

Compare Two Cultures: Ink Painting



Albert Bierstadt (Germany, 1830- New York, 1902)

Mirror Lake, Yosemite Valley, 1864

Oil on canvas

Gift of Mrs. Sterling Morton for the Preston Morton Collection



WANG Zhen

Chinese, 1720-1797

Fisherman in Landscape, 1784

Ink on paper, hanging scroll

Museum purchase with funds donated by Dr. Sidney Edelson
to honor the memory of Erny Margaret Edelson

Grades: K-12

Subject: Visual Arts

**Time required: One to
two class periods per
project**

Lesson Overview

- Review SBMA provided Unpacking Culture PowerPoint with students
- Students will create a Chinese style landscape from a detail of *Mirror Lake*
- Students will experience the techniques involved with ink painting





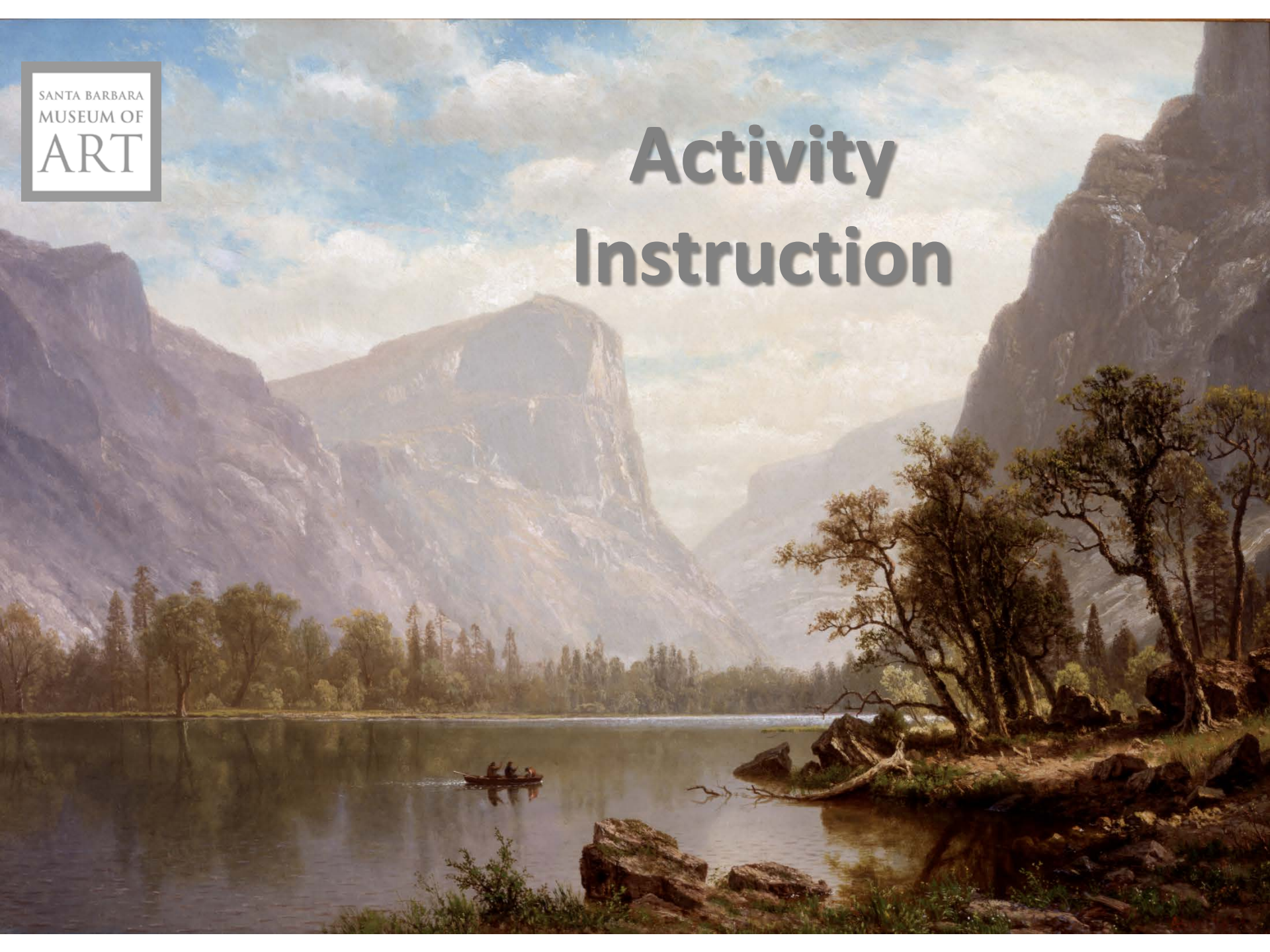
Materials for Ink Painting Project

- Reproductions of Albert Bierstadt's *Mirror Lake* and Zhen Wang's *Fisherman in Landscape*
- Pencils
- Rice paper or any white paper (copy paper 8.5"x14", legal size paper)
- Watercolor paint-black and red or Sumi Ink
- Brushes
- Optional-colored construction paper to mount ink paintings for display

Teacher Preparation

- Create your own prototype(s)

Activity Instruction

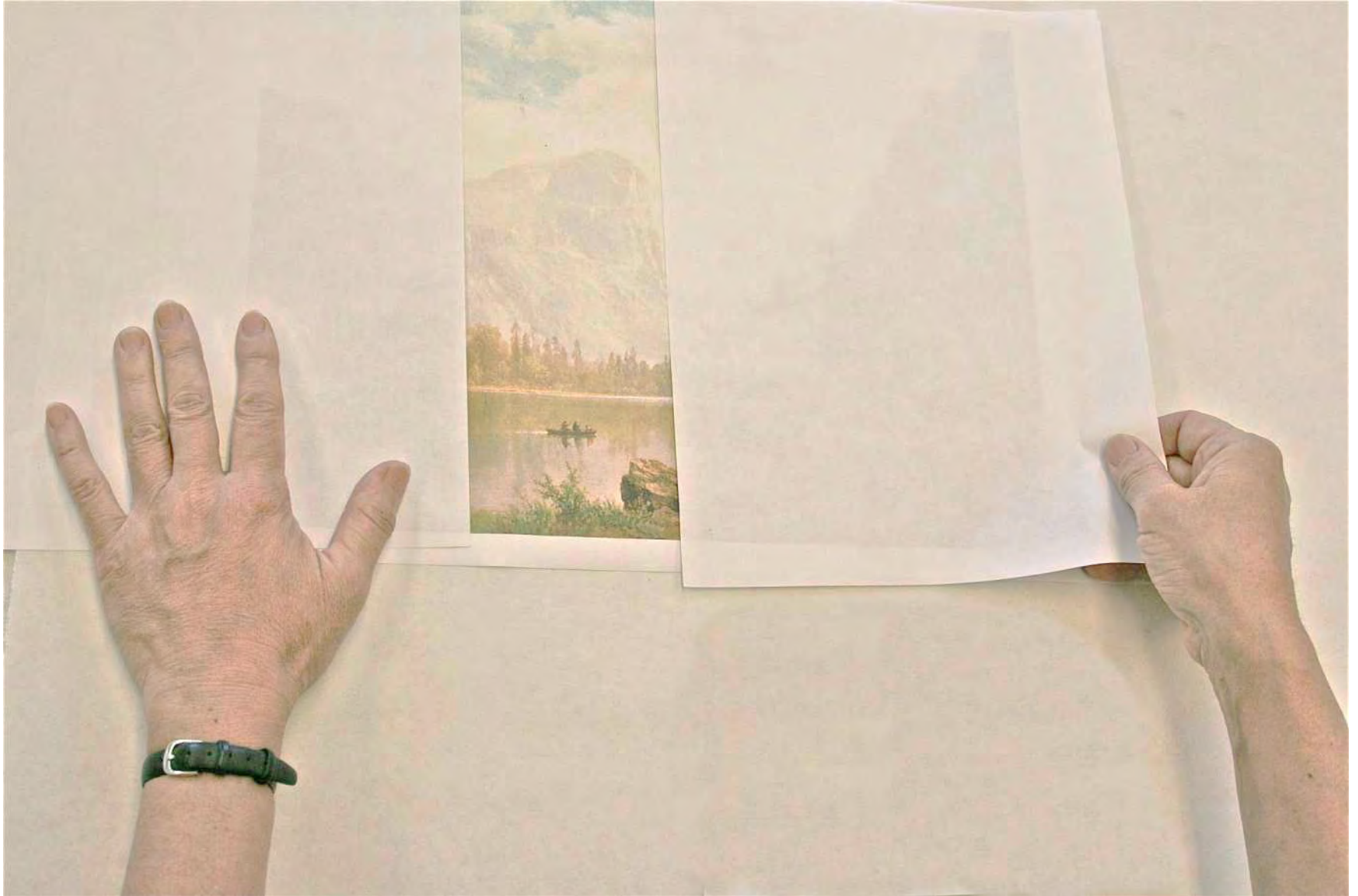




Have students observe two reproductions and discuss elements in landscapes- background, middle-ground and foreground.

