *Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.*

Social Studies

- *Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.*





## Lesson Plan #2

### Sculpture: Shaping Space

#### Compare and Contrast

Titles of the Artwork:

Use drawings and words to show a minimum of 5 things that are the same and 5 things that are different about the pieces of artwork.

Things that are the same

Things that are different

## Lesson Plan #3

### Scale: Relationship to Function and Environment

**Grade Level(s):** Intermediate Elementary to High School

**Gallery Location:** Early China (3rd floor) and Ming and Qing Dynasty (3rd floor)

**Artwork, Style or Period:** Chinese



#### **Censer**

Grey earthenware with white slip and with amber, green, and pale yellow lead glaze

*Sancai* ware

China, Ming dynasty, 16th-17th century

H. 26 1/4 in (67.7 cm); W. 21 3/4 in (56.3 cm)

Gift of Lenora and Walter F. Brown

**81.193.11**



#### **"Hill jar" censer**

Red earthenware with green lead glaze

China, Eastern Han dynasty, AD 25-220

H. 9 1/2 in. (24 cm); Diam. 8 in. (20 cm.)

Gift of Elizabeth H. Maddux

**93.93.1.a-b**

#### NOTES:

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#### **PRE-VISIT ACTIVITY**

##### **Integrated Core Subjects:**

Social Studies and Visual Arts

##### **TEKS:**

Social Studies.

- *Culture. The student understands the relationship between the arts and the times during which they were created.*

Art

- *By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures.*
- *Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.*

**Essential Question:** What is the relationship between size and scale in a piece of artwork?

**Overview:** Students observe two pieces of artwork with similar function and with two very different sizes.

**Motivation:** images of the artwork

#### **EYE POPPER**

While viewing an enlarged or projected version of the censer and its detail, students use words and drawings to record the details in the *Sancai Censer*. See the Eye Popper: Recording Details worksheet on page 103.



# Lesson Plan #3

## Scale: Relationship to Function and Environment

### Pointers and Pitfalls:

1. The detail views of this object are necessary to complete the activity.
2. If a student has difficulty creating a poem or a story idea, have him or her work with a partner or in a group.

### Extensions/Modifications:

1. Students dramatize their writing.
2. Students research the meaning of the lotus flowers and dragons seen on the censer.
3. Students create a clay censer and decorate it with yellow, white, and green glaze in the style of “sancai” or “three colors”.

### Resources:

*Learning to Look: A Handbook for the Visual Arts*, Joshua C. Taylor  
ISBN:0-226-79154-8

*A Dictionary of Art Terms and Techniques*, Ralph Mayer.  
ISBN 0-06-463531-7

<http://witcombe.sbc.edu/ARTHLinks3.html>  
Asian Art History resources

<http://www.asia-art.net/>  
Asia-art.net promotes Asian art appreciation to the world

<http://www.chinapage.org/main2.html>  
Classical Chinese Art, Calligraphy, Poetry, History, Literature, Painting and Philosophy

<http://www.chinapage.org/main2.html>  
Links to many topics about China

<http://www.wku.edu/~yuanh/AudioChinese/>  
Learn basic Chinese

<http://www.mandarintools.com/>  
Online tools for learning how to read and write Chinese characters

<http://babel.uoregon.edu/yamada/guides/chinese.html>  
Links to resources for learning Chinese (Cantonese and Mandarin)

### VOCABULARY

1. **scale** - a relationship of size in direct proportion
2. **censer** - a vessel used to burn incense or aromatic woods, originally they were associated with food preparation
3. **model** - a miniature of an object

# Lesson Plan #3

## Scale: Relationship to Function and Environment

### Worksheet: Recording Details

Name:

Date:

Use words and drawings to record the details of a piece of artwork.







