

# Mandarin-Integrated Art Curriculum Design

<b>Title of Unit</b>	All About Me	<b>Grade Level</b>	Kindergarten
<b>Curriculum Area</b>	Art and Mandarin	<b>Time Frame</b>	4 Weeks
<b>Developed By</b>	Ning Zhan (Jenny)		
<b>Unit Description</b>			
<p>The unit plan for All About Me is designed to encourage kindergarteners to sense, interact, explore themselves with different artmaking activities and Mandarin language learning. The selected artworks depict how artists present themselves with different context histories and traditions of art forms. The projects are designed to encourage kindergarteners to embrace their physical characteristics and to emphasize the exploration and discovery of “me” that you do not even know about yourself. The assessment is used to gauge students’ learning, involvement, and to explore essential questions. The unit theme shared by all of lesson plans is All About Me.</p>			
<b>Essential Questions</b>		<b>Key Concepts</b>	
<ol style="list-style-type: none"> <li>1. How much do you know about yourself?</li> <li>2. How do you define yourself?</li> <li>3. What do you look like?</li> <li>4. In what ways do you think you are the same with or different from others?</li> <li>5. How do artists depict themselves and their emotions?</li> <li>6. What materials do artists use for their self-portraits?</li> <li>7. Does your self-portrait contain emotions? Meanings? Stories?</li> </ol>		<ol style="list-style-type: none"> <li>1. Art Vocabulary Terms: Journal, Warm Color, Cool Color, Monotypes, Collage, and self-portrait;</li> <li>2. No one is exactly the same.</li> <li>3. I have different roles in life. I am a son/daughter, grandson/granddaughter, a sibling, a friend.</li> <li>4. Every person is unique and special in the world;</li> <li>5. Humans are complex beings.</li> <li>6. The special bonds between young children and their family members provide children with security, comfort, a sense of belonging and a sense of identity.</li> <li>7. We learn about ourselves from observing the world around us.</li> <li>8. We think about how we are making people feel, this can lead to changed behavior and better relationships.</li> </ol>	
<b>National Visual Arts Standards</b>		<b>ACTFL Standards</b> (American Council on the Teaching of Foreign Languages)	
<p>VA: Cr1.1Ka: Engage in exploration and imaginative play with materials;            VA:Cr2.1Kaa: Through experimentation, build skills in various media and approaches to artmaking;            VA:Cr3.1Ka: Explain the process of making art while creating;            VA:Pr4.1Ka: Select art objects for personal portfolio and display, explaining why they were chosen;            VA:Re7.2Ka: Describe what an image represents;            VA:Re9.1Ka: Explain reasons for selecting a preferred artwork;            VA:Cn10.1Ka: Create art that tells a story about a life experience;</p>		<p>Standard 1.1: Students engage in conversations, provide and obtain information;            Standard 3.1: Students build their knowledge of other disciplines while using the language to develop thinking and to solve problems creatively;            Standard 5.1: Students use the language both within and beyond the classroom to interact and collaborate in their community;</p>	
<b>Lesson 1: Similarity and Difference</b>			
<b>Lesson Description</b>			

In this lesson, children will explore their similarities and differences with others. The knowledge of name, body, sense, family, age and birthday help children to realize that every person is unique and special. Class activities and art journal making will help them get to know the special and unique things about themselves and each other.

Essential Questions	Key Concepts
<ol style="list-style-type: none"> <li>1. Do you know yourself?</li> <li>2. How do you define yourself?</li> <li>3. What do you look like?</li> <li>4. In what ways do you think you are the same with others?</li> <li>5. In what ways do you think you are different from others?</li> <li>6. Do you feel like your name define who you are? Why or why not?</li> <li>7. If you could change yourself, what would you wish to change?</li> </ol>	<ol style="list-style-type: none"> <li>1. Every person is unique and special in the world;</li> <li>2. No one is exactly the same.</li> <li>3. I have different roles in life.</li> <li>4. We can learn more about our surroundings by seeing, smelling, hearing, tasting and touching them;</li> <li>5. The special bonds between young children and their family members provide children with security, comfort, a sense of belonging and a sense of identity.</li> </ol>
Objectives	Assessment
<ol style="list-style-type: none"> <li>1. Children will be able to have their own Chinese names and to identify their own name and names of some friends and develop friendships with peers.</li> <li>2. Children will learn to name body parts in Mandarin, their location, and that all parts in their body work together like an engine;</li> <li>3. Children will learn how their sounds transmit, how they feel the world;</li> <li>4. Children will learn children will learn and explore the concepts and language of family members in Mandarin;</li> <li>5. Children will learn that birthdays are special days that we celebrate the day we were born;</li> <li>6. Children will be able to obtain the knowledge of how to speak words of SENSE, AGE and BIRTHDAY in Mandarin;</li> <li>7. Children will create their own art journal “All About Me”;</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom activity accomplishment checklist;</li> <li>2. Self-assessment — Rubric and have students give themselves an in-progress grade, then explain why their work is earning that grade.</li> <li>3. Asking questions and check children’s answers;</li> </ol>

