

Longwood Center for the Visual Arts Presents:

Have Art, Will Travel: *The Riches of China*



Acknowledgments

The Longwood Center for the Visual Art would like to thank everyone who helped to develop the *Have Art, Will Travel: The Riches of China* program. Contributors include K. Johnson Bowles, Director of the Longwood Center for the Visual Arts; Beth Cheuk, Public Relations and Event Coordinator for the LCVA; Emily Gresham, Curator of Education for the LCVA; Kate Halladay; Sally Hamlin; Denise Penick; Robin Sedgwick, Registrar for the LCVA; Erin West, 2007-2008 Bishop-Wells intern; and the LCVA Advisory Board's Program Committee.

The development and printing of this manual was made possible by contributions from Target, Kyanite Mining Corporation, and the Virginia Commission for the Arts.



Longwood Center for the Visual Arts
129 North Main Street
Farmville, VA 23901
434.395.2206
www.longwood.edu/lcva

Program Description And Terms of Use

Bring the wonders of China alive in your classroom with hands-on art activities! The LCVA's *Have Art, Will Travel* program is free to use and is all-inclusive. The LCVA Curator of Education or docent visits classrooms to introduce art objects from the Center's permanent collections. The LCVA's representative also brings a *Resource Trunk* designed to enhance the study of Chinese culture, targeting Virginia's Standards of Learning. The *Resource Trunk* provides a wealth of information about the important cultural, historical, and technological contributions the Chinese people have made in world history and the country's continuing impact on the world. After a presentation in the classroom, the *Resource Trunk* is left for two weeks so that the teacher and students can explore its resources, including a video and cookbook along with slides from the LCVA's collection, visuals, music, literature, maps, activity sheets, and lesson plans. Through the hands-on multi-sensory contents, second-graders in South Central Virginia will have an opportunity to enhance their appreciation of China and its people.

Table of Contents

I.	Resource Trunk Checklist	5
II.	The Glaze Craze: A Lesson on Chinese Porcelain	7
	a. Objectives and SOL Connections	8
	b. PowerPoint Presentation Scripts	10
	c. Image Pages from PowerPoint Slides	15
	d. Art Activity	21
III.	All Dressed Up: A Lesson on Chinese Clothing	23
	a. Objectives and SOL Connections	24
	b. PowerPoint Presentation Scripts	26
	c. Image Pages from PowerPoint Slides	31
	d. Art Activity	40
IV.	Mythical Creatures and Animals Lesson Plan	43
	a. Objectives and SOL Connections	44
	b. PowerPoint Presentation Scripts	46
	c. Image Pages from PowerPoint Slides	51
	d. Art Activity	57
V.	Guided Tour Information	61

Resource Trunk Checklist

Reusable Resources

This is a list of the reusable items provided in your *Resource Portfolio*. These items **must** be returned to the LCVA with the *Resource Portfolio*. If you do not return the materials, you will be charged to replace the item(s).

Format / Item	Title	Quantity
Video VHS	<i>Ancient China</i>	1
Map	<u>Our World</u>	1
Music CD	<i>Chinese Festival: Gong & Drums for Celebration</i>	1
Book	<u>Eyewitness: Ancient China</u>	1
Book	<u>Where the Wild Things Are</u>	1
Book	<u>Yeh-Shen: A Cinderella Story from China</u>	1
Book	<u>Young Chef's Chinese Cookbook</u>	1
Book	<u>Ruby's Wish</u>	1
Book	<u>Made in China: Ideas & Inventions from Ancient China</u>	1
Book	<u>Dragon Lover & Other Chinese Proverbs</u>	1
Book & CD	<u>Sing 'n' Learn Chinese</u>	1
Backpack	Backpack	1
Template	Vase Templates for tracing	10
Trunk	Trunk	1
Pottery	Ancient Chinese Motif Bowl	1

Resource Trunk Checklist

(Continued)

Consumable Resources

This is a list of the consumable items in your Resource Trunk. These items are available at no cost to you. **However, please return any unused items.**

Item	Quantity
Poster Board, 6 x 9 inches	30
Blue Construction Paper, 9 x 12 inches	25 sheets
Jumbo Craft Sticks	50
White Drawing Paper, 5 x 8.5 inches	25
Model Magic Air Dry Clay	25

The Glaze Craze: A Lesson on Chinese Porcelain



BACKGROUND

The first Chinese porcelain was made over 1200 years ago during the Tang (tong) dynasty (618-906 C.E.). The process was later perfected by potters of the Ming dynasty about 500 years ago. Porcelain is a very specific type of clay, which differs from other pottery because of its whiteness and how lightweight it is.

For centuries the secret to making porcelain was well-guarded in China. Like silk, porcelain was highly desired by people in other countries and cultures. For this reason *chinaware* was very important for the Chinese people.

OBJECTIVES

The students will:

- Learn about art objects in LCVA's Rowe Collection of Chinese Art and gain increased awareness of the unique culture and artistic legacy of China.
- View original pieces of Chinese porcelain, as well as slides and visuals from the LCVA's collection that depict symbolic Chinese motifs and patterns.
- Identify porcelain objects as important trade goods along the Silk Road trade routes in ancient China.
- Learn how porcelain is fired at a higher temperature than other pottery and its production methods were a secret in China for hundreds of years.
- Learn that porcelain is very unique type of pottery that is known for its strength and very white color.
- Cut out a symmetrical shape to make a vase, using blue markers to draw a design inspired from nature that includes Chinese symbols and emblems.

