



HANDOUT

Title: Grade 10 Unit Guidance Overview

Handout #:

Content:

Guidance Overview

Tenth Grade Unit: Conceptual Art through the Lens of Chinese Artist, Ai Weiwei

Learning Objective

- By analyzing the Chinese context of the works of Ai Weiwei and creating student conceptual works referencing the American historical context, students will increase their skills and ability to interpret art and understand its socio-cultural meanings.

Key Questions

- Why was China's Tiananmen Square uprising so significant in 1989 and still today?
- Why does Ai Weiwei's conceptual art concern the Chinese government?
- Can Ai Weiwei's approach to making art that critique's Chinese history be applied to a critique of American history?

Standards

-HSS-10.9.4, Prof.VA:Re8, Prof.VA:Cr1.2

Students Assessed On

- Understanding key visual art vocabulary
- Knowledge of key terms, people and places pertinent to understanding the context of Chinese contemporary art
- Interpreting art by identifying connections between the art and its visual elements and its context.
- Generating examples of conceptual art that alter an artifact significant to American history so that a new idea relative to its meaning is created.

Vocabulary

Conceptual art - Art in which the idea or concept presented by the artist is considered more important than its appearance or execution.

Appropriation - In terms of art is the practice of using pre-existing objects and images in an artwork without really altering the originals. Example is Andy Warhol's Campbell's Soup Cans.

Visual Analysis - a method of understanding art that focuses on an artwork's visual elements, such as color, line, texture, and scale in order to suggest a particular meaning.

Art Criticism - responding to, interpreting meaning, and making critical judgments about specific works of art.

Tiananmen Square - A city square in the city center of Beijing, China, located near the city's central business district. The "Gate of Heavenly Peace" located to its north separates it from the Forbidden City. It has great cultural significance as it was the site of several important events in Chinese history and Chairman Mao's tomb is located there.

Tiananmen Square Uprising- student-led demonstrations calling for democracy, free speech and a free press in China. The uprising was halted in a bloody crackdown, known as the "Tiananmen Square Massacre," by the Chinese government on June 4 and 5, 1989.

Han Dynasty - One of multiple dynasties that ruled China. Han Dynasty is considered the Golden Age in Chinese history due to the prolonged period of stability and prosperity(206 BCE to 220 CE).

Cultural Revolution - Launched by Mao, Chairman of the Communist Party, its stated goal was to preserve Chinese communism by purging remnants of capitalist and traditional elements from Chinese society. These elements were known as the “Four Olds” (Old Ideas, Old Culture, Old Habits, and Old Customs). (1966-1979).

Resources

- Al Jazeera video on Tiananmen Square uprising
- Art 21 video on Ai Weiwei
- Ted Talk video by Ai Weiwei
- [The Smithsonian’s History of America in 101 Objects](#) by Richard Kurin
- Grade 10 Rubric
- Vocabulary Quiz
- Project Worksheet

Distance Learning Accommodations

- Push out Key Exercises to students synchronously using video conferencing software
- Push out Key Exercises to students asynchronously using an online learning platform
- Provide take-home kits of art materials to students
- Push out Student Project to students synchronously using video conferencing software
- Push out Student Project to students asynchronously using an online learning platform
- Students can turn artwork in for assessment using a photograph of artwork and an online learning platform



HANDOUT

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Worksheet

Conceptual Art Project

Creativity is the power to reject the past, to change the status quo, and to seek new potential. – AiWeiwei

1. Explore Google Drawings Tutorial:

Individually or as a group.

2. Research and select objects:

In your team of 2 or 3 students review the summary of historic objects from the Smithsonian Museum's collection. Select three objects appropriate for your conceptual art project.

3. Record your initial selections:

List name of object and brief description of why and how it is well-known and important to the U.S. population.

a. _____

b. _____

c. _____

4. Brainstorm and Sketch:

Utilizing the strategies of Ai Weiwei to consider what your "conceptual gesture" will be for each object, i.e. what will be the new meaning and how will you convey it in each new artwork. Select from Ai Weiwei's strategies:

Make use of recognizable and historic objects in critical examinations of a host of contemporary political and social issues.

Utilize reclaimed materials—ancient pottery and wood from destroyed temples—in a conceptual gesture that connects tradition with contemporary social concerns.

Employ **sarcasm**, **juxtaposition**, and **repetition** to reinvigorate the potency and symbolism of traditional images and to reframe the familiar with minimal means.

(submit your brainstorming notes and sketches)

5. Finalize Ideas and Scan Objects to Google Drawings:

Considering the elements of art that can create and enhance meaning, alter the objects to create three new conceptual artworks.

6. Write Brief Descriptions:

Print the artworks for submission. Each should be accompanied by a written description of your alterations and how they create a new meaning.



HANDOUT

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Quiz: Matching

_____ Appropriation

_____ Cultural Revolution

_____ Han Dynasty

_____ Art Criticism

_____ Tiananmen Square

_____ Tiananmen Square Uprising

_____ Conceptual Art

_____ Visual Analysis

- A. Art in which the idea or concept presented by the artist is considered more important than its appearance or execution.
- B. A method of understanding art that focuses on an artwork's visual elements to suggest a particular meaning.
- C. A city square in the city center of Beijing with great cultural significance.
- D. Responding to, interpreting meaning, and making critical judgments about specific works of art.
- E. Student-led demonstrations calling for democracy, free speech and a free press that was halted in a bloody crackdown
- F. Launched by Mao, its stated goal was to preserve communism by purging remnants of capitalist and traditional elements from Chinese society.
- G. One of multiple dynasties that ruled China. Considered the Golden Age in Chinese history due to the prolonged period of stability and prosperity
- H. The practice of using pre-existing objects and images in an artwork without really altering the originals. Example is Andy Warhol's Campbell's Soup Cans.

Teaching Visual Arts in Connection with History/Social Studies

Developed by Stanislaus County Office of Education and Butte County Office of Education



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Title: Grade 10 Unit Rubric

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Descriptor	Standard	Skills	Guiding Questions	1	2	3
Teacher presents a two part lecture:1) presentation and video on Tiananmen Square and the Uprising 2) presentation and video on Artist and Activist Ai Weiwei	HSS-10.9.4 Analyze the Tiananmen Square Uprising	Students write out a comparison between Tiananmen Square as a significant historic site and U.S. sites with similar characteristics. Students take a vocabulary quiz of terms related to understanding of Tiananmen Square Uprising and the Chinese context of the AiWeiwei artworks.	Does the student have a deeper, more relatable understanding of the significance of the Tiananmen Square Uprising and the lack of free speech in China today?			
Class Discussion on two works by Ai Weiwei, <i>Colored Vases</i> and <i>Dropping a Han Dynasty Urn</i>	Prof.VA:Re8 Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	Improved skills in Visual Analysis: isolating particular visual elements that create meaning.	Can students identify a visual element in an artwork and connect it to the artwork's meaning?			
Students create conceptual artworks by appropriating objects from U.S. history or popular culture to create new meanings	Prof.VA:Cr1.2 Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	Students select three objects from a survey of 11 provided by the teacher or they select and research other items that are well known and significant to American culture.	Is the art project as complete as the student could make it? Does the artwork reflect deliberate control of media? Is the artwork innovative, completely original, well thought out, and thoroughly developed?			