DEEP SPACE SPARKLE

ASIAN ART

TERRACOTTA ARMY
CHALK PASTEL & SYMMETRY
About TERRACOTTA ARMY

The Terracotta Army was discovered in 1974 by two farmers digging for a well. An underground tomb was discovered that contained over 8000 soldiers, chariots, horses, and other non-military figures. The figures were life sized and varied in uniform, hairstyle and height according to their rank.

HOW WERE THEY MADE?

1. Workers cut clay blocks from the hillside and used water to form into clay.
2. Craftsman rolled the clay into long coils to be used in molds later on.
3. Legs were created by turning the clay blocks on lathes. Each section of the legs were mounted to a stand.
4. The pelvis and torso used the coil method and were shaped and smoothed by artisans. The torso was hollow. The pelvis was attached to the legs and then the torso was attached to the pelvis.
5. Designs were etched into the torso.
6. There were eight different designs for the head and artisans would create different personalities for every character.
7. The arms were hollow and were made by using the coil method. They were attached to sockets in the torso.
8. The clay bodies were dried in the shade until it was ready to be fired in a kiln.
9. Before placing in a kiln, small holes were made in the body to allow air to escape.
10. After the firing, artisans would apply LAQUER over the warrior. After the lacquer dried, they painted parts of the warrior.
1. Give each student a 6” x 12” piece of black paper. Fold paper in half VERTICALLY to create a crease.
2. On the crease-line, draw a short HORIZONTAL LINE for the waist.
3. Moving downwards, draw the sides of the skirt and bottom. The shape looks like a TRAPEZOID.
4. Draw two RECTANGLES for the pants followed by the lower legs and boots. The boots can be as simple as a semi-circle.
5. Next, draw the head by drawing a circle or a letter “U”. Add the outline of hair.
6. Draw two lines for the neck.
7. Depending on how detailed a child wishes to be, they can add a scarf to the neckline.
8. Draw a HORIZONTAL LINE for the shoulders.
9. Connect the ends of the shoulder line to the waistline to create the TORSO.
10. Add arms and hands. I like to keep the hands very simple.
11. Don’t add details yet.
COLORING

Kids will really get into drawing the warrior. So much in fact, that it will be hard to get them to stop. It’s far easier though to just draw the basic shapes and then color in the sections before the details are drawn.

I pass out terra-cotta colored chalk pastels and allow kids to share. After looking at some images of terra cotta army replicas, I noticed that many had bright colors. The brighter the colors, the higher rank the warrior.

The technique for coloring is simple:
• Place newspaper under artwork
• Use soft chalk pastel to color in each section (not the background). Color up to the black oil pastel line.
• Use one finger to smooth the chalk into place. If there is a lot of dust, tap the paper into a paper bag set in the middle of the table, in a trash can or simply onto the floor.
• Try hard not too worry about fingerprints on the black paper. It’ll happen! Kids generally wont care unless you do.
• After coloring, retrace lines and ADD DETAILS.
Terracotta Warriors
5TH GRADE WARRIORS
CREATING

- Generate and conceptualize artistic ideas and work — combine ideas to generate an innovative idea—demonstrate diverse methods to approaching art making
- Organize and develop artistic ideas and work — experiment and develop skills in multiple techniques through practice—show craftsmanship through care—document objects of personal significance
- Refine and complete artistic work—create artists statements using art vocabulary to describe personal choices in art-making

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation— define roles and responsibilities of a curator—explaining the skills/knowledge needed to perform curation
- Develop and refine artistic work for presentation — develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork
- Convey meaning through the presentation of artistic work — cite evidence of how an exhibition in a museum presents ideas and provides information about specific concepts

RESPONDING

- Perceive and analyze artistic work- compare interpretation of art to another’s interpretation—analyze cultural associations suggested by visual imagery
- Interpret intent and meaning in artistic work — interpret art by analyzing form, structure, context information, subject, visual elements, and use of media to identify mood and ideas conveyed
- Apply criteria to evaluate artistic work— recognize differences in criteria used to evaluate works of art depending on styles

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art- apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding
NATIONAL CORE ARTS STANDARDS—SIXTH GRADE

CREATING
- Generate and conceptualize artistic ideas and work — Combine concepts collaboratively to generate innovative ideas for creating art.
- Organize and develop artistic ideas and work — Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- Refine and complete artistic work—Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

PRESENTING/PRODUCING
- Analyze, interpret and select artistic work for presentation— Analyze similarities and differences associated with preserving and presenting two- dimensional, three- dimensional, and digital artwork.
- Develop and refine artistic work for presentation — Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.
- Convey meaning through the presentation of artistic work — Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

RESPONDING
- Perceive and analyze artistic work—Identify and interpret works of art or design that reveal how people live around the world and what they value.
- Interpret intent and meaning in artistic work — Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
- Apply criteria to evaluate artistic work—Develop and apply relevant criteria to evaluate a work of art.

CONNECTING
- Synthesize and relate knowledge and personal experiences to make art— Generate a collection of ideas reflecting current interests and concerns that could be investigated in art- making.
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding — Analyze how art reflects changing times, traditions, resources, and cultural uses.
WHAT IS THE NAME OF YOUR ARTWORK?


HOW DID YOU CREATE YOUR ARTWORK?
(What tools, supplies and techniques did you use?)


WHAT DOES THIS PIECE OF ART MEAN TO YOU?
(You can use “I” statements and talk about your inspiration and what creating this piece of art means to you)


Today I will learn about the history of the TERRA COTTA ARMY including how it was discovered, how it was made, etc. This information will inspire my own drawing of a WARRIOR.

Today I will learn about LINE and SHAPE, so that I CAN draw a SYMMETRICAL warrior using mostly GEOMETRIC shapes using CHALK PASTEL. I’ll know I have it when my drawing is the same on both sides.

Today I will learn about COLOR, so that I CAN blend and smooth the pastels on my paper. I’ll know I have it when I’ve added details and outlined my lines so they stand out creating CONTRAST.

CCSS.ELA-Literacy.SL.5.2
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

After introducing the students to the history of the Terra Cotta Army via youtube, PowerPoint, etc., students can be asked to answer questions orally to summarize what they have learned about the warriors, use of the elements of art, and principles of design in the form of a discussion.

CCSS.ELA-Literacy.W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

As students complete an artist statement (page 10), they are supporting claims about what their artwork means. This requires them to build their answer based on how they created the work as evidence pointing toward the composition’s meaning.

CCSS.Math.Content.5.G.B.3
Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

Through the use of geometric shapes to create their warrior drawings, you can ask students to identify similar attributes among the shapes they drew such as, “What do the rectangles and squares have in common that we used in our art?”