

UArts Lesson Plan Format

Name: Rissa Radcliff		
Theme: Multicultural, Narrative, Ik-Joong Kang		
Title: Tales on Tiles		
Grade level: High School		
Goal/Activity: Students will paint and apply other media to three miniature chipboard tiles to express a personal narrative. Students will use a minimum of four mediums on each tile. Students will use a minimum of three layers (excluding gesso) of media on each tile.		
Developmental Rationale/Prior Learning: At this point, students have already decided on their feelings about art and themselves as artists. This project is open ended and does not have strict visual expectations. Students can approach the project in a variety of ways that will showcase the art skills they wish to put forward. This lesson is also valuable in how it shows some art can remain a work in progress. Using this tile technique, students are free to make additions to their series and build on their narratives. For a student that wants to make art but does not have a lot of free time, this allows them to make small sample pieces that will eventually yield the results the student was going for. Cost varies on a project like this since the media is largely chosen by the student.		
History/background: Kang was born in Cheongju in 1960 but raised in Seoul, the capital city of Korea. He graduated with his BFA from Hong-Ik University, then received his MFA from the Pratt Institute in Brooklyn, New York. It was here in New York that Kang developed his signature style. Kang carried miniature canvases with him and would begin to paint small scenes when using mass transit for long periods of time. He would then arrange these square-shaped canvases into a neat grid structure to create a larger image out of many pieces. Today, nearly all his work consists of a large area covered in smaller images arranged in a grid. He has used this technique to cover gallery walls, bridges, tents, and garden walls all over the world. While Kang is currently a New York-based artist, he exhibits his work worldwide, including locations such as Korea, Germany, China and London. Ik-Joong Kang tells the human story of Korean war refugees currently forced to leave home and relocate to South Korea. He also includes symbolism of his own identity within his art. He uses the art style he picked up in New York with traditional Korean imagery to build his narratives, and applies universal concepts to his art as a way to engage the world in his understanding of Korean life and culture.		
Standards: VA:Cr2.1 Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design. // Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. VA:Re8.1 Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. // Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. VA:Cn10.1 Document the process of developing ideas from early stages to fully elaborated ideas. // Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making. VA:Cn11.1 Describe how knowledge of culture, traditions, and history may influence personal responses to art. // Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.		
Objectives: <table border="1"><tr><td>1. Knowledge: <i>Students will be able to describe the way color is connected to emotion in order to incorporate meaningful color into their artwork.</i></td></tr><tr><td>2. Skill: <i>Students will be able to design a three tile series in order to gain experience creating multiple pieces of art around a cohesive theme.</i></td></tr></table>	1. Knowledge: <i>Students will be able to describe the way color is connected to emotion in order to incorporate meaningful color into their artwork.</i>	2. Skill: <i>Students will be able to design a three tile series in order to gain experience creating multiple pieces of art around a cohesive theme.</i>
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3. **Attitude:** Students will be able to transform their sketches into a final project in order to demonstrate planning, process, and perseverance.

Teacher preparation: Preslice the tiles, prepare necessary materials around classroom, make slideshow presentations

Supplies:

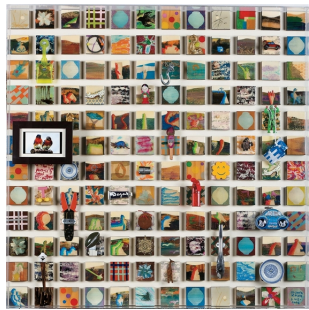
4.5 x 4.5 inch chipboard squares, Acrylic Paint, Paint Pens, Oil Pastels, Colored Pencils, Crayons, Paint Brushes, Water Cups, Water, Palette Paper, Pencils, Erasers, Markers, Scissors, Paper (variety of color/pattern), Fabrics, Yarns, Liquid Glue, Spray fixative

Additional Suggestions:

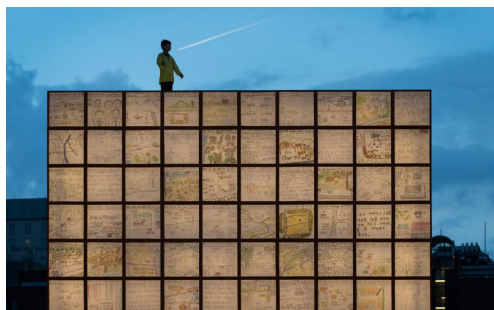
Hot Glue/Gun

Found objects (students should bring their own)

Visual Aids and reference to art history:



(Figure 1: Ik-Joong Kang, *Happy World*, 2008)



(Figure 2: Ik-Joong Kang, *Floating Dream*, 2016)

Resources: Projector, computer, slide show, magnets, magnetic wall/lockers

Prior Knowledge: Previous to this lesson, students have designed mixed-media canvases that incorporate metal embossing, paper collaging, and acrylic painting techniques. We continue to develop these skills but put more emphasis on painting, color, and narrative. Students have been working mixed-media for about a month and have an understanding of the media.