- What kind of lines do you see?
- What is the mood of the painting?
- What time of day and year are these scenes?



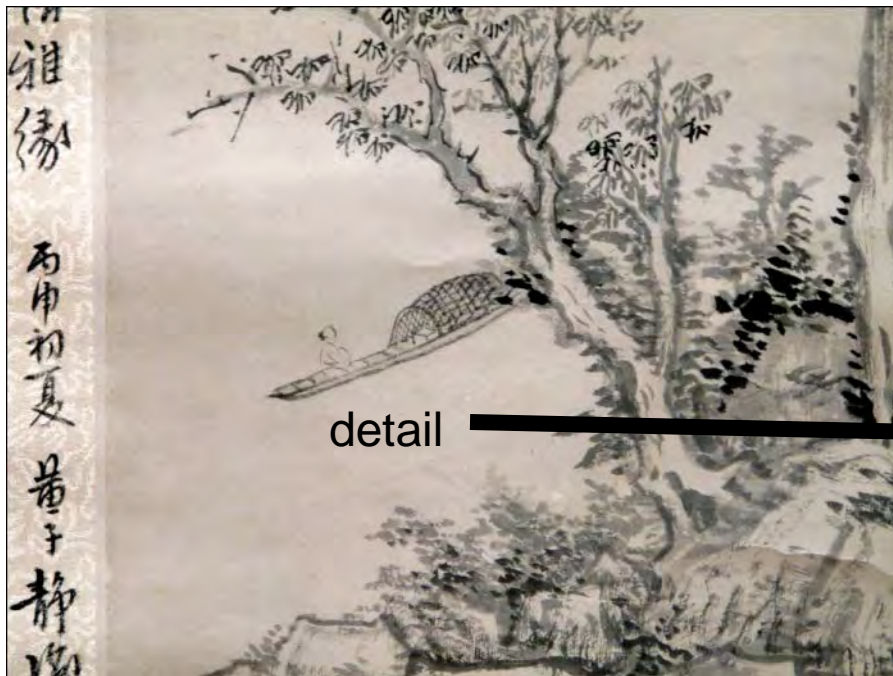


Crop a section of ***Mirror Lake*** with two pieces of paper (or books) to see the vertical composition.

Read the translation of the artist's inscription printed below.

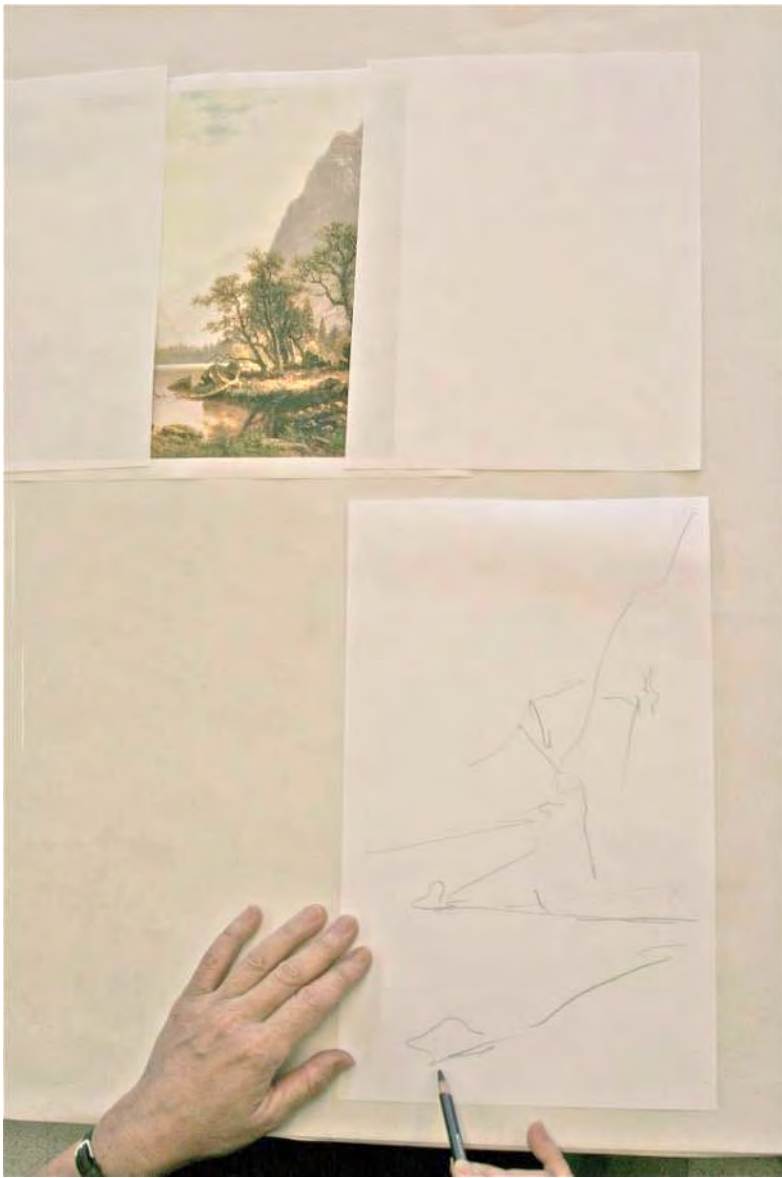
*Rains wash the mountains clean;
Cinnabar maples float on the waters.
What place does the man of superior understanding seek?
There is only this single leaf of a boat.*