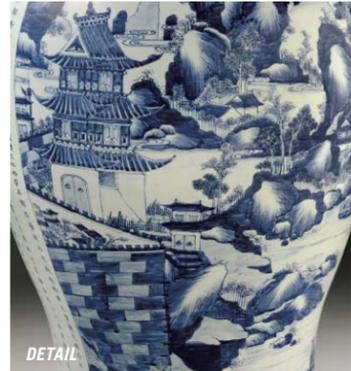

# Lesson Plan #5

## Subject Matter: Porcelain Poetry

**Grade Level(s):** All Levels

**Gallery Location:** Ming and Qing Dynasty (3rd floor)

**Artwork, Style or Period:** Chinese Porcelain, Qing dynasty, Kangxi period, 1662-1722



**Jar**

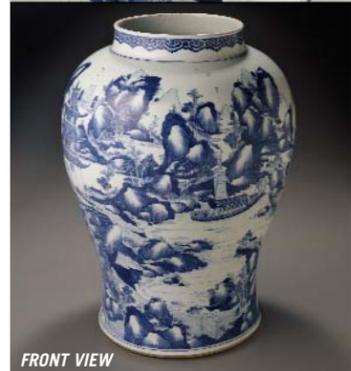
Porcelain with painted cobalt blue under a clear glaze

Jingdezhen ware

Qing dynasty, Kangxi period, 1662-1722

H. 28 in. (70.9 cm.)

Gift of Lenora and Walter F. Brown  
92.25.49



**EYE POPPER**

1. Select 2 or 3 examples from each category of artwork with these subject matters: landscape, portrait, still life, and non-objective.
2. Ask students to categorize the artwork. Have students explain their system of categorization. Explain that one way to categorize artwork is by subject matter.
3. Tip: Postcards of artwork, available at most museums, are useful for this activity if students work in small groups or alone. Other sources of images include: art magazines, Internet web sites, and student artwork.

**NOTES:**

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**PRE-VISIT ACTIVITY**

**Integrated Core Subjects:**  
Art and Language Arts

**TEKS:**

Language Arts

- *Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.*
- *Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.*
- *(Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.*

Art

- *Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.*
- *Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.*

# Lesson Plan #5

## Subject Matter: Porcelain Poetry

**Essential Question:** What do the images and symbols that artists select to use communicate?

**Overview:** Students explore the concept of subject matter in artwork. After observing the details in the vase, they will examine of meaning can be communicated.

**Motivation:** Images of the vase

**Materials:** Images of the vase

**Procedure:**

1. Have the detail images of the vase available for the students.
2. Students observe and record (individually or in small groups) the images of the landscape side of the vase. Students may use Recording Details worksheet.
3. In groups, discuss the story that the images might tell. Explain that this type of vase was created for civil officials. This image is called a literary scene. Groups share with the class.
4. Discuss what the images in the scene might communicate to the viewer about the owner of the vase. (These prestigious objects communicated rank and wealth.) Discuss the artist's decisions in selecting the images on the vase.

**Assessment:** Teacher observation, self-evaluation, class critique, or teacher and or student designed rubric.

**Pointers and Pitfalls:**

1. Train the students in effective group work using group assignments and set behavior norms.
2. Support input and ideas about the interpretation of the meaning of the images.
3. Use enlargements of the image details.

**Extensions/Modifications:**

1. Use other examples of artwork with the same activities.
2. Students research the life of a civil official that lived during the 16th and 17th century in China.
3. Students research the history of blue and white porcelain both inside of and outside of China.
4. Students research the location of the minerals used to created porcelain and the blue and white glazes. (cobalt ore for the blue glaze, and kaolin and petuntse for the clay body)

**NOTES:**

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**VOCABULARY**

1. **porcelain** - combination of two clays which when fired at temperatures above 1300° C form a glass-like, non-porous object
2. **landscape** - a view of outside land. It may have buildings and animals but it is mostly about the view of the land
3. **still life** - normally a painting of inanimate objects. A typical still life may have, but not limited to, flowers, fruits, bowls, dead animals, etc.
4. **non-objective** - no recognizable objects as subject matter
5. **glaze** - a glassy coating consisting mostly of silica sometimes with an addition of other materials, such as colorants and fluxes to lower the melting point. A glaze may be applied to the clay body before or after it is fired, or both. The technique for making glazed stoneware has thus been known in China for about 3,500 years.
6. **kaolin** - a fine usually white clay that is used in ceramics
7. **petuntse** - a variety of feldspar sometimes mixed with kaolin and used in Chinese porcelain
8. **cobalt ore** - a metallic element, used chiefly for magnetic and high-temperature alloys and in the form of its salts for blue glass and ceramic pigments





