

Lesson Title Communist Propaganda in China

Class and Grade level(s) Visual Art Experiences(Design) grades 9-12

Goals and Objectives

The student will be able to:

- **Evaluate Chinese communist propaganda**
- **Create a propaganda poster for their school or club using linoleum block printing and painting techniques using the ideas and symbolic style of the Chinese posters**
- **Write a compare and contrast paper discussing their own art and the Chinese art, its meaning, style, colors, and intended use**

**Time required/class periods needed
2 weeks at 45 minutes per class**

Primary source bibliography

Various Chinese poster from web sites

<http://www.iisg.nl/landsberger/>= images with some descriptions

<http://chineseposters.net/gallery/>= searchable by theme

<http://chnm.gmu.edu/worldhistorysources/r/33/whm.htm>= divided into 3 categories, hundreds of images

<http://www.crestock.com/blog/design/vibrant-chinese-propaganda-art--part-1-revolution-revolution-revolution-171.aspx>= a blog? But great descriptions of the symbolic meaning behind the posters and the history at the time

Other resources used

Prints by other artists and cultures for comparison

NORTH KOREAN PROPAGANDA POSTERS <https://www.cnn.com/style/article/north-korea-propaganda-posters-design/index.html>

SOVIET RUSSIA: http://www.huffingtonpost.com/2014/12/26/communist-propaganda-post_n_6377336.html

Käthe Kollwitz,

"The Cultural Revolution and Contemporary Chinese Art" by Guey-Meei Yang and Tom Suchan, *Art Education*, November 2009, volume 62, No.6, pgs 25-32.

Required materials/supplies

Linoleum blocks

Cutting tools

Bench hooks

brayers

Ink

Paper

Pencils

Vocabulary

screen printing
printmaking
series
linoleum
brayer
bench hook
viscosity
monoprint
relief printing
wood block print

Procedure

Day One- Introduce the unit by looking at a slide show of propaganda posters from China. Look at a few first then choose at least 3 to talk about in depth. Go over the symbolism and the meaning behind the art. Discuss why everyone looks so happy in the posters. What does it say about the culture at the time? Is there an underlying meaning or agenda to the posters? Talk about how art can be used to express ideas. Use a cloze activity/ fill in the blank/ symbolism. (This website can help: <http://guity-novin.blogspot.com/2010/05/chapter-29-propaganda-posters.html>)

Talk about the project idea

- Make a propaganda poster for your school, club, sports, or ...?
- This project ideally would be done using screen printing, but it could also work in paint or possibly linoleum blocks depending on size and supplies.

Day 2

- Brainstorm ideas for the posters/ write ideas on the board
- Begin by having students create at least three thumbnail sketches of their ideas
- Talk about the use of color and its meaning

Day 3-14

- Once the sketch has been approved draw to scale on the linoleum block
- Use tools to carve away the image
- Print using brayer, bench hooks, inks
- Use paint to finish the poster, adding fine details, words
- Turn in one print only and one finished painted print
- Write a 1-2 page paper describing your propaganda art and comparing it to the Chinese propaganda posters. Explain the symbols you used and why you used them. For example "I used the color blue to show solidarity for my school."

Assessment/evaluation

Use a rubric for assessment

PROJECT NAME : Chinese Propaganda posters	Excellent	Good	Average	Needs Improvement	Teacher Rating
Criteria 1: Craftsmanship: Well thought out design, no erroneous marks, good use of color, quality print- no marks	20	19-16	15-14	13 or less	
Criteria 2: Originality of Design: Totally original design, no element is an exact copy of designs seen in source material.	10	9-8	7	6 or less	
Criteria 3: Techniques: Successfully completed designs that uses the elements and principles of art & design	10	9-8	7	6 or less	
Criteria 4: Participation: good attitude ,working everyday on the project for the entire class period	5	4	3.5	3 or less	
Criteria 5: clean up: clean up each day, table, palettes, brushes, brayers, ink, bench hooks and general area	5	4	3.5	3 or less	
WASHBURN RURAL ART DEPARTMENT	TOTAL POINTS: 50 FINAL GRADE: 50 X 2 = 100				