

Miniature Lacquer-Inspired Paintings

Date

Name Derek Cook

Grade Level Exploratory 6

I. Big Idea Fairytales and Folktales as Part of Society

A. Concept Statement/Key Concept Students will look at the impact miniature lacquer paintings have had on Russian culture and use these works as inspiration for their own paintings.

B. Essential Questions What is a fairytale or folktale? Where is Russia? Where are the four villages we are looking at for inspiration? What is the purpose and history behind lacquer paintings?

II. Objectives / Expected Learner Outcomes

After researching miniature lacquer painting in Russian culture, the student will be able to define and illustrate a fairytale or folktale composition.

III. Focused Standards of Education

5b. Analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.

6.1 The student will use, and record in a sketchbook/journal, steps of the art-making process, including brainstorming, preliminary sketching, planning, reflecting, refining, and elaborating, to create works of art.

6.11 The student will describe ways artists contribute to society through their work.

IV. Lesson Cycle

Warm Up Activity: Have image of a Russia from google maps on the screen. Show destination points of four major villages, Fedoskino, Palekh, Kholui, and Mstera. Explain that these villages are known for works of art called miniature lacquer paintings, which look like this...

Focus: Students will be able to define fairytales and folktales and become familiar with some of the major Russian ones by researching on the website provided or from books found in the library.

Transition Plan: Change slide.

Instructional Input: There is a tradition among four Russian villages Fedoskino, Palekh, Kholui, and Mstera to paint lush images on small, paper mâché boxes or panels after having them first lacquered, giving them the shiny coat they have on final appearance. Many of these paintings have to do with folktales or fairy tales, but some also have to do with religious iconography and scenes from everyday life. (Show images of boxes with folktales) “Now, can anyone tell me what a folktale or fairy tale is?” A fairy tale is a story that involves mythical creatures such as talking animals, fairies, elves, and others that are usually meant for children. A folktale differs slightly as they are a tale or legend originating and traditional among a people or folk, especially one forming part of the oral tradition of the common people or any belief or story passed on traditionally, especially one considered to be false or based on superstition. Folktales will sometimes have mythical creatures, but do not have to include them. “Does anyone know any examples of fairytales or folktales?” Little Red Riding Hood, the Three Little Bears, Cinderella, etc. “Has anyone ever heard of a Russian fairy tale? Well, that is what the majority of these lacquer paintings are based on, and I will direct you to a website with a list of them for you to check out. For example, one story, called ‘By the Pike’s Will,’ is about a boy who saves a talking fish and is thus granted magical powers. Want to know how it ends? You will have to find out yourselves in your research!” Students will then be given the mission to research various fairytales, Russian and non-Russian if approved by the teacher, and begin sketching out compositions for their final painting.

Transition Plan: Have students grab their sketchbooks and drawing paper.

Guided Practice: Many fairytales and folktales have animals in them, and you all have been practicing your animal drawings the past couple of classes, so if you are struggling with compositions think about what animal you have or want to draw and draw it from multiple angles and orientations until I can make it to you.

Transition Plan: Students begin drawing.

Independent Practice: Students will be researching Russian and non-Russian fairytales on their phones or on the computers, using the list I have supplied them as guidance, and practicing sketching their animals, subject matter, and composition. By the end of the class students should have their composition drawn out on drawing paper.

Transition Plan: Have students place their work in their shelf space.

Closure: Ask students to recall the differences between a fairytale and folktale. (Folktales are not always meant for children and do not have to include mythical creatures, as fairytales usually do)

V. Materials/Resources/Relevant Vocabulary

Pencils, drawing paper, sketchbooks, definitions of fairytales and folktales, definition of a miniature lacquer painting, need powerpoint and internet. <http://www.tradestonegallery.com/index.php?content=morereviews&sku=101457>



Name: _____

Date: _____

1. What story are you illustrating a scene from?
2. What part of the story did you illustrate?
3. Who are the characters in your illustration?
4. Was this scene your favorite part of the story? If not, what was?
5. How do you think Russian fairy tales differ from fairy tales you are more familiar with?