STANDARDS OF LEARNING CONNECTIONS

KEY WORDS

- **Porcelain**, the finest ceramic ware fired at high temperatures.
- **Silk Road**, a series of trade routes from Northern China across Asia to the west during the same time period as the Middle Ages in Europe.
- **Symbol**, a pictorial or abstract sign designed to represent an activity, idea, or object.
- **Glaze**, a protective coating on a piece pottery. Glaze starts out as a liquid substance that is put on the piece of pottery. It is then fired, or cooked, in a kiln, or oven, at a very high temperature. At this high temperature, the glaze will then become very hard.
- **Symmetrical**, an exact regular, balanced arrangement of forms on each side of a central axis.

STANDARDS OF LEARNING CONNECTIONS

Visual Arts:

- 2.4 The student will communicate an environmental or historical theme in a work of art.
- 2.8 The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.
- 2.11 The student will compare the art, artifacts, and architecture of other cultures with that of their own.
- 2.13 The student will identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians.
- 2.19 The student will discuss the way that the art of a culture reflects its people's attitudes and beliefs.

History:

- 2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, and the calendar, and written language.

Math:

- 2.19 The student will identify and create figures, symmetric along a line, using various concrete materials.

English:

- 2.2 The student will continue to expand listening and speaking vocabularies.
 - Use words that reflect a growing range of interests and knowledge.
 - Give and follow oral directions with three or four steps.
- 2.9 The student will write stories, letters, and simple explanations.
- 2.11 The student will locate information in reference materials.
 - Examine pictures and charts.

The Glaze Craze: **A Lesson on Chinese Porcelain**

PowerPoint Presentation Script

Slide 1

Did you know that there are different kinds of clay?

For example, there is stoneware, earthenware, and porcelain, just to mention a few. Porcelain is a white clay that is very smooth and lightweight.

Pass around the examples of the different types of clay for the class to feel.

Can you feel or see the difference between the examples of clay?
What could you use porcelain to make?

Did you know that the Chinese made the first porcelain over 1200 years ago?

During the Ming dynasty, about 500 years ago, Chinese people improved the way porcelain is made.

Porcelain differs from other pottery because of its color and weight. It is very white, and not very heavy. It is fired or heated in a kiln, at a very high temperature and it becomes very hard. A kiln is like an oven that gets very, very hot.

For centuries the way to make porcelain was well-guarded in China. Like silk, porcelain was highly desired by people in other countries and cultures. For this reason *chinaware*, or Chinese porcelain, was very valuable for the Chinese people.

Today we are going to look at different pieces of Chinese porcelain.

Meiping Vase
Ming dynasty (1368-1644)
porcelain with
blue underglaze
22 x 15 x 5 inches
2001.40
Meiping=may-ping



This is a vase from the Ming dynasty that is over 600 years old!

What colors do you see on the vase?

The blue on the vase is a colored glaze.

A glaze is a liquid substance that is put on a piece of pottery. It is a protective coating. Once the glaze is on the pottery, it is then placed in a kiln and fired, or baked, at a very high temperature. A kiln is like an oven that gets very hot. The kiln makes the glaze harden.

Pass around the examples of the glazed clay for the class to feel.

Glaze can be many different colors. We will see some other examples of different colored glazes later in the presentation.

Bowl

Yuan dynasty (1280-1368)
porcelain with blue
underglaze
3.675 x 9 inches
1999.18
Yuan=yoo-an



This bowl is from the Yuan dynasty.

Does this bowl look similar to the vase we just looked at?
Can you see the different patterns and shapes on the bowls?

The flower-shape you see on the bowl is a lotus flower. A lotus is a flower that is native to, or originally grown in, China. The lotus flower is a very important symbol in Chinese culture.

Do you know what a symbol is?

A symbol is an image, picture, or object used to represent something else such as an idea or concept. For example, a heart shape is a symbol for love.

The lotus flower is the Chinese symbol for purity.

Do you know what purity means?

Purity is a word for something that is perfect or very clean. For example, if a glass of water has dirt or dust in it, it is not pure. Purity can also be used to describe a person with very good behavior.

Lotus flowers are not the only pictures painted on Chinese porcelain. Pictures such as birds, animals, trees, dragons, and landscapes are often seen on these pieces.

Meiping Vase
Ming dynasty
(1368-1644)
famille noire ware*
(porcelain with
wucai enamel)
6 x 4.125 inches diam.
2002.6
Meiping=may-ping



This vase is called a *meiping* (may-ping) vase. The name of the vase describes exactly what it does. The name means plum vase, which is exactly what it does -- holds plum branches. A plum is a type of fruit that grows on trees. When a plum tree blooms, its branches have very pretty flowers on them.

What about this vase looks different than the other two pieces of porcelain we just looked at?

The colors on this vase were made in a special way called *wucai* (woots-eye). Wucai is a five-color enameling process. The name actually means “five colors”! *Wu* means “five,” and *cai* means “color.” Enamel is a lot like glaze. It is a liquid that is put on pottery that gets hard when it is fired in a kiln. Do you remember when we talked about glaze?

Can you see all five of the colors?

1. Black
2. Green
3. Yellow
4. Blue
5. Red

Did you know: *Famille Noir ware* means from the black family. It is called this because of the black colored glaze used on the porcelain.

