

Art Teaches



Lesson Title: Ten Symbols of Longevity Screen

Anticipated Grade Level: 4-6

Total Lesson Time: 60-80 minutes

Lesson Agenda

Standard Addressed:

Common Core

5.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5.w.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

5.SL.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.SL.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Oregon State Visual Arts Standards

VA.3.CR3.5: Creating-Refine and complete artistic work.

VA.7.RE1.5: Responding-Perceive and analyze artistic work.

Learning Objective:

- Students will be able to understand Korean art, the *Ten Symbols of Longevity Screen*, relation to history and culture.
- Students will be able to recognize a way of Koreans reflect their aspirations for long and healthy lives in art through the ten symbols of longevity (*sipjangsaengdo*).
- Students will be able to understand the functional and symbolic roles of the ten symbols of longevity screen in the lives of Koreans during the Joseon period.
- Students will be able to use drawing, writing, and verbal description to identify, explain, and represent the traditional and symbolic characteristics and meanings of the ten symbols of longevity in Korean culture and society.
- Students will be able to explore new art and culture as well as their own.

Language Objective:

- Students will be able to participate in various conversations and collaborations by sharing their ideas and experiences with diverse people - including classmates and teachers - and expressing their own clearly and persuasively in variety.
- Students will be able to integrate and evaluate content presented in diverse media and formats, including visually and in words.
- Students will learn new vocabulary related to Korean art and culture.

Beginning the lesson

1. The teacher will begin by introducing the topic of the *Ten Symbols of Longevity Screen*.
2. The teacher will review classroom discussion norms and any expectations for notetaking.
3. The teacher will prepare students to look for vocabulary words that may be difficult in the video (see the vocabulary material for resources).
4. Specifically, the teacher will prepare the students by discussing or explaining “symbol” or “Korean culture and history” (see the supplementary materials for resources).

Academic language supports:

- Students who need it can be provided with the video script.
- The video will include subtitles.

Assessing for understanding:

- The teacher will use two write-pair-shares and can collect answers.
- The teacher will conduct one “reason-off”.
- The teacher can check in on group discussions.

Adaptations for student support:

See above.

Students can be sent a link to the video allowing them to watch it on their own.

Middle of the lesson (Small Group/Individual Work/Whole Class Discussion)

5. The teacher will begin the video.
6. The teacher will address the first question **at 1:19**. “Let’s take a closer look at the *Ten Symbols of Longevity*. What elements could be symbols of longevity? I’d like you to write them down or draw pictures of them.” And **pause the video at 1:26**.

Discussion Question: What elements could be symbols of longevity?

7. The teacher allows students to take a closer look at the screen for 3-5minutes, then writes down or draws to answer the question.
8. The teacher has students share their answers by explaining what they can see and why they chose it as a symbol of longevity and what their symbol means longevity.
(ex. I can see various things on the screen such as water and cranes. Among them I chose a turtle. Because they can grow very old also, they are all wrinkly).

9. Once done students can share their thoughts and ideas with a teacher or partner or small group.
(This conversation can take as much or as little time as the teacher thinks is valuable. Students are encouraged to refer to each other’s comments.)

10. The teacher restarts the video.
11. **(Optional)** The teacher pauses the video **at 3:06** and can talk about other the ten symbols of longevity other than pine trees, cranes, and mushrooms of immortality, *Yeongji*. (See the supplementary materials)
12. Then, the teacher asks the students if they already know or have you seen any other symbols of longevity and shares them together.

Discussion Question: Are there any other symbols of longevity that you already know about or have seen? If there is, what is it?

13. The teacher will address the second question **at 4:17**. “Like this screen, art reflects so many things, especially culture, and society. Can you think about artworks that reflect your culture and society? I’d like you to describe that artwork and share your thoughts with your friends or classmates.” And **pause the video at 4:39**.

Discussion Question: Can you think about artworks that reflect your culture and society?

