

Showcase China:



Wu – Five: Showcase: Chinese Art

Curriculum connections	Focus concepts	Effective teaching
Visual arts Social sciences English Language - Chinese Visual arts	Culture and heritage Cultural images Cultural art	<ul style="list-style-type: none">Facilitating shared learningEncouraging reflective thought and action

Learning intentions

Students will:

- following a brief, build an installation that reflects the values of the Olympic spirit.

BRIEF

Within the spirit of Olympic ideals, your class has been asked to build an installation that could be an entrance way or display that shows the essence and universal values of the Olympic spirit - **Unity, Friendship, Progress, Harmony, Participation** and **Dream**. The timing of the installation would link well to the opening ceremony of the Beijing Olympics with its slogan One world, One dream. You need to reflect appropriate Chinese conventions and traditions within visual art. Use the websites below and examine how some contemporary Chinese artists have worked. Discuss how their work reflects past and contemporary practice.

Work toward a theme (e.g. One world, One dream) and in groups (or as a class) design how you could use a space provided in the school to design and display your installation. Students could select which language they wish to work with for this installation – it could reflect many languages.

Some ideas of what you could include in your installation:

- Your class scroll from your chops (as above). These could be enlarged to another scale and medium –(such as a wood cut) and put on to a larger scroll (wallpaper or lining paper could provide an option for a long scroll effect).
- Chops and wood cuts re-printed multiple times to develop into a work and/or to form a pattern.
- Calligraphy, words and brush strokes could be added to the installation. For example, students could work with the poems developed in activity 3 and show these in a pictorial or visual way.
- Work done in activities (1-3) – such as the findings of the mini-inquiry, student writing from activity 3 and enhanced with a map or some “Did you know ...” type statements about China. Note: This would require linking with other teachers in most secondary schools, but would enable students to draw wider inferences from their learning across curricula areas.
- Divide your class in to two groups (or more) and have each group develop an installation – one for a Chinese representation and one for New Zealand/a smaller cultural groups represented in your class. Be aware that for both NZ and China there is more than one version of cultural expressions.

Resources

- View some ‘installations’ – e.g. banners, scrolls, chun lian (traditional spring festival couplets placed around a doorway).
- See www.wendagu/home (search image galleries; installation and United Nations).

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Consider the work of these artists:

- Xu Bing – website (www.xubing.com) – search projects - 1999 art for the people for an example of use of Roman alphabet on traditional banner.
- Wen Da Gu (www.wendagu.com). Notice in the work the varying scale and size of the installations. Choose a style that reflects the strengths and abilities of your students.
- Shen Fan- abstraction of calligraphic marks
<http://www.shanghartgallery.com/galleryarchive/artists/name/shenfan/key>
- Xue Song <http://www.zeestone.com/artist.php?artistID=12>
<http://www.galeriedumonde.com/artist/canvas/XueSong/page1/>

Reflection and discussion questions

- What have we achieved with this installation?
- What feedback have we had?
- How could we do it differently next time?