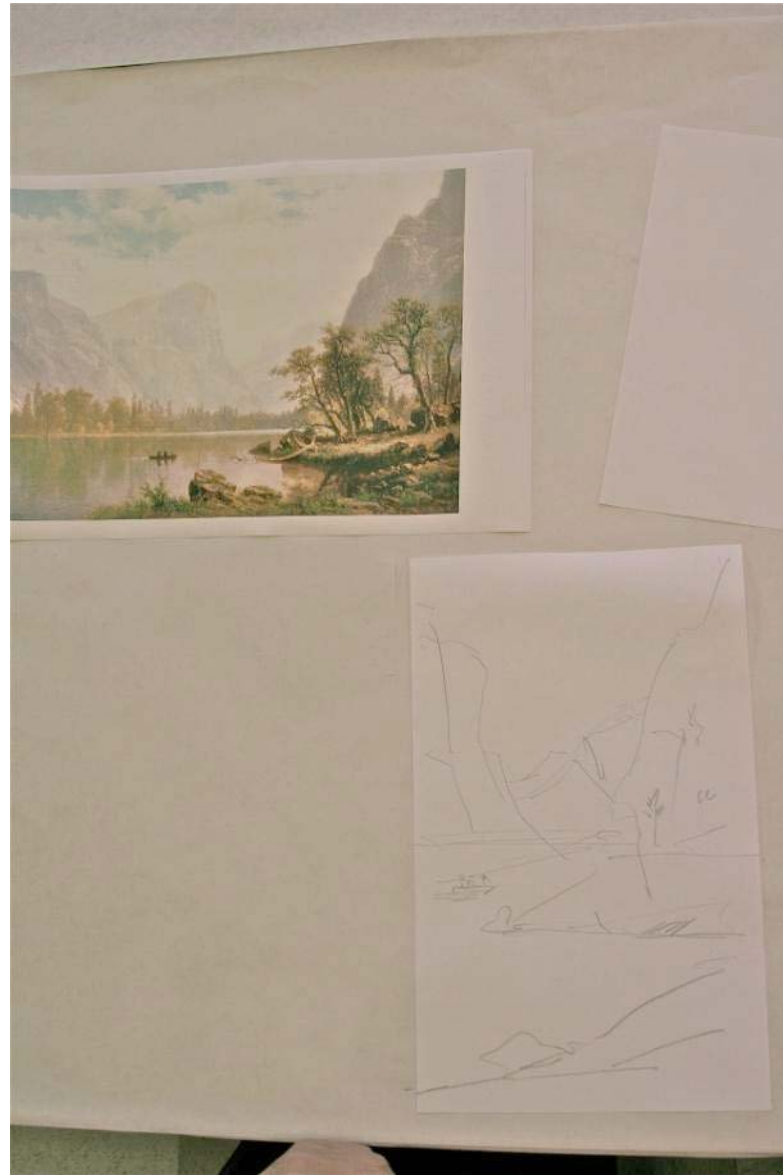
*Sketched and inscribed three days after
the first day of winter (1784)*





Sketch a selected area with pencil lines.