14. The teacher can briefly explain art's relation to culture and society. The teacher makes connections between art and their culture and society. (The teacher can address a range of topic but if you need some example, please refer to down below)
 - Hispanic/Latin Heritage: these stories illuminate the cultural contributions of Hispanic, Latino, and Afro-Latino artists and creatives both in the United States and around the world.
<https://www.metmuseum.org/perspectives/topics/latin-x-hispanic-heritage>.
 - How Should Art Reckon With Climate Change? <https://www.nytimes.com/2022/03/25/t-magazine/art-climate-change.html>.
 - DIGITAL ART <https://www.tate.org.uk/art/art-terms/d/digital-art>.
 - Black Lives Matter movement has impact on artists-and they have our attention.
<https://www.courierpostonline.com/story/life/2020/10/08/black-lives-matter-movement-artists-inspiration-new-jersey-new-york-philadelphia/3495958001/>.
15. The teacher can reiterate the question and provide an example if students need additional support. (ex. “*Statue of Liberty*” - The idea for the statue was born in 1865, when the French historian and abolitionist

Édouard de Laboulaye proposed a monument to commemorate the upcoming centennial of U.S. independence (1876), the perseverance of American democracy and the liberation of the nation's slaves or "Campbell's Soup Cans" from Andy Warhol)- <https://www.thecollector.com/why-did-andy-warhol-paint-soup-cans/>.

16. Students describe the artwork and discuss the artwork and be able to understand the interrelations of culture and society with the classmates.
17. **(Optional)** The teacher can offer additional support by explaining about the Korean culture, society, and history related to the ten symbols of longevity -particularly, during the Joseon dynasty period (Refer to the supplementary materials).
18. The teacher restarts the video.
19. The teacher will address the third question at 5:35. "what do you think this piece was made for? And what makes you say that? I'd like you to guess and describe your ideas about it in 2 to 3 sentences by referring to the hints I gave you before." And **pause the video at 5:53.**

Discussion Question: what do you think this piece was made for? And what makes you say that?

20. The teacher explains again to the students about the hint mentioned in the video. "It is record of the names and positions of 14 medical officials who participated in the treatment of crown prince *Yi Cheok* (later known as King Sunjong) who had smallpox."
21. The teacher can give students about 5 minutes to imagine or infer through the hint to answer the question. And then, the teacher can encourage students to share ideas in partner or small groups to reason together. (ex. I think this piece was made by the king as a gift to the 14 medical officials who cured his son's illness.)
22. The teacher restarts the video.
23. **(Optional)** The teacher can talk about who used the ten symbols of longevity screen and when, where and how. The teacher can compare and contrast between royal family and ordinary people of the Joseon dynasty in relation to the ten symbols of longevity.
24. The video concludes.

Academic language supports:

- Students who need it can be provided with the video script.
- The video will include subtitles.

Assessing for understanding:

- The teacher will use two write-pair-shares and can collect answers.
- The teacher will conduct one "reason-off".
- The teacher can check in on group discussions.

Adaptations for student support:

See above.

Students can be sent a link to the video allowing them to watch it on their own.

End of the lesson:

25. The video concludes with an activity: “I’d like you to make your own *Sipjangsaengdo*. You can make your own new symbols of longevity as well.”
26. The students can make their own *sipjangsaengdo* screen with their own symbols of longevity including the ten symbols of longevity. They will also write short descriptions of all their wishes for well-being, health, happiness, and prosperity.
27. The teacher will have students complete the activity on their own or in small groups.
28. The teacher encourages students to share their *sipjangsaengdo* screen with classmates.

Academic language supports:

- Students will have notes explaining key terms (ten symbols of longevity).
- Students will have access to the script of the video for reference.

Assessing for understanding:

- The teacher will check for understanding before beginning the activity.

Adaptations for student support:

- Students will be able to dictate the description of their symbol.
- Students will be able to type their description panel of the screen.
- Students will be able to refer to images when drawing their *sipjangsaengdo*.