# Lesson Plan #5

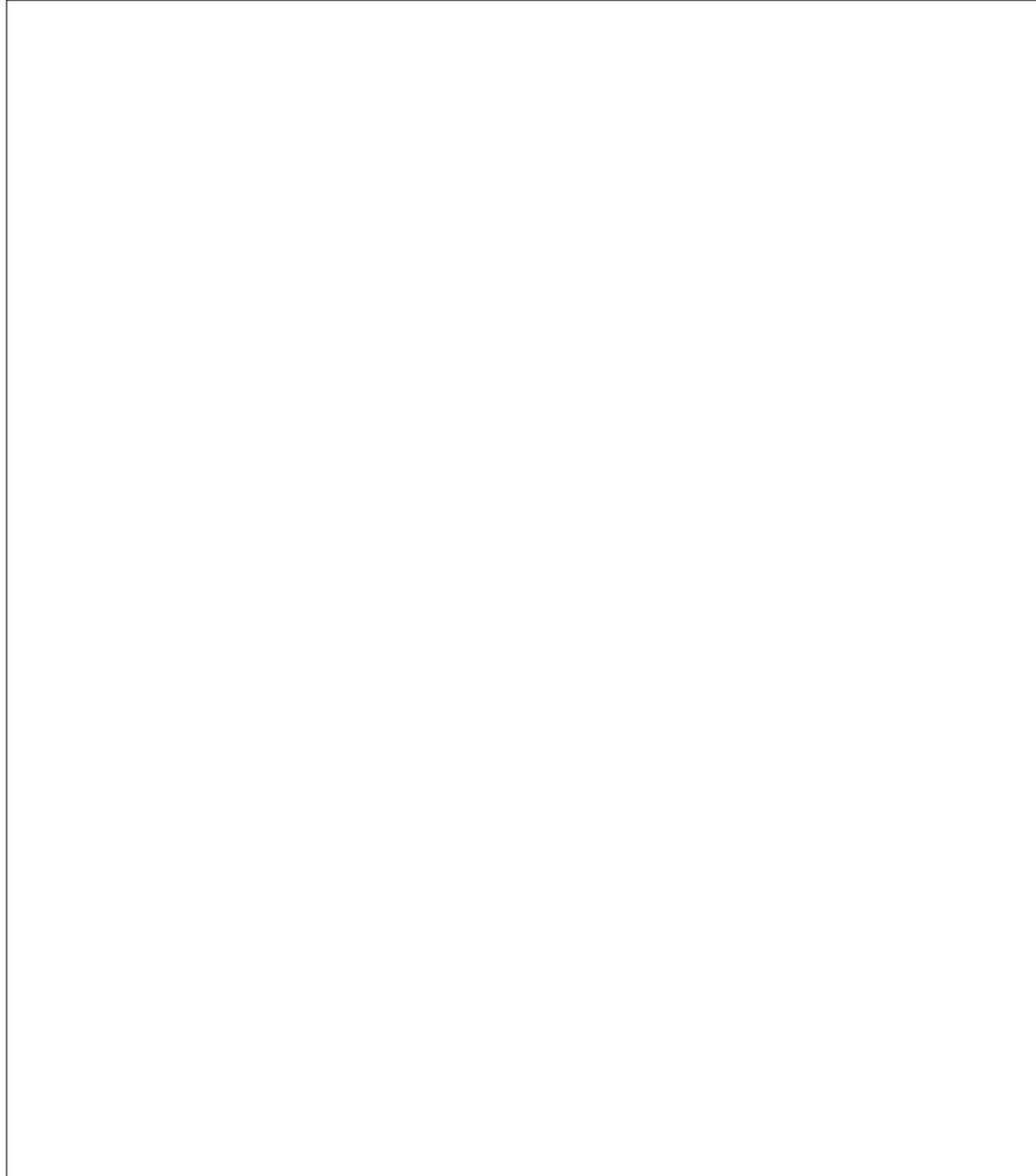
Subject Matter: Porcelain Poetry

## Worksheet: Recording Details

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Draw a symmetrical outline of a vase. Make it large and fill the space.  
Cut this shape out. Write your poem within the edges of your vase.