### Day Sequence

Day	Content	Activity
<b>Day 1</b>	<ol style="list-style-type: none"> <li>1. Introduction to the unit and classroom routines;</li> <li>2. Give Chinese NAME for each student and have students practice their names with the sentence “My name is...” in Mandarin;</li> <li>3. Talk about art journal and what I expect children to do.</li> </ol>	<ol style="list-style-type: none"> <li>1. Chinese song “Hello, hello my name is” learning and practice;</li> <li>2. “All about me” Art Journal Cover page design and coloring;</li> </ol>
<b>Day 2</b>	<ol style="list-style-type: none"> <li>1. Review</li> <li>2. Language words about BODY in Mandarin;</li> </ol>	<ol style="list-style-type: none"> <li>1. Game: point out the body parts when children hear the sounds in Mandarin;</li> <li>2. “All about me” art journal “My Body” design and coloring; (Have students use mirrors to observe themselves.)</li> </ol>
<b>Day 3</b>	<ol style="list-style-type: none"> <li>1. Review</li> <li>2. Language words about SENSE in Mandarin;</li> <li>3. Design and create voice-pipe;</li> </ol>	<ol style="list-style-type: none"> <li>1. Game: use voice-pipe to send voice message in Mandarin one by one, and the last person speaks what he/she heard.</li> <li>2. “All about me” art journal “My Senses” design and coloring;</li> </ol>

<b>Day 4</b>	<ol style="list-style-type: none"> <li>Review</li> <li>VTS Rosy Martin’s artwork: In Situ (Martin’s work explores family loss and mourning. By projecting significant family album photos upon the same position in the family home as they were taken, over seventy years later, printed on fine silk, ghostly forms shimmer like memories)</li> <li>Language words about FAMILY MEMBERS in Mandarin;</li> </ol>	<ol style="list-style-type: none"> <li>Chinese song “My family members” learning and practice;</li> <li>“All about me” art journal “My Family” drawing and coloring;</li> </ol>
<b>Day 5</b>	<ol style="list-style-type: none"> <li>Review</li> <li>Language words about AGE and BIRTHDAY in Mandarin;</li> <li>Have students practice the sentence “I am ... years old” and “Happy birthday to you” in Mandarin;</li> </ol>	<ol style="list-style-type: none"> <li>Chinese song “Happy Birthday to you” learning and practice;</li> <li>“All about me” art journal “My Age” drawing and coloring;</li> </ol>

## Lesson 2: I Like

### Lesson Description

Humans are complex beings. There is so much to learn about ourselves. Young children are constantly observing the world around them to learn about themselves. With language learning and artmaking, children are encouraged to discover interesting aspects about themselves with their like, such as colors, food, and animals.

### Essential Questions

- What are my likes?
- How do artists manipulate their artworks with colors?
- What do artists’ artworks mean and represent? Why?

### Key Concepts

- Art vocabulary terms: warm color, cool color, collage, monotypes;
- We learn about ourselves from observing the world around us;

### Objectives

Children will know how to speak colors, food, animals in Mandarin, and sing Chinese songs;  
 Children will know the basic color theory, such as warm color and cool color;  
 Children will be able to know some art vocabulary terms, such as collage, monotypes;  
 Children will explore and get to know some famous artists, such as Van Gogh, Xu Beihong, and Franz Marc;

### Assessment

- Classroom activity accomplishment checklist;
- Self-assessment — Rubric and have students give themselves an in-progress grade, then explain why their work is earning that grade;
- Asking questions and assess children’s answers;