Brush Washer

Qing Dynasty (1644-1912 C.E.)

Yongzheng* period (1723-1735)

Porcelain with wucan enamel

3 x 7 x 4.5 inches

2001.63

Qing=ching

Yongzheng=yong-jeng



This is also a piece of Wucan enameled porcelain.

What five colors can you see on this vase?

1. Brown
2. Green
3. Yellow
4. Blue
5. Red

The shape of this piece is very important to its use or function. **Can you guess what the shape is?** Here is a hint... it is a flower we talked about earlier.

It is a lotus petal. **What did we learn a lotus flower was a symbol for?**

This lotus bowl would have sat on a scholar's desk. A scholar is a person who spends many years learning about different subjects. Think about how in school, you learn about lots of different subjects. Imagine doing that for a very long time and trying to learn everything you could about history, math, science, or art.

Scholars would need many things on their desk to help them study.

What is on your desk at home or school to help you learn?

You probably have certain things such as pencils, paper, and erasers when you work.

This lotus petal would have held water, and would have been used to clean the scholar's brush. Traditionally in China they used brushes to write, the same as you would use a pen or pencil.

Slide 6

Seal Paste Boxes

Qing dynasty (1644-1912)

Kangxi period (1661-1722)

Langyao ware (porcelain with peach-bloom glaze)

2 x 2.875 inches diam. each

1994.2.1, .2

Qing=ching

Kangxi=kahng-zuh



These are also objects that would have been found on a desk.

These two burgundy porcelain covered bowls were used to hold seal paste.

A Chinese seal is like a stamp that you would use to sign an important piece of paper, like a piece of art work. There are two things used to make a seal -- a *seal chop* and *seal paste*. A seal chop is a small stamp made out of wood, jade, ivory, or stone. Different things are carved into the chops, such as your name or a saying.

The red seal paste from the bowl would be placed on the chop. You then would stamp or press the chop on to a piece of paper, leaving a picture behind. It's sort of like how you can use a rubber stamp plus ink to make designs.

We can also see a different colored glaze on these pieces.

It is called a peach-bloom glaze because of its color.

Baluster Vase
Qing dynasty
(1644-1912)
Porcelain with
flambé glaze
9 x 3.5 inches diam.
2001.31
Qing=ching
Flambé=flam-bay



This bright and brilliant glaze is called a flambé (flam-bay) glaze.

The word comes from a French word, flamber (flam-bay). Flamber means to flame.

Can you see how this glaze got its name?

The unique flame shape comes from how the glaze heats up in the fiery kiln. In a way it is a happy accident.

Flambé glazed pieces were sold in Europe and were very popular because of their unique color and design.

Can you think of anything else that China would sell or trade with other countries? Maybe silk, spices, or tea?

The Glaze Craze: A Lesson on Chinese Porcelain

Art Activity



SUGGESTED CLASSROOM MATERIALS

- Pencils
- Scissors
- Markers, crayons and colored pencils in shades of blue
- Liquid glue

MATERIALS PROVIDED BY THE LCVA

You can find all of the materials for this activity in your Resource Trunk.

- White poster board 6 x 9 inches, one per student (shiny side up)
- Pre-cut vase patterns (6 x 9 inches) for tracing
- Blue construction paper (9 x 12 inches)

Time required for art activity: 45 minutes

PROCEDURE

- Discuss the symbolism found on Chinese porcelain and show visuals (slides and pictures) of objects depicting the various shapes, patterns, and designs inspired by nature and Chinese mythology.
- Using the 6 x 9 inches poster board, students fold the paper in half and draw the outline of half a vase. The folded edge will be the center of a symmetrically shaped vase when opened.
- Using a blue writing tools or pencils, students draw Chinese designs, using symbolic forms inspired from nature (trees, flowers, animals, birds, or fruit) or Chinese mythology (dragons, etc.). The teacher encourages students to consider the shape of their vase when drawing their designs (see sample).
- Use blue markers, crayons and colored pencils to color the design.
- Glue the “porcelain” vase on a background of blue 9 x 12 inch paper.

CONCLUSION

The students can discuss and write about porcelain as an important trade good along the Silk Road. The students can compare porcelain, which is fired at a high temperature, to pottery, which is fired at a lower temperature by viewing an example of each (points for comparison might include color, thickness, designs, etc.). Students could write two or three sentences explaining what they have learned about porcelain and its role in Chinese trade and commerce. The students can share their work by displaying the artwork with their report to the class.

LESSON PLAN

A lesson plan is provided for this activity. You can find the lesson plan in the *Lesson Plan Handbook* in the Resource Portfolio.

All Dressed Up: A Lesson on Chinese Clothing



BACKGROUND

The clothes we wear are very important because they can say a lot about us. Clothing can tell us who a person is, how old they are, what their job is, and many other different things about them. It is like that in other countries around the world as well.

In this lesson we will look at different types of traditional Chinese clothing, and what these clothes can tell us about the person wearing them. By looking at what people are wearing in Chinese art, we are able to tell a lot about the Chinese culture and people from the past.

