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art starts here™
lesson overview

lesson plan
Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

lesson objectives
- To discuss the role of movement in visual art.
- To learn about traditional painting techniques of China.
- To experiment with the element of line.
- To explore painting with ink.

core curriculum tie-ins
Kindergarten through Fifth Grades: Visual Art and Social Studies.

length of class
One to Three Class Sessions.

supplies
- India Ink.
- Bamboo Brushes.
- Cups for Water.
- Paper Towels.
- Watercolor Paper.
- Paper or Trays to protect Tables.

lesson overview
On the ARTS tour students will learn about the artwork and ideas of David Habben. Linking to Habben’s work, students will study traditional Chinese calligraphy methods to further explore the connection between the energy of a stroke and its potential meaning.
core curriculum tie-ins

1st grade Visual Art

Standard 1.V.CR.1:
Engage collaboratively in exploration and imaginative play with art materials, and use observation and investigation in preparation for making a work of art.

Standard 1.V.CO.2:
Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding that people from different times and places have made art for a variety of reasons.

2nd grade Social Studies

Objective 1
Examine and identify cultural differences within the community.
   a. Explain the various cultural heritages within their community.
   b. Explain ways people respect and pass on their traditions and customs.
   c. Give examples of how families in the community borrow customs or traditions from other cultures.

3rd grade Social Studies

Objective 1
Evaluate key factors that determine how a community develops.
   a. Identify the elements of culture (e.g. language, religion, customs, artistic expression, systems of exchange).
   b. Describe how stories, folktales, music, and artistic creations serve as expressions of culture.
ABOUT

David Habben: Flow

David Habben has filled sketchbook after sketchbook with what he calls his “strange doodles”—curious characters and creatures that come to life in his highly detailed ballpoint and watercolor pencil drawings. Two years ago, he began collaborating with the University of Utah’s School of Dance program, where he embraced a new creative dialogue. Gaining inspiration from the dancers’ movement, he created a series of abstract paintings meant to invoke the energy, power and flow of what he was witnessing. Like the movement of the dancers, each rapid brushstroke was to be deliberate and thoughtful—to be placed specifically somewhere rather than anywhere.

David Habben: Flow at the Kimball Art Center will unite the artist’s two creative modes—the personal one within the pages of his sketchbooks, and the collaborative one of his Be Somewhere series. Here, the abstract compositions of Be Somewhere—work that documents time, place and energy—become the base for a new story, oftentimes with the wit and humor that is characteristic of his sketches.
**lesson plan**

1. Discuss the work of David Habben and his collaboration with the University of Utah Dance Department. Explain to students that collaboration occurs when artists working in different mediums team up to explore new ideas to create something. In this situation, David Habben was inspired by music and dancers’ movements to create abstract drawings with ink and rapid brushstroke.

2. Showing samples of Habben’s work, ask students what impact movement may have on drawing. Explain that when we move a brush on a canvas it is called a stroke. To create a line an artist has to make a motion. Demonstrate gestures with a marker on a white board. Underline that movement is connected to the trace you leave on the white board. Demonstrate small and large gestures to illustrate this connection.

3. Tell students that in the tradition of Chinese calligraphy or brush paintings the goal of the artist is to capture the spirit of the object or character and not just a likeness. The artist focuses on the movement of the brush and the sensation of pushing and pulling ink around the paper to capture the essence of an object. Ask students if they see David Habben doing this in his artwork. Show students that he moves his brush with the movement of the dancers instead of drawing or illustrating what the dancers look like. As a result his artwork is more abstract. He is interested in lines or the trajectory instead of realistically drawing the people.

4. Explain to students that ink painting in China started with calligraphy. The brush strokes from calligraphy were used for painting. Calligraphy and painting are considered twin arts. Tell the students that they will be experimenting with brush techniques and movement while looking at traditional Chinese painting techniques.

5. First show students how to hold the brush (demonstrate). Hold the brush upright (90 degrees) with your thumb on one side and the index & middle fingers on the other side.
Show students that holding the brush in this position will allow for a greater range of motion. Have students stand up and practice holding the brush, stiffening the wrist and elbow so that the movement of the brush comes from the shoulder. Practice making strokes without ink. Then show students how to load the brush by dipping it into the ink cup and tapping it on the sides of the cup to create a point. Pass out trays, paper, ink wells. Remind students that ink should stay on the paper and not be splashed around.

6. Demonstrate a pull stroke: Pulling your brush across the paper. Let the students try. Ask students, when painting, how could you use this stroke? Demonstrate a pressure stroke: It looks like a pull stroke, but as you pull, vary the pressure you are placing on the brush. Lift and push down on the brush as you pull across. Let the students try. Ask students, when painting, when would you use this brush stroke? Demonstrate a sidestroke: Tilt the brush at an angle and pull it across the paper. Let the students try. Ask students, when painting, when would you use this brush stroke? Allow students to experiment with other ways of holding and moving the brush to make different strokes.

7. Explain that the Chinese use the language ‘writing a painting’ and ‘painting a poem’. Add that the artists of Japan, Korea and Malaysia learned from the Chinese and then developed their own versions of East Asian brush painting (show samples). Show students Chinese characters and notice the strokes that were used to make these symbols. Instead of an alphabet of A,B,C, the Chinese use symbols or characters that were originally pictures. Many of the brush strokes for writing and painting are the same. Students can practice copying Chinese characters or symbols, paying attention to the spirit of the stroke (push, pull, pressure). Students can also use these strokes to paint nature or write their own name.

(See resources for additional teaching materials to introduce other cultures in addition to China).
vocabulary

Abstract – Abstract Art uses a visual language of shape, form, color and line to create a composition which may exist with a degree of independence from visual reference in the world.

Ink – A colored fluid used for writing, drawing, printing or duplicating.

Calligraphy – Decorative handwriting or handwritten lettering.

Line – A line is an identifiable path created by a point moving in space.

Characters – A symbol having phonetic or pictographic meaning.

Stroke – A mark made by a writing instrument.

Collaboration – working together on a common project.

Sumi-e - the Japanese art of monochromatic ink painting.

Gesture – A movement of part of the body, especially a hand or the head, to express an idea or meaning.
resources

David Habben:
http://habbenink.com/the-school-of-dance
http://habbenink.com/be-somewhere-mfa

Ink painting:
http://www.sumiesociety.org/whatissumie.php
http://www.drue.net/sumi-e-history/
https://www.theartofed.com/2015/01/02/teach-your-students-chinese-calligraphy/

https://artsendge.kennedy-center.org/educators/lessons/grade-3-4/Calligraphy_and_Ink_Painting

http://createartwithme.com/chinese-bamboo-brush-4-basic-brushstrokes-lesson-2/

http://adayinfirstgrade.com/2016/02/a-kindergarten-unit-on-china.html

https://www.youtube.com/watch?time_continue=66&v=-MEN0CzGv5-Y