Lessons from Asian Art: *Material World*

Middle School Lesson
Eastern Asia: China, Korea, Japan

SOURCE: https://www.mapofworld.com/asia/regions/eastern-asia-map.html
## Geography

<table>
<thead>
<tr>
<th></th>
<th>CHINA</th>
<th>KOREA</th>
<th>JAPAN</th>
<th>MICHIGAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SQUARE MILES</strong></td>
<td>3.705 million</td>
<td>38,691 (combined)</td>
<td>145,91</td>
<td>96,71</td>
</tr>
<tr>
<td><strong>POPULATION</strong></td>
<td>1.4 billion</td>
<td>North Korea: 25 million</td>
<td>127 million</td>
<td>10 million</td>
</tr>
<tr>
<td></td>
<td></td>
<td>South Korea: 51 million</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MILES OF COASTLINE</strong></td>
<td>9,010</td>
<td>North Korea: 1,550 South Korea: 1,499</td>
<td>18,486</td>
<td>3,288</td>
</tr>
<tr>
<td><strong>CLIMATE</strong></td>
<td>Extremely diverse; tropical in south to subarctic in north</td>
<td>Temperate, with rainfall heavier in summer than winter; cold winters, especially in the North</td>
<td>Varies from tropical in south to cool temperate in north</td>
<td>Distinctive summers and winters with a fairly even distribution of precipitation throughout the year</td>
</tr>
</tbody>
</table>

Sources: CIA World Factbook, Michigan DNR, Michigan NRI. Numbers based on 2019 figures.
## Geography

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<tbody>
<tr>
<td><strong>TERRAIN</strong></td>
<td>Mostly mountains, high</td>
<td>North: mostly hills and mountains with</td>
<td>Mostly rugged and mountainous</td>
<td>Hilly and rugged in the western parts of</td>
</tr>
<tr>
<td></td>
<td>plateaus, deserts in west;</td>
<td>deep, narrow valleys; wide coastal plains</td>
<td></td>
<td>the upper peninsula, flatter in the east;</td>
</tr>
<tr>
<td></td>
<td>plains, deltas, and hills in</td>
<td>in west; South: mostly hills and</td>
<td></td>
<td>hilly in the northern lower peninsula and</td>
</tr>
<tr>
<td></td>
<td>east</td>
<td>mountains; wide coastal plains in west</td>
<td></td>
<td>flatter in the south</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and south</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NATURAL</strong></td>
<td>Iron ore, tin, aluminum, lead,</td>
<td>North: iron ore, limestone, graphite,</td>
<td>Fish, timber, and very few mineral</td>
<td>Metallic and nonmetallic minerals, fish,</td>
</tr>
<tr>
<td><strong>RESOURCES</strong></td>
<td>world’s largest hydropower</td>
<td>copper, lead, precious metals, hydropower</td>
<td>resources</td>
<td>forests,</td>
</tr>
<tr>
<td></td>
<td>potential, arable land</td>
<td>South: graphite, lead, hydropower potential</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LAND USE</strong></td>
<td>Agricultural land: 55%</td>
<td>North Korea/South Korea Agricultural:</td>
<td>Agricultural land: 13%</td>
<td>Agricultural land: 23%</td>
</tr>
<tr>
<td></td>
<td>Forest: 22% Other: 23%</td>
<td>22%/18%</td>
<td>Forest: 69% Other: 19%</td>
<td>Forest: 47% Other: 30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forest: 46%/64% Other: 32%/18%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MEDIA: materials used to create a work of art

From where do these materials come? Are they natural or synthetic? How are they manipulated through tools and technology to make art?

What media have you personally used?  What other media are available?
Metal
copper, bronze, iron

Paper
wood pulp or hemp
decorated with inks or watercolors

Stone
soapstone, turquoise, limestone, jade
Textiles
Silk and Metallic Threads

Wood
Rosewood, Bamboo

Ceramics
terracotta, earthenware, stoneware, porcelain
Classify works of art. Compare museum objects to those in your homes.

1. METAL
2. STONE
5. CERAMIC
3. TEXTILES
4. WOOD
6. PAPER
Mixed Media
What materials did you discover?

**Metal**: copper, bronze, iron

**Stone**: soapstone, turquoise, limestone, jade

**Textiles**: silk and metallic threads

**Wood**: rosewood, bamboo

**Ceramic**: terracotta, earthenware, stoneware, porcelain

**Paper**: wood pulp or hemp decorated with inks or watercolors
Making Connections

HISTORY

- How might the trade of raw materials have impacted art?

SCIENCE

- What impact might the extraction of these materials have on the environment?
Magnifying Magic

Zoom in and draw one portion of the artwork that makes the object unique! Make sure to include enough details that someone could match the drawing to the artwork.
How did the artists involved in creating this Japanese screen transform raw materials into an aesthetically pleasing object?