OBJECTIVES

The students will:

- Discuss how clothing can be used as a symbolic means of expressing something about a person.
- Discuss the symbolism of flower and animal shapes in Chinese art.
- Design a hat (in the Chinese style) that includes both traditional symbols of China as well as ones that relate to their own personal interests and family history.
- Make a hat that is visually balanced with a symmetrical or asymmetrical design, using a variety of patterns and materials.
- Draw a self-portrait wearing their hat and/or two or three sentences about the symbols they chose.
- Wear their hat and tell stories using the symbols in the design.

STANDARDS OF LEARNING CONNECTIONS

Visual Arts:

- 2.3 The student will identify and use two shapes—geometric and organic.
- 2.4 The student will communicate an environmental or historical theme in a work of art.
- 2.8 The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.
- 2.9 The student will create a three-dimensional work of art.
- 2.11 The student will compare the art, artifacts, and architecture of other cultures with that of their own.
- 2.13 The student will identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians.
- 2.19 The student will discuss the way that the art of a culture reflects its people's attitudes and beliefs.

History:

- 2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, and the calendar, and written language.

Math:

- 2.19 The student will identify and create figures, symmetric along a line, using various concrete materials.

English:

- 2.2 The student will continue to expand listening and speaking vocabularies.
- Use words that reflect a growing range of interests and knowledge.
 - Give and follow oral directions with three or four steps.

All Dressed Up: A Lesson on Chinese Clothing

PowerPoint Presentation Script

Slide 1 and Slide 2

The clothes we wear are very important because they can say a lot about us. Clothing can tell us who a person is, how old they are, what their job is, and many other different things about them. It is like that in other countries around the world as well. *(move to slide 2)*

The clothes we wear are very important because they can say a lot about us. **For example, if you saw these two people** *(point to the images of the firefighter and police officer)* **would you know what they do?**

How would you be able to tell?

How do their clothes tell you who they are?

Clothing can tell us who a person is, how old they are, what their job is, and many other different things about them. It is like that in other countries around the world as well.

In this lesson we will look at different types of traditional Chinese clothing, and what these clothes can tell us about the person wearing them.

Soldier
Sui* dynasty (581-618)
earthenware with
yellow glaze
14.75 x 4.5 x 3 inches
2004.15
Sui=su-ee



What would you think this person's job is?

Can you describe his clothing?

Can you see his helmet?

The man was a soldier many years ago. We can tell this by his military uniform. Although the clothing on the figure is yellow, in real life it would be tan leather held together with red cords.



**Set of Four Plates
With Eight Immortals**

Qing dynasty (1644-1912)
famille rose ware
(porcelain with
wucan enamel)
1 x 10 inches diam.
2005.80.37.2

Qing=ching



**Set of Four Plates
With Eight Immortals**

Qing dynasty (1644-1912)
famille rose ware
(porcelain with
wucan enamel)
1 x 10 inches diam.
2005.80.37.1



**Set of Four Plates
With Eight Immortals**

Qing dynasty (1644-1912)
famille rose ware
(porcelain with
wucan enamel)
1 x 10 inches diam.
2005.80.37.4



**Set of Four Plates
With Eight Immortals**

Qing dynasty (1644-1912)
famille rose ware
(porcelain with
wucan enamel)
1 x 10 inches diam.
2005.80.37.4

How many people can you count on these four plates? (Eight people.)

The figures depicted on the plates are known as the “eight immortals” in Chinese legends. **Do you know what an immortal is?** It is a person who lives forever. That’s a very long time, isn’t it!

Each person on the plate is a specific immortal. **Do you know how you can tell who each immortal is?** You can tell by what they are holding and the clothes they are wearing. *(Show your students the images of all four plates. Pick one or two of the images to talk about using the description below.)*

Plate 1- On this plate we see Zhang Guolao (jahng g’whoa-la-ow) *(point him out on the left)* and Lu Dongbin (loo dong-bin) *(on the right)*. Zhang Guolao (jahng g’whoa-la-ow) has two bamboo rods as noise makers, and Lu Dongbin has a sword for fighting demons.

Plate 2- Cao Gujiu (ts-ow goo-joe) (*left*) and Lan Caihe (lahn ts-eye-huh) (*right*). Cao Gujiu (ts-ow goo-joe) has on official court dress and holds castanets, and Lan Caihe (lahn ts-eye-huh) is carrying a basket of fruit.

Plate 3-He Xiang (huh see-ahng-goo) (*left*) and Li Tieguai (lee tee-ay-g'why) (*right*). He Xiang (huh see-ahng-goo) is holding a lotus flower. Lotus flowers are very important symbols in China. They are a symbol for purity. **Do you know what purity means?** Purity is a word for something that is perfect or clean. For example, if a glass of water has dirt or dust in it, it is not pure. Purity can also be used to describe a person with very good behavior.

Li Tieguai (lee tee-ay-g'why) is holding both a crutch (like you would use if you broke your leg or hurt your foot), and a double gourd (which is similar to a pumpkin). We can see two bats coming out of the gourd. Bats, like the lotus flower, are also a very important symbol in Chinese culture. Bats are a symbol for good fortune or luck.

Plate 4-Zhongli Quan (jong-lee quan) (*left*) and Han Xiang Zi (hahn see-ahng zuh) (*right*). Zhongli Quan (jong-lee quan) holds a very special fan that in legends is supposed to bring the dead back to life. Han Xiang Zi (hahn see-ahng zuh) is holding a flute.

These eight immortals appear in a lot of Chinese art and stories, and when they appear, each one usually holds or wears his or her trademark items or clothes so that we can recognize them.