# Lesson Plan #5

Subject Matter: Porcelain Poetry

## Worksheet: Wang Bo Visit to the Pavilion

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*The lofty pavilion of Prince Teng  
stands facing the river.  
Sounds of jade pendants and carriage bells:  
the singing and dancing is over.  
Mornings, over the painted beam  
soar clouds from South Shore.  
Evenings, through raised vermilion blinds  
come rain from West Mountain.  
The reflection of the leisurely clouds in the lake  
is sadder by the day.  
The scene changes, stars shift in the sky:  
how many autumns have come and gone?  
The pavilion's prince - where is he now?  
Beyond the railing, the long river  
flows empty on its own.*

**NOTES:**

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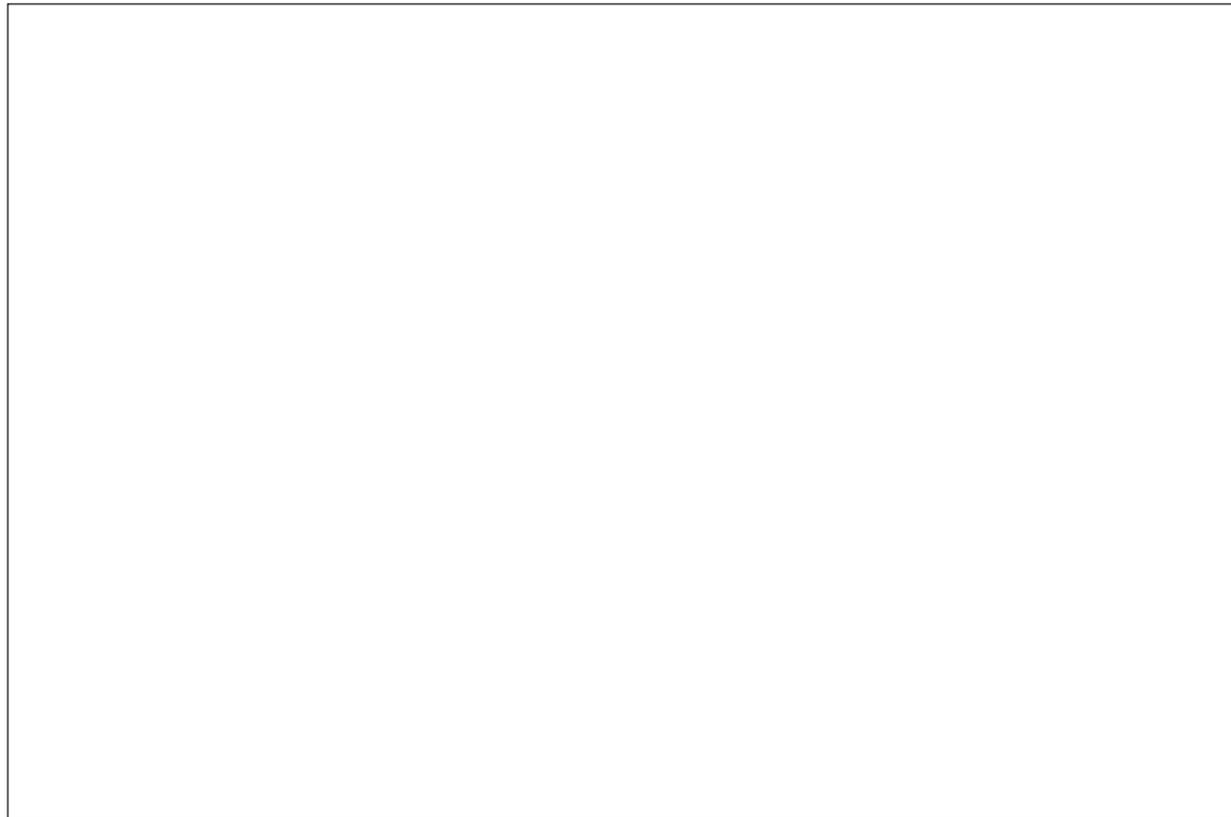






## Lesson Plan #8 - Motivation Worksheet or Transparency

Scenes: Different Views and Locations



## Lesson Plan #8 - Motivation Worksheet

Scenes: Different Views and Locations

**Make a transparency or build with blocks.**

