



Si - Four: Let the games begin!

Focus concepts	Effective teaching
<ul style="list-style-type: none"> Culture, heritage and communication 	<ul style="list-style-type: none"> enhancing the relevance of new learning; Encouraging reflective thought and action.

Learning intentions

Students will:

- consider how heritage is sustained through the expression of art today;
- consolidate their exploration of Chinese art by developing a class scroll using traditions of Chinese art.

Making a Chinese Scroll

Choose A or B depending on the timing of this unit to the Olympics opening ceremony.

- A)** Use the Olympic opening ceremony as the inspiration for finding and drawing images that represent China. When viewing it, ask students to look for a memorable image during the ceremony. The image could be active (e.g. a dance) or a symbol, a colour or many of these together. For example, the students may see a *dragon dance* – why is this significant for China? What does it tell us about how people represent themselves?
- B)** develop images from your research on China earlier and select appropriate ones.

	<p>There are a number of options when developing the Chinese scroll.</p> <p>You could:</p> <ul style="list-style-type: none"> Make one long one with the combined work of the class (cut and pasted on or printed together). Make individual scrolls for each student (to see some student work link http://www.asianz.org.nz/node/508) Use a combination of watercolours (for an image) and black ink for calligraphy. Add a signature seal to the scroll – this could be a fingerprint from the student in red ink OR design your own unique chop (see the years 9-10 unit for instructions on how to do this). Display your work for others to see. Link it to your 'Great Wall' with your learning throughout the unit.
<p>Chinese scroll Source: Asia NZ site</p>	

Reflection – go back to the initial question for this whole unit: How does China connect with me? Using your Great Wall and your understandings you have developed, now consider this question again. At the top layer of the wall, put your final conclusions and thoughts to reflect your learning.

Language Focus 4 Likes and dislikes