Did you know: *Famille rose ware* means from the red family. It is called this because of the pink-colored glaze used on the porcelain.

Groom

Tang dynasty
(618-907)

Earthenware with
three-color (sancai) glaze
and polychrome pigment

17 x 6 x 6 inches

Tang=tahng

Sancai=sahn-ts-eye



This is a figure of a groom. A groom is a person whose job was to care for horses during their long journey on the Silk Route.

Who can tell me what the Silk Route was?

The Silk Route was a very old trade route that stretched all over the Asian continent and into Europe. The Silk Route started thousands of years ago.

Do you know what it means to trade something?

For example, you brought an apple for lunch, but you notice your friend had an orange. You have apples all of the time, and you really want an orange. You can give your apple to your friend and she can give you her orange. Now you have traded your orange for an apple! The Silk Route was a way for countries to trade things that they could produce for other things that came from other countries far away.

It was called the Silk Route because silk was made in China, and that was one of the major things that the Chinese traded to other countries. Other goods that were traded include porcelain, tea, ivory, and jade, to mention a few. Since they were trading, the merchants would also bring things back to China.

The Silk Route was not just one road, but was a number of different paths that went both through the mountains and over deserts. It was not an easy trip! It was also very dangerous because of robbers or who would try to steal rather than fairly trade.

It would be hard to walk all of that way on foot, so traders or merchants would often travel in groups called caravans. These groups would use horses and camels to make the trip easier.

It was the job of the groom to take care of the horses on the tough journey over the Asian continent.

Look at the map and see how long the Silk Route was!

Slide 6

Pair of Female Attendants (Minqi)

Western Han dynasty
(206 B.C.E.—9 C.E.)

gray earthenware with slip
coating and pigments

20 x 10 x 5 inches,
19.25 x 9.75 x 4.5 inches

1994.27 a/b

Minqi=min-chee



These two figures are called minqi (min-chee), or “spirit objects.” Minqi were statues placed in Chinese burial tombs starting during the Han dynasty.

Minqi could have been a number of different kinds of statues: dancers, magicians, jugglers, attendants, farm animals, even little buildings —things that were familiar to the person being buried and that would keep that person company after death.

These statues are of two female attendants. An attendant is a person who helps around the household, like a maid. Attendants helped the homeowner with everyday chores.

We can tell that these statues are attendants because of their simple hairstyle and simple clothing. Their arms are also stretched out, showing that they are ready to help. The holes once would have had hands inserted into them. Maybe the hands held food or the tools that the attendants would have used in their daily work.

Slide 7

**Wenchang Dijun,
The God of Literature**
Ming dynasty (1368-1644)
bronze with wood base
13.5 x 7.75 x 5 inches
2005.80.3 a/b
Wenchang Dijun=when-
chahng dee-june



This statue is of Wenchang Dijun, (when-chahng dee-june), the God of literature. It is believed that Wenchang Dijun oversees students in studying for their school tests.

How can we tell this is a statue of Wenchang Dijun?

We know that he is Wenchang Dijun in part because he is wearing the clothes of a court official. Remember how all police officers wear that same uniform so we know who they are? This is the same idea, but instead of wearing a badge and a police uniform, this person wears the robes of officials and scholars.

His long earlobes tell us that he is a very important person.

Do you see what he is holding in his hand? It is a *ruyi*. (roo-ee). A ruyi is a wish-fulfilling scepter, like a magic wand. **Do you think Wenchang Dijun uses a *ruyi* to fulfill students' wishes to do well on a test?**

Slide 8

Ancestral Portrait Scroll (detail)

Qing dynasty (1644-1912)
linen and silk with polychrome
90 x 30 inches
2000.60
Qing=ching



In this slide we see an ancestral portrait scroll. An ancestor is someone in your family who came before you, like a grandparent or great-great-grandparent. A scroll is a long piece of paper can be rolled up to be stored.

What do their hats look like?

Are they similar or different?

Why do you think they would be different?

What is so important about these hats is the symbols that we can see on them. **Do you know what a symbol is?** A symbol is an image, picture, or object that represents something else, such as an idea or concept. For example, a heart shape can be used as a symbol for love, such as on a Valentine card.

In China, a butterfly is a symbol for joy and a bat is a symbol for good luck.

You can really see the craftsmanship that went into making these hats. **Do you know what craftsmanship means?** If something is of good craftsmanship, it means a lot of time and effort went into making it, and the maker was very careful so it would be just perfect!

Have you ever spent a long time on a drawing or painting to make it just right?
Then you were paying attention to the craftsmanship.

There are two important things to remember about these hats: **first**, they are very special and important to the wearer because of their craftsmanship and the time it took to make them; and **second**, they are also important because the symbols on them have meaning.

Pass around the hand-out with examples of Chinese symbols and their meanings. You can find this hand-out in your Have Art, Will Travel folder.

All Dressed Up: A Lesson on Chinese Clothing

Art Activity



SUGGESTED CLASSROOM MATERIALS

- Markers, crayons, or colored pencils
- Pencils
- Liquid glue
- Paper

MATERIALS PROVIDED BY THE LCVA

You can find all of the materials for this activity in your Resource Trunk.

- 50 jumbo craft sticks (2 for each student)
- 5" x 8.5" paper (1 for each student)

Time required for lesson: 1 ½ hours

INTRODUCTION

Ask students to think about the clothes that different people wear (business men/women, teachers, firemen, policeman, sports players, member of the military, queens, princesses, etc.) Show the students pictures of traditional Chinese children's hats, as well as an example.

