

Lesson Title: Song Dynasty Landscapes

Class and Grade level(s): 5th grade ART

Goals and Objectives

The student will be able to:

- Know the basic characteristics of Song Dynasty Landscapes: focus on the grandeur of nature, use of vertical perspective, details in foreground/middleground/background, and ink washes to create value.
- Compare and contrast landscapes with linear and vertical perspective
- Know a little about the Song Dynasty culture: prosperity in economy and industry that allowed for focus on the arts
- Recreate a landscape using vertical perspective and ink washes in the style of the Song Dynasty

Time required/class periods needed

2 classes (1 hr each)

Primary source bibliography

Artwork:

- *A Solitary Temple among Clearing Peaks* Li Cheng
(academic.reed.edu/Chinese/chin-hum/LandscapePaintings/landscape.html)
- *Travelers among Streams and Mountains* Fan Kuan
(academic.reed.edu/Chinese/chin-hum/LandscapePaintings/landscape.html)
- *A Thousand Li of Rivers and Mountains* Wang Ximeng
(academic.reed.edu/Chinese/chin-hum/LandscapePaintings/landscape.html)
- *Stonecity, Iowa* Grant Wood (Print can be ordered at Art Image or www.art.com)
- *Merced River, Yosemite Valley* Albert Bierstadt (print can be ordered at www.art.com)

Other resources used

- *East Asia: A New History* Rhoads Murphey

Required materials/supplies

- 12 x 18 paper
- pencils
- calligraphy style brushes
- calligraphy pen
- India ink
- Water and palettes for washes

Vocabulary

- Song Dynasty
- Space
- Vertical perspective
- Atmospheric perspective
- Value
- Ink, ink washes

Procedure

First Class: Display A Thousand Li of Rivers and Mountains (469 x 22 inches long as original) to attract students' attention. Introduce the landscape and the painter from the Song Dynasty. Introduce the Song Dynasty, pointing out China on the world map and giving some basic information about the dynasty such as culture, time period, etc. Explain that a dynasty is an era of time measured by how long an imperial family rules.

Display two more landscapes and begin discussing with students what they see in the work: subject matter, value and space. Introduce vertical perspective and review atmospheric perspective. Identify the elements of each perspective in the landscapes observed. Record the basic facts about Song Dynasty landscapes and ask students to remember them.

Review the definition of value and introduce ink washes. Demonstrate to students how to create ink washes and use the brush and calligraphy pens to paint and add details. Give students 10-15 minutes to practice using the brush and pen to create different values.

Review the parts of a landscape; lightly draw out several mountain ranges using vertical perspective, which includes a foreground, middleground, and background. Include trees, people, even a shelter.

Second Class: Display the prints from the previous class along with one of the western landscapes.

Review the Song Dynasty and main facts about Song Dynasty landscapes. Introduce western landscape and artist, then, review linear perspective. As students identify parts of linear perspective, compare it to the vertical perspective: vanishing point? Converging lines? Background? Scale? Ask students which perspective method they believe is more accurate and why.

Review ink washes and begin painting landscapes, starting with lightest washes in the background of the painting, working towards the darker washes. End with the calligraphy pen, adding details to trees, people, shelter, etc.

Assessment/evaluation

On the back of the finished landscapes or on a separate sheet of paper, have students define value (mastery objective) and write out the differences between linear and vertical perspectives.