*Spring and Summer Palace Gardens, from The Tale of Genji*
no. 27.541
TEAM TIME!

Share what you recorded on your Magnifying Magic graphic organizer.

- How did an object contribute to your study of materials?
- In what ways did the artist manipulate the media?
- How might the context (time & place) of the piece affect its importance, value, or meaning?
- What might the museum have to do to conserve this work?
- Select one work to investigate even further:
  - Where did its materials originate?
  - How has that medium been used differently
    - by different artists
    - in different regions
    - throughout time
    - for different types of art
    - different tools or technology,
Material World Presentation

It’s now time to apply these ideas to your own research to create a multimedia presentation or a visual display for presentation.

Remember the number that you rolled for the “This-and-That” activity

Select at least one piece of art from the DIA collection that uses the particular medium

Include in your presentation:

- Scientific information about the raw materials used to make the work of art, including possible places of origin
- Technological information regarding the tools and processes used by the artist(s) to manipulate the medium
- Visuals including maps to reference locations
- Cultural information regarding the purpose, function, or significance of the piece being examined
- Museum information, including a picture, the label copy, and any available provenance
## Presentation Rubric

<table>
<thead>
<tr>
<th>Included scientific and technological information about the raw materials and tools used to make the work(s) of art.</th>
<th>ADVANCED</th>
<th>PROFICIENT</th>
<th>BASIC</th>
<th>LIMITED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included detailed scientific and technological information about raw materials and tools.</td>
<td>Included scientific and technological information about raw materials and tools.</td>
<td>Included some scientific and/or technological information about raw materials and/or tools.</td>
<td>Included little scientific and/or technological information about raw materials and/or tools.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Added visuals including reference map(s) and photo(s) of the object(s).</th>
<th>ADVANCED</th>
<th>PROFICIENT</th>
<th>BASIC</th>
<th>LIMITED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used specific, detailed visual evidence to enhance the viewer’s understanding of the artwork(s).</td>
<td>Used visual evidence to assist the viewer’s understanding of the artwork.</td>
<td>Added visual evidence that related to the artwork.</td>
<td>Added visual evidence that was not particularly related to the artwork.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Described cultural information regarding the purpose, function, or significance of the piece.</th>
<th>ADVANCED</th>
<th>PROFICIENT</th>
<th>BASIC</th>
<th>LIMITED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Described detailed cultural information regarding the purpose, function, and significance of the piece.</td>
<td>Described cultural information regarding the purpose, function, and significance of the piece.</td>
<td>Described cultural information regarding the purpose, function, or significance of the piece.</td>
<td>Described some cultural information regarding the piece but did not relate the information to its purpose, function, or significance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Included museum-specific information about the object(s).</th>
<th>ADVANCED</th>
<th>PROFICIENT</th>
<th>BASIC</th>
<th>LIMITED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successfully incorporated more than one specific museum object for the project.</td>
<td>Successfully incorporated information from one specific museum object for the project.</td>
<td>Incorporated some information from one specific museum object for the project.</td>
<td>Did not successfully incorporate information from a specific museum object for the project.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall creativity in presenting the research and attention to details such as grammar and citations.</th>
<th>ADVANCED</th>
<th>PROFICIENT</th>
<th>BASIC</th>
<th>LIMITED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivered a polished presentation with an attention to detail and creative/original ideas.</td>
<td>Delivered a presentation with details and creative or original ideas.</td>
<td>Delivered a presentation with some details but few creative or original ideas.</td>
<td>Did not complete a presentation but attempted at least part of the project.</td>
<td></td>
</tr>
</tbody>
</table>


5. **Korean. Deep Bowl**, 12th–13th century. Stoneware with deep porcelaneous glaze, 3 3/8 × 8 inches. Detroit Institute of Arts, Gift of Dr. and Mrs. Leo S. Figiel and Dr. and Mrs. Steven J. Figiel. 74.87


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2. **Indian. Page from Manuscript of the “Perfection of Wisdom in Eight Thousand Verses,”** ca. 1160. Ink and opaque watercolor on palm leaf, 2 1/8 × 17 7/8 inches. Detroit Institute of Arts, Gift of P. Jackson Higgs. 27.586.1A


Credit Lines


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1. Indian. *Page from Manuscript of the “Perfection of Wisdom in Eight Thousand Verses,”* ca. 1160. Ink and opaque watercolor on palm leaf, 2 1/8 × 17 7/8 inches. Detroit Institute of Arts, Gift of P. Jackson Higgs. 27.586.1A

2. Indian. *Page from Manuscript of the “Perfection of Wisdom in Eight Thousand Verses,”* ca. 1160. Ink and opaque watercolor on palm leaf, 2 1/4 × 18 1/2 in. Detroit Institute of Arts, Gift of P. Jackson Higgs. 27.586.120B

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Thank You

This educational resource was developed by Art teacher Angie Stokes in collaboration with the DIA Education Programs and Curatorial teams.

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