Lead the students in a discussion about how a certain style of clothing communicates something about an individual. Ask questions such as: what do the choices of clothing say about a person (personal preferences) and what kind of clothing do people wear today (baseball caps, tennis shoes, dresses, neck ties, suit, jeans, etc.)?

Ask students what symbols are on their clothing today (logos from businesses, schools, organizations, etc.). What do the symbols communicate or for what purposes are they displayed on the clothing? (Spirit, identification, advertising, hobbies, or personal expression.) Now, ask students what they would put on their clothing or what type of clothing they would wear to describe themselves.

Discuss symbols that may represent the students' interests and family history. For example, if a student is interested in music, she would use musical notes in her design, or if her family has a pet, she would create an image of that animal for her hat.

Encourage students to incorporate Chinese symbols that represent qualities that they would like to have, as well as their own designs/symbols in the drawing. For example, if they would most want happiness and good luck in life, they would include a fish, which is the Chinese symbol for these traits. Or, if their family enjoys camping, a tent could represent this recreational activity.

Explain symmetry as a design that is balanced by the exact shapes and colors located on both sides of an image (front). Explain a balanced asymmetrical composition that includes repeating lines, colors or shapes arranged to visually offset the design. Point out examples of patterns on clothing, on clothes and in the room, as well.

PROCEDURE

Students may opt to sketch their ideas for designs on paper before beginning the actual drawing.

Pass out a strip of 5" x 8.5" paper each student. Each student will draw a self-portrait or clothing items on their "scroll". Encourage students to include things that are important to them and describe who they are visually. A student who plays baseball may want to draw himself playing baseball.

Once the student's drawing is done, pass out the wooden craft sticks. Have students glue the sticks on the top and bottom of their paper. Once dry, the students can roll up their "scroll" like those viewed in the presentation.

CONCLUSION

The scroll becomes an object of personal expression that is meaningful to the student who created it. Students can label the symbols on the scrolls. Ask them to write a few sentences about the symbols they picked. Allow the students an opportunity to hang or show off their scrolls so they can describe the meanings of the symbols to people who ask about them.

LESSON PLAN

A lesson plan is provided for this activity. You can find the lesson plan in the *Lesson Plan Handbook* in the Resource Portfolio.

Mythical Creatures & Animals

Lesson Plan



BACKGROUND

In China, animals are often used as symbols. A symbol is an image, picture, or object used to represent something else such as an idea or concept. For example, a heart shape can be a symbol for love.

Sometimes, though, these animals are not real animals but are mythical creatures. A mythical creature is an imaginary animal, one that is not real. Mythical creatures often appear in stories or legends, like how you might read about a dragon in a fairy tale.

OBJECTIVES

The students will:

- Discuss the Tang dynasty, a period in China's history that was a time of flourishing cultural and economic prosperity.
- Recognize the importance of animals in the daily lives of the Chinese people.
- Learn that the Chinese believed in an afterlife.
- Become aware that objects found in tombs provide valuable information about a past culture.
- Identify a chimera (kye-meer-uh) as a clay tomb sculpture, a composite of many animals that was created during the Tang dynasty to provide protection against evil.
- Create a chimera made up of features of different animals, using the pinch and pull method of clay construction or modeling.
- Illustrate and name their figures on worksheets, as well as decide the purpose for their sculptures.
- View a rare pottery chimera found in a tomb from the Tang dynasty in the LCVA's Rowe Collection of Chinese Art.

STANDARDS OF LEARNING CONNECTIONS

Visual Arts:

- 2.1 The student will incorporate unanticipated results of art-making into works of art.
- 2.2 The student will use literary sources to generate ideas for works of art.
- 2.3 The student will identify and use shapes—geometric and organic
- 2.4 The student will communicate an environmental or historical theme in a work of art.
- 2.8 The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.
- 2.9 The student will create a three-dimensional work of art.
- 2.10 The student will create a work of art by manipulating clay.

- 2.11 The student will compare the art, artifacts, and architecture of other cultures with that of their own.
- 2.13 The student will identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians.
- 2.18 The student will distinguish between natural objects and objects made by man in the environment.
- 2.19 The student will discuss the way that the art of a culture reflects its people's attitudes and beliefs.

History:

- 2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, and the calendar, and written language.

English:

- 2.2 The student will continue to expand listening and speaking vocabularies.
 - Use words that reflect a growing range of interests and knowledge.
 - Give and follow oral directions with three or four steps.

Mythical Creatures and Animals

PowerPoint Presentation Script

Slide 1

In China, animals are often used as symbols. **Do you know what a symbol is?**

A symbol is an image, picture, or object used to represent something else such as an idea or concept. For example, a heart shape can be a symbol for love.

Sometimes, though, these animals are not real animals but are mythical creatures. A mythical creature is an imaginary animal, one that is not real. Mythical creatures often appear in stories or legends, like how you might read about a dragon in a fairy tale.

Can you think of any mythical creatures?

Horse
Tang dynasty (618-907)
earthenware with white pigment
14 x 14 x 5 inches
1994.85
Tang=tahng



Did you know that there are different types of horses? It is similar to how there are different types or breeds of dogs, like a poodle or a collie. Well, there are different breeds of horses as well.