Teaching

Motivation/Spark:

Hello everyone. We will be starting a new lesson today so we can put our supplies away and look up front.

I'm going to introduce the new project. **(Begin Powerpoint)**

Our new project is called Tales on Tiles, and we are going to be using a triptych of tiles to share a personal narrative. **(Slide)**

We are using the art of artist Ik-Joong Kang as an inspiration for this project. Kang is a contemporary artist from South Korea who studied art in New York and now exhibits world wide. While studying in New York, he often used the subway to travel and made use of his travel time by developing his signature style. It was on these subway trips he would carry miniature canvases with him, usually 3x3 inches, that he would then paint small scenes on. He would then organize all the tiles he made into one larger piece by arranging them around each other. **(Slide)**

Kang uses this piece, called *Happy World*, as an insight to his life and his personal narrative. The three-dimensional objects seen throughout the work were pieces he found lying around during his time as a student and chose to incorporate. The paintings express his ideas, feelings, and inspirations. One image we

see repeated in this work are these moon jars. Kang is known for using these moon jars as a symbol of his Korean heritage. **(Slide)**

While Kang made art that was personal to him, he also made art that was important to his cultural identity. Here we have another work by him known as *Floating Dream*. In this work, Kang actually collected the drawings from elderly Korean citizens who became refugees in the Korean war. Each drawing shared some insight to the artist's experience and feelings having been affected by the war. Kang then assembled the drawings into the shape of a Korean paper lantern. Together, the piece told the story of 500 refugees and their feelings on a shared event that drastically changed their culture.

Teaching

Demonstration and Directions:

So what is a personal narrative? Well, Narrative art is art that tells a story. A personal narrative tells a story that belongs to the artist. So what kind of story can you tell? **[Refer to prompts in powerpoint]**

For this assignment you will paint and apply other media to 3 miniature chipboard tiles to express your personal narrative. You will use a minimum of 4 mediums on each tile. One of the mediums must be acrylic paint. And you will use a minimum of 3 layers of media on each tile. What do I mean by media vs. layers? If you look at my work in progress here, I've used the 5 media listed. I used a fabric square, scrapbook paper, an old print, acrylic paint and colored pencil. So this meets the 4 media minimum with acrylic paint being one of them. When it comes to layering, it's about building off of what was put down. So first I glued down the fabric square, then I cut and glued the print on top. After that I went in with paint over both of them. That there is three layers, but I still went in with the scrapbook paper and colored pencils after that. These layers are meant to interact with each other and build off of one another to create a more interesting composition.

So first we are going to prepare our tiles with our first coat of gesso, and then you can start planning how you're going to incorporate your narrative into your tiles.

Teaching

Closure:

As a closing activity, students will participate in a verbal self reflection. Work will be presented for the class and students will have the opportunity to talk about their art and share their thought process and feelings with us. The questions being asked are prepared in the assessment section of this lesson plan.

Vocabulary:

Narrative: Art used to tell a story

Personal Narrative: tells a story that belongs to the artist

Mix-media: Art that combines mediums

Triptych: An art piece made from three separate pieces or panels; often a painting or photograph

Assessment:

Formative: Teachers will check in with students as they move forward to ensure they are progressing as planned.

Summative: Students will participate in a verbal self critique where they answer the following questions

1. How did I use color to guide the narrative in my art?
2. How did I use narrative to guide my art making process?
3. How do my tiles work together to create a successful triptych?
4. Which of my tiles is most successful? Why?
5. Which of my tiles are least successful? Why?

Accommodations/Modifications/Adaptations: Students are free to use media they are mostly comfortable with. Gloves are available for students. Grips can be provided for students for greater ease in holding brushes, pencils, etc. Given project examples will be accompanied by visual examples.

Extensions: Early finishers can work on their next sketchbook assignment.

Correlated Activity: Students will continue focusing on color relationships to work on their next project using complementary colors.

Time Budget:

Day 1: Introduction Slideshow (10 Minutes)
Gesso Demo (3 Minutes)
Students Gesso their boards (5 Minutes)
Students sketch out their designs (22 Minutes)
Students clean up (5 Minutes)

Day 2: Color as Emotion Slideshow (10 Minutes)
Introduce Final Reflection Questions (2 Minutes)
Gesso Layer 2 (5 Minutes)
Continue sketchbook planning (23 Minutes)
Clean up (5 Minutes)

Day 3: Check in with students about their plans/Work Time (40 Minutes)
Clean up (5 Minutes)

Day 4: Mention various classroom materials (5 Minutes)
Students work on tiles (35 Minutes)
Clean up (5 minutes)

Day 5: Color mixing Demo (5 Minutes)
Color mixing Exercise (15 Minutes)
Continue working (20 Minutes)
Clean up (5 Minutes)

Week 2: Continue Working
Week 3: Finish up project
Critique using Reflection Questions (45 Minutes)

Bibliography/references:

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