## Day Sequence

Day	Content	Activity
<b>Day 6</b>	<ol style="list-style-type: none"> <li>Review the pronunciation of name, body, sense, family, age and birthday with sentences in Mandarin;</li> <li>Review Chinese songs that children have learned;</li> </ol>	<ol style="list-style-type: none"> <li>Children’s art journal “All About Me” presentation: have children introduce their art journal in both English and Mandarin;</li> </ol>
<b>Day 7</b>	<ol style="list-style-type: none"> <li>Language words about COLORS in Mandarin;</li> <li>Have children practice the sentence “I like... (which colors)” in Mandarin;</li> <li>Simply color theory: WARM COLOR and COOL COLOR;</li> <li>Have children VTS Painting artwork: <i>Starry Night</i> by Vincent Van Gogh, and discuss what warm colors and cool colors Van Gogh uses;</li> </ol>	<ol style="list-style-type: none"> <li>“All about me” art journal “Colors I like...” drawing and coloring;</li> <li>Have children color the assigned sheets using warm colors and cool colors;</li> </ol>

<b>Day 8</b>	<ol style="list-style-type: none"> <li>1. Review</li> <li>2. Language words about FOOD in Mandarin;</li> <li>3. Have children practice the sentence “I like... (what kind of food)” in Mandarin;</li> <li>4. Teach children what is collage; (The term collage derives from the French term papiers, used to describe techniques of pasting paper cut-outs onto various surfaces. It was first used as an artists’ technique in the early twentieth century.)</li> <li>5. Have children VTS collage artwork <i>Meet the People</i> by Sir Eduardo Paolozzi and introduce this artist to children.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have children cut items from magazines of food that they like, then ask them to glue their pictures on “All About Me” art journal “Food I like...”;</li> </ol>
<b>Day 9</b>	<ol style="list-style-type: none"> <li>1. Review</li> <li>2. Have children think about the colors of rainbow in Mandarin;</li> <li>3. New Mandarin word: Rainbow;</li> <li>4. Teach children what Monotypes is. (A monotype is a type of Monoprint, which is a one-of-a-kind print. A print is an image that is produced by being transferred from one surface to another. A monotype is a print that is created on a plate or block without the structure of a carved or etched image; in other words, it is painted directly on the plate, then transferred to paper for the final image.);</li> <li>5. Appreciate some watercolor monotypes;</li> </ol>	<ol style="list-style-type: none"> <li>1. Chinese song: Rainbow song learning and practice;</li> <li>2. Creating the rainbow by using watercolor monotypes;</li> <li>3. Materials: Heavy paper, watercolor brush, watercolor paint, Plexiglas plate, newspaper, and wash water;</li> <li>4. Steps: <ul style="list-style-type: none"> <li>• Put a piece of the printing paper underneath the Plexiglas plate as a guide to the actual area of your painting.</li> <li>• Starting with a very wet brush, load your brush with color.</li> <li>• Begin painting the plate as you like.</li> <li>• Choose more colors and continue painting until your printing plate is full.</li> <li>• Take your printing paper and line it up with the guide paper.</li> <li>• Lower it carefully onto the plate and rub the back of the paper gently with your hands.</li> <li>• Peel off your print and let it dry.</li> </ul> </li> </ol>
<b>Day 10</b>	<ol style="list-style-type: none"> <li>1. Review</li> <li>2. Language words about ANIMALS in Mandarin;</li> <li>3. Have children practice the sentence “I like... (what kind of animals)” in Mandarin;</li> <li>4. Have children explore how artists depict animals with different traditions of art forms; (Artists: Xu Beihong and Franz Marc)</li> </ol>	<ol style="list-style-type: none"> <li>1. Create the animals you like by using watercolor monotypes, and let it dry and then glue it on your art journal “Animals I like...” page;</li> </ol>

### Lesson 3: My Emotions

#### Lesson Description

In this lesson, the new knowledge and activities help children to understand, cope with, and express their feelings and emotions, as well as develop and express an awareness of self. Children will be encouraged to express thoughts, feelings, and ideas using language and gestures. Meanwhile, children will get to know colors represent emotions and meanings, and they could use colors to express their emotions too.