The horse we see in the picture here was a very important horse in Chinese history called a *Ferghana* (fer-gha-na). The Ferghana horse is originally from a place called Bactria (back-tree-a), which is now present-day Afghanistan. The Ferghana horse made its way to China both because of trade, and a war between Bactria and China almost 900 years ago.

How can we tell this is a Ferghana horse? Ferghana horses had somewhat short legs, round bodies, and very powerful necks. Horses were a very important part of everyday life during China's Tang (tong) dynasty.

Horses also were a symbol for political power. **Can you think of any animals used in the United States for government symbols? What about an eagle?**

Pair of Bowls with Bat Design
Qing dynasty (1644-1912)
Kangxi period (1661-1722)
Porcelain with rouge de fer enamel
2.375 x 4.875 inches diam. each
1994.46.1, .2
Kangxi=kahng-zuh
Rouge de fer=rooge-de-fur



What animals do you think are on these bowls?

They are bats. **What do you think of when you think of bats? What kinds of descriptive words would you use?**

Sometimes bats are associated with Halloween or vampires, and are not seen as nice or good. However, in the Chinese culture, bats are a symbol for good luck.

In China the word for bats is “fu” (foo), which sounds like the word for “good luck” in Chinese. The Chinese also think that the bat is very smart, quick, and sly.

What color are the bats? The color of the bats is also a symbol. The iron red color is thought to scare off evil or bad spirits.

Another symbol is the name of the red color. The color is called “hong” which means “enormous” or “*really, really* large.”

That is a lot of symbols – three symbols in fact:

1. the bats for good fortune
2. the red color to scare off evil or bad spirits
3. the name of the color red meaning enormous

If you put all of the symbols together, then the bowls are wishes for lots of good luck!

Can you think of any traditional good luck charms that other cultures might use? (Four leaf clovers, horseshoes, etc.)

Plate
Qing dynasty
(1644-1912)
Porcelain with wucai enamels
2.25 x 10.75 inches diam
1994.79
Qing=ching
Wucai=woots-eye



What do you see on this plate?

There are four main symbols on this plate:

1. horses
2. waves
3. a plum blossom
4. a ruyi (roo-ee)

As with the bowls we just looked at, all of the different symbols add up to one meaning. You would give this plate as a gift of good luck for someone who has been given an important position, like giving a gift to someone when they get an important job, like a school principal or the president.

Here is what each symbol means:

1. Horses are a symbol for a journey.
2. Waves symbolize royalty.
3. The plum blossoms are flowers with have five petals. Each petal symbolizes the five gods of good luck.
4. The red object in the middle of the plate is called a *ruyi*. (roo-ee). A ruyi is a wish-fulfilling scepter. You could think of a *ruyi* as a magic wand.

So the plate says: “Good luck on your job!!”

Imagine designing and giving a gift this beautiful and fragile. This bowl tells us about the great wealth and beauty of the Chinese civilization at this time.

Slide 5

Pair of Jars (Guan) with Incised Dragons

Ming dynasty (1368-1644)
porcelain with yellow and green enamel
5.5 x 5.125 inches diam. each
1998.13 a/b



This slide shows a pair of jars that are 1500 years old!

What mythical creature do you see on these jars? How would you describe a dragon? Are dragons mean or nice? What words would you use to tell someone about a dragon?

In China there are many different myths and legends about dragons.

Do you remember when we talked about what a myth or legend is?

In the Chinese legends of dragons, it is said that dragons live in the water and high up in the rain clouds.

Dragons are very important symbolic creatures that are often associated with the emperors or rulers of China.

The dragon was the symbol for the Emperor. It symbolizes wisdom, strength, and goodness. The dragon was also very important for the Chinese because it symbolizes water, which is very important for life. The Chinese believed that the dragon lives in every body of water and high in the clouds. They also thought that the blue dragon lives in the east, because that is where the sun rises and gives life to earth.

Camel
Tang dynasty (618-907)
earthenware with amber and chestnut lead glazes
22 x 15 x 5 inches
1994.10
Tang=tahng



Like the Ferghana horse we looked at earlier, the camel we see here is a certain kind of camel. It has two humps. This is called a Bactrian camel, because it was originally from Bactria (back-tree-a). **What other animal that we learned about came from Bactria?** (the Ferghana horse)

Much like horses, these camels were very important to the Silk Route. **Do you know what the Silk Route was?**

The silk route was a very ancient trade route that stretched all over the Asian continent. The silk route started thousands of years ago.

Do you know what it means to trade something? For example, you brought an apple for lunch, but you notice your friend has an orange. You have apples all of the time, and you really want an orange. You can give your apple to your friend and she can give you her orange. Now you have traded your orange for an apple! The Silk Route was a way for countries to trade things that they could not produce for strange and wonderful things that came from other countries far away.

It was called the silk route because the Chinese made silk, and that was one of the major things that they traded to other countries. Other goods they traded included porcelain, tea, ivory, and jade, to mention a few. And we've learned about one thing that they got from other countries by trade: the Ferghana horse.

The Silk Route was not just one road, but was a number of different paths that went both through the mountains and over deserts. It was not an easy trip! It was also very dangerous because of robbers who would try to steal rather than fairly trade.

It would be hard to walk all of that way on foot, so traders or merchants would often travel in groups called *caravans*. These groups would use horses and camels to make the journey easier.

Another interesting thing about the camel figure in the picture is how it was made. The camel was made using clay and molds. **Have you ever used a mold before?** A mold is a hollow or empty form that you fill with something, such as clay, to shape into different things. You can use molds for things other than clay, like chocolate or *Jell-O*!

Feline-Headed Guardian Beast (Zhenmushou)

Tang dynasty (618-907)

Earthenware with three-colored (sancai) glaze and pigment

22 x 15 x 5 inches

2000.56

Zhenmushou=jen-moo-shoo

Sancai=sahn-ts-eye



Is this a real animal or a mythical creature?

What different kinds of animals does it look like?

This creature is called a *zhenmushou* (jen-moo-shoo). It is a feline-headed beast. *Feline* is a word used to describe cat animals, whether they are small like kittens or big like lions and tigers.

It isn't any surprise that a zhenmushou was meant to scare off evil spirits. **Doesn't he look ferocious and scary?** This sculpture would have been placed outside a tomb like a guard dog. It would not have been alone. There could be as many as five pairs of this creature, all guarding the tomb!

Sometimes the head of the zhenmushou would be drawn on the saddlebags of horsemen traveling on the Silk Route to protect them against thieves.

Mythical Creatures & Animals

Art Activity

Art Activity



SUGGESTED CLASSROOM MATERIALS

- Pictures of a variety of animals
- Pencils
- Paper
- A place for clay to dry for 72 hours

MATERIALS PROVIDED BY THE LCVA

You can find all of the materials for this activity in your Resource Trunk.

- Slides of animal tomb sculptures in the LCVA's Rowe Collection of Chinese Art
- Picture of chimeras (Kye-meer-as)
- 1 package of white clay per student

Time required for lesson plan: 1½ hours

INTRODUCTION

Talk about the importance of animals in ancient cultures for food, clothing, household objects and transportation. Explain what domesticated means and how important taming animals was to daily life. Talk about the visual and behavioral characteristics of certain animals. For example, the hoofs of horses and camels enable them to carry heavy loads. Camels are also known for their perseverance. Lions are known for strength and courage. Ask students to give additional examples as the discussion continues, such as “wise as an owl,” “strong as an ox,” or “sly as a fox.”

Show the students the slides of animal sculptures from the LVCA’s Rowe Collection of Chinese Art. Talk about the concept of afterlife in ancient cultures and the importance of burials, including objects that are needed for daily living. Bring in items that are functional, decorative, or valuable. Include both familiar and unfamiliar objects. Ask students to describe the objects. Based on their descriptions, ask them to speculate about the object and the person who owns it. The discussion could lead to what our culture values--brand names, electronic games, precious stones, etc. Explain that the process of research begins to unlock clues of life of past cultures.

Reacquaint the students with Maurice Sendak’s book, *Where the Wild Things Are*. Describe what a composite animal is (combining visual features of different animals to create a new one). Ask the students to envision or sketch such an animal. Tell the students that a chimera in Chinese art was a tomb sculpture intended to provide protection against evil. Show them the slide and the visuals of chimeras.

PROCEDURE

Demonstrate the pinch and pull method of clay construction: 1) first make the clay into a smooth round ball in the fist, 2) start forming the animal by pinching (using the inside of index finger and thumb) and pulling a head out of the ball, 3) do the same for a tail but making it a slender shape, 4) the legs are formed the same way, by pinching first and then gently pulling or molding the legs out of the body as if the creature were sitting on its haunches.

Distribute a handful of clay (the size of a child's fist) to each student. Take them through the first steps as a group and then allow them time to work on their own. As the process continues, the students think about the physical features of the sculpture they want to make.

Show students how to create horns, hoofs, claws and/or wings. Using the plastic tools, details are added, such as facial features and surface decoration (scales or fur).

Observe if the students understand the concept of a composite animal.

Check to make sure the students are not making appendages that are too long and narrow.

Wrap the unfinished work in a plastic bag to keep moist until the next work session. Allow the finished pieces to air dry to be painted.

CONCLUSION

Display the chimeras with the worksheets in the school library or another common area.

After the chimeras are completed, give the students the worksheets (included with lesson plan) to draw and describe their sculpture. Ask the students to create a name for their chimeras and imagine what the figures' function would be. For example, the chimera may bring good health, loyal friends, or success on spelling tests (something that is meaningful in their lives).

LESSON PLAN

A lesson plan is provided for this activity. You can find the lesson plan in the *Lesson Plan Handbook* in the Resource Portfolio.

Pinch and Pull Method of Clay Construction:



Guided Tour: LCVA's Rowe Collection Of Chinese Art

At Longwood University, in the Lancaster Hall's Rowe Gallery, students are "transported" to the other side of the world by sitting quietly and listening to music from China. After an introduction, students are given a guided tour of the LCVA's Rowe Collection of Chinese Art. You will get to see in person the objects shown in the *Have Art, Will Travel* PowerPoint presentations. Students learn about the cultural and artistic heritage of China through the original art and artifacts in the exhibit, spanning from the pre-historic period to the 20th century. Topics such as the Silk Road trade route, camels, tomb figurines, chimeras, bronze vessels, jade and porcelain vases, as well as the myth and symbolism of the Chinese dragon, are explored. Students have the opportunity to answer the tour guide's questions about the beautiful porcelain vases and bowls in the collection as a follow-up to what was presented in the classroom.