#### Essential Questions

#### Key Concepts

1. How do you recognize and verbally express your feelings and emotions?

1. We need to identify, react to and express what we are feeling in

<ol style="list-style-type: none"> <li>2. What do you look like when you feel happy, sad, angry, surprised, etc?</li> <li>3. What do selected artworks represent?</li> <li>4. How do artists depict people's feeling and emotions?</li> <li>5. Do you think colors represent your emotions? Why or why not? And how?</li> </ol>	<p>appropriate ways;</p> <ol style="list-style-type: none"> <li>2. We think about how we are making people feel, this can lead to changed behavior and better relationships.</li> </ol>	
<b>Objectives</b>	<b>Assessment</b>	
<ol style="list-style-type: none"> <li>1. Children will develop an awareness of self and express their thoughts, feelings, and ideas using Mandarin.</li> <li>2. Children will explore some artworks and get inspiration.</li> <li>3. Children will continue to develop their own art journal "All About Me".</li> <li>4. Children will create their own masks according to their emotions.</li> <li>5. Children will get to know the color meanings and use colors to express their emotions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom activity accomplishment checklist;</li> <li>2. Self-assessment — Rubric and have students give themselves an in-progress grade, then explain why their work is earning that grade;</li> <li>3. Asking questions and assess children's answers;</li> </ol>	
<b>Day Sequence</b>		
<b>Day</b>	<b>Content</b>	<b>Activity</b>
<b>Day 11</b>	<ol style="list-style-type: none"> <li>1. Review the pronunciation of colors, food, and animals with sentences in Mandarin;</li> <li>2. Review Chinese songs that children have learned;</li> </ol>	<ol style="list-style-type: none"> <li>1. Children's art journal "All About Me" presentation: have children introduce their art journal in both English and Mandarin;</li> </ol>
<b>Day 12</b>	<ol style="list-style-type: none"> <li>1. Review something children have learned from last class;</li> <li>2. Language words about EMOTIONS in Mandarin;</li> <li>3. Have children practice the sentence "I feel... (happy, sad, angry, surprised, tired...)" in Mandarin;</li> <li>4. Artist Introduction: VTS Fernando Botero's artwork <i>Madre de Cristo</i>;</li> </ol>	<ol style="list-style-type: none"> <li>1. Have children draw their face with emotions, such as happy, sad, angry, surprised, and tired on art journal "My Emotions";</li> <li>2. Have children listen to some music, and draw their feelings according to the melody;</li> </ol>
<b>Day 13</b>	<ol style="list-style-type: none"> <li>1. Review something children have learned from last class;</li> <li>2. Talk about feelings and have children to describe bad/good feelings toward themselves;</li> <li>3. Start to have speed chat with children. (describe how you would feel when you: find out you are going to Disneyland; lose a watch your grandma gave you; lose your favorite pet; are given the gift for your birthday...)</li> <li>4. Ask children to think about these questions: (what was it like describing your feelings? How did you feel hearing about each other's feelings? Would you like to share your classmate's experience? Can you imagine how it would be?)</li> <li>5. Talk about empathy. (Empathy is considering other people's feelings - it is putting yours in someone else's shoes.)</li> </ol>	<p>Play activity:</p> <ol style="list-style-type: none"> <li>1. The teacher reads the scripts and children decide which roles they are going to play.</li> <li>2. Children are asked to be creative to decide on the ending, but keep it realistic – will it be good or bad? (under the teacher's help)</li> <li>3. Have children try to imagine the people's feelings so they can perform them in a convincing way.</li> <li>4. Children may have 20mins to rehearse.</li> </ol>

<b>Day 14</b>	<ol style="list-style-type: none"> <li>Review something children have learned from last class;</li> <li>Artistic Inspiration: Masks of the World. Have children appreciate Balinese Dance Masks. (These Balinese dance masks are used for a specific dance ritual performed in Indonesia. There are many books, websites, and films where masks are featured. They are used for rituals, parades, traditions, dance, theater, and many other purposes. Find as many as you can and make more of your own! )</li> </ol>	<ol style="list-style-type: none"> <li>Have children create their own masks according to their emotions in the classroom (Masks are found in every culture all over the world. This mask will start as a mold of your face and then become whatever you would like it to be! This mask will be a decorative work to hang on the wall, not to wear.)</li> <li>Materials: mat board for backing, tinfoil, pencil, clear glue, colored tape, paint markers, beads, yarn, string, and feathers;</li> <li>Steps: <ul style="list-style-type: none"> <li>Tear off a piece of tinfoil larger than your face. Place the foil over your face and mold it.</li> <li>Place the foil shape on the backing board. Cut off the excess at the sides.</li> <li>Using a pencil and with one hand under the mask, poke holes for the eyes.</li> <li>Add colorful tape and use paint markers to add color and emotion to the mask. You could also add additional embellishments.</li> <li>Apply clear glue along the sides to glue the mask to the backing; let dry completely. Hang your artwork on the wall!</li> </ul> </li> </ol>
<b>Day 15</b>	<ol style="list-style-type: none"> <li>Review something that children have learned from last class;</li> <li>Color meanings and emotions</li> </ol>	<ol style="list-style-type: none"> <li>Have children listen to 10 different songs and use different colors to represent songs;</li> <li>Have children present their results of colors they used for describing songs;</li> <li>Have children use different colors to express their emotions on art journal, such as happy, sad, angry, surprised, and tired;</li> </ol>

### Lesson 4: My Self-Portrait

#### Lesson Description

In this lesson, children will explore what they look like by looking at mirrors. They will then create self-portraits made up of objects, symbols and/or imagery that represent various parts of themselves.

Essential Questions	Key Concepts
<ol style="list-style-type: none"> <li>What materials do artists use for their self-portraits?</li> <li>How do artists represent themselves?</li> <li>Do you think artists' self-portraits express their emotions and feelings? Why or why not?</li> <li>What do you look like when you look at the mirror?</li> <li>How do you see yourself?</li> <li>Does your self-portrait contain emotions, meanings and stories? How and why?</li> </ol>	<ol style="list-style-type: none"> <li>We are made up of different characteristics;</li> <li>Everyone has multiple roles.</li> <li>Peoples are similar in some ways and different in others.</li> <li>It is important to see myself as well as others in the stories I read.</li> </ol>
Objectives	Assessment
<ol style="list-style-type: none"> <li>Children will explore Chuck Close self-portrait artworks and get inspiration for their own self-portrait creation;</li> <li>Children will continue to develop their own art journal "All About Me".</li> <li>Children will make self-portrait sketch;</li> </ol>	<ol style="list-style-type: none"> <li>Asking questions and assess children's answers; <ul style="list-style-type: none"> <li>✓ Is your self-portrait full of meaning? Is it meaningful? Why</li> <li>✓ Does your self-portrait express your emotions?</li> <li>✓ Why do you depict yourself like that?</li> </ul> </li> </ol>

4. Children will design and create Collage Tissue self-portraits; 5. Children will create stories based on their self-portraits; 6. Children will present their art journals and stories to the class;	2. Self-assessment — Rubric and have students give themselves an in-progress grade, then explain why their work is earning that grade;
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### Day Sequence

Day	Content	Activity
<b>Day 16</b>	<ol style="list-style-type: none"> <li>1. Review the pronunciation of name, body, sense, family, age, birthday, colors, food, animals, emotions with sentences in Mandarin;</li> <li>2. Review Chinese songs that children have learned;</li> <li>3. Introduce the self-portrait project to children;</li> <li>4. VTS Chuck Close self-portraits (Chuck Close is an American painter, artist and photographer who achieved fame as a photorealist, through his massive-scale portraits. Close often paints abstract portraits of himself and others, which hang in collections internationally. Close also creates photo portraits using a very large format camera.) and discuss what kind of materials he uses and what he wants to represent.</li> </ol>	<ol style="list-style-type: none"> <li>1. Game: point out the color when the teacher speaks the color in Mandarin;</li> <li>2. Have children draw self-portrait sketch by using pencils;</li> </ol>
<b>Day 17</b>	<ol style="list-style-type: none"> <li>1. Have children continue to draw their self-portraits by using pencils while looking at mirror;</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-portrait drawing</li> </ol>
<b>Day 18-19</b>	<ol style="list-style-type: none"> <li>1. Teach children to mix colors with transparent tissue paper to redesign their self-portrait drawing;</li> </ol>	<ol style="list-style-type: none"> <li>1. Have children redesign their self-portraits by mixing colors with transparent tissue paper.</li> <li>2. Materials: newspaper, white glue, water, small container, soft-bristle brush, scissors, and tissue paper in assorted colors;</li> <li>3. Steps: <ul style="list-style-type: none"> <li>• Based on children’s self-portrait drawing, then mix one part white glue to four parts water. We will use this mixture to paint over the tissue paper, hold it, and seal it.</li> <li>• Using the scissors, or tearing the paper with your fingers, shape the pieces of tissue paper to fit your portrait. Using a brush, glue them down with the glue-and-water mixture.</li> <li>• Continue adding and gluing down the tissue paper, layering it where you wish the color to be darker and leaving a single layer in the areas you want lighter”</li> <li>• Add the background with additional tissue paper, using a solid color or pattern of your choice.</li> </ul> </li> </ol>
<b>Day 20</b>	<ol style="list-style-type: none"> <li>1. Review the pronunciation of name, body, sense, family, age, birthday, colors, food, animals, emotions with sentences in Mandarin while reading children’s art journal;</li> <li>2. Review Chinese songs that children have learned;</li> </ol>	<ol style="list-style-type: none"> <li>1. Have children talk about their art journal “All About Me” and share with classmates;</li> <li>2. Hang up children’s Collage Tissue Self-Portraits on the wall;</li> <li>3. Have children talk about their stories based on their self-portraits;</li> </ol>

	3. Have children create their own stories based on their Collage Tissue Self-Portraits;	
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