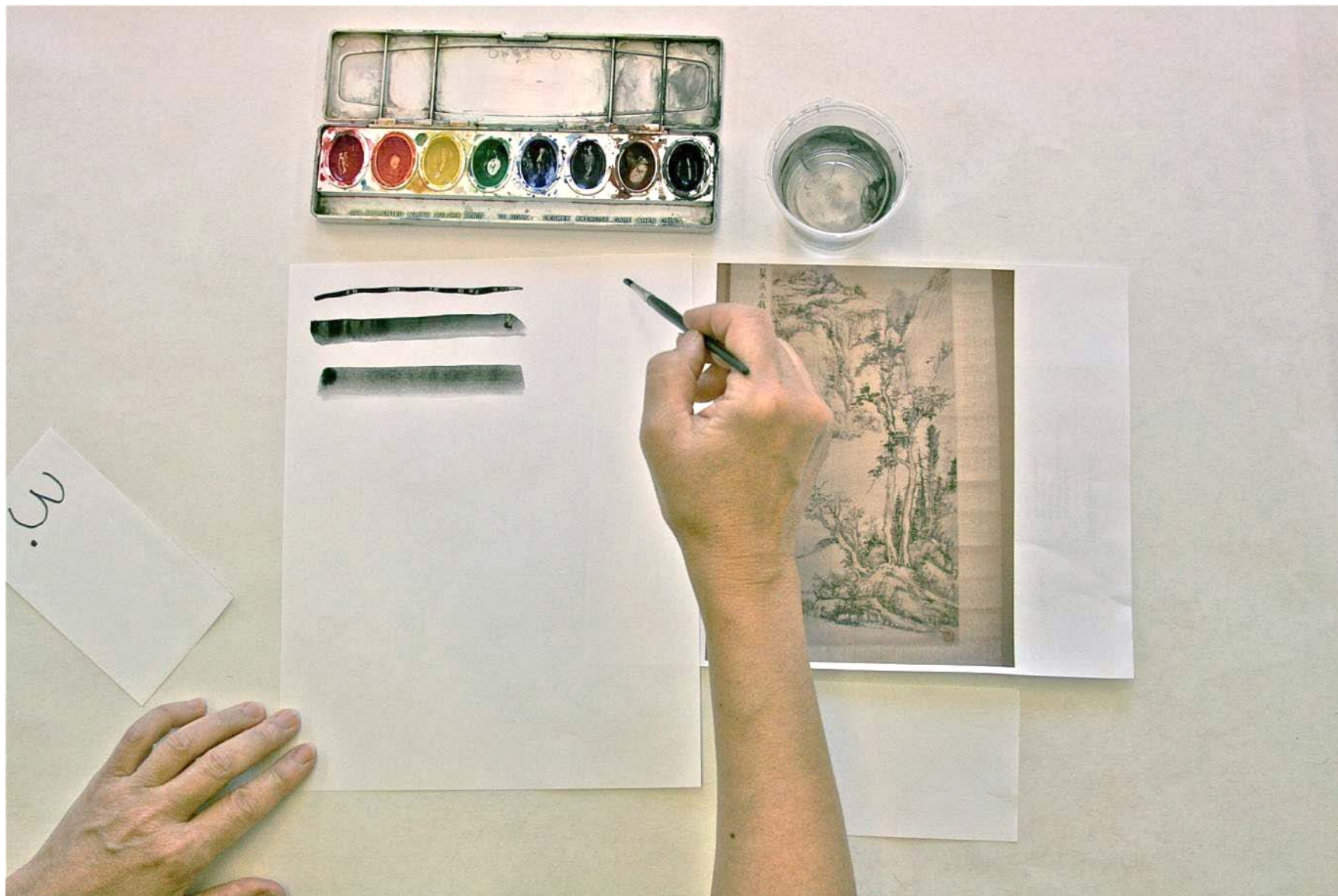
Look at the reproductions without the crop sheets and make changes to the sketch if desired.



Add elements from outside the cropped area. Be sure to include background, middle-ground and foreground.



Using black watercolor, experiment with brush strokes on the paper going from thin to thick, dark to light.



Practice making different types of strokes until you become comfortable drawing lines with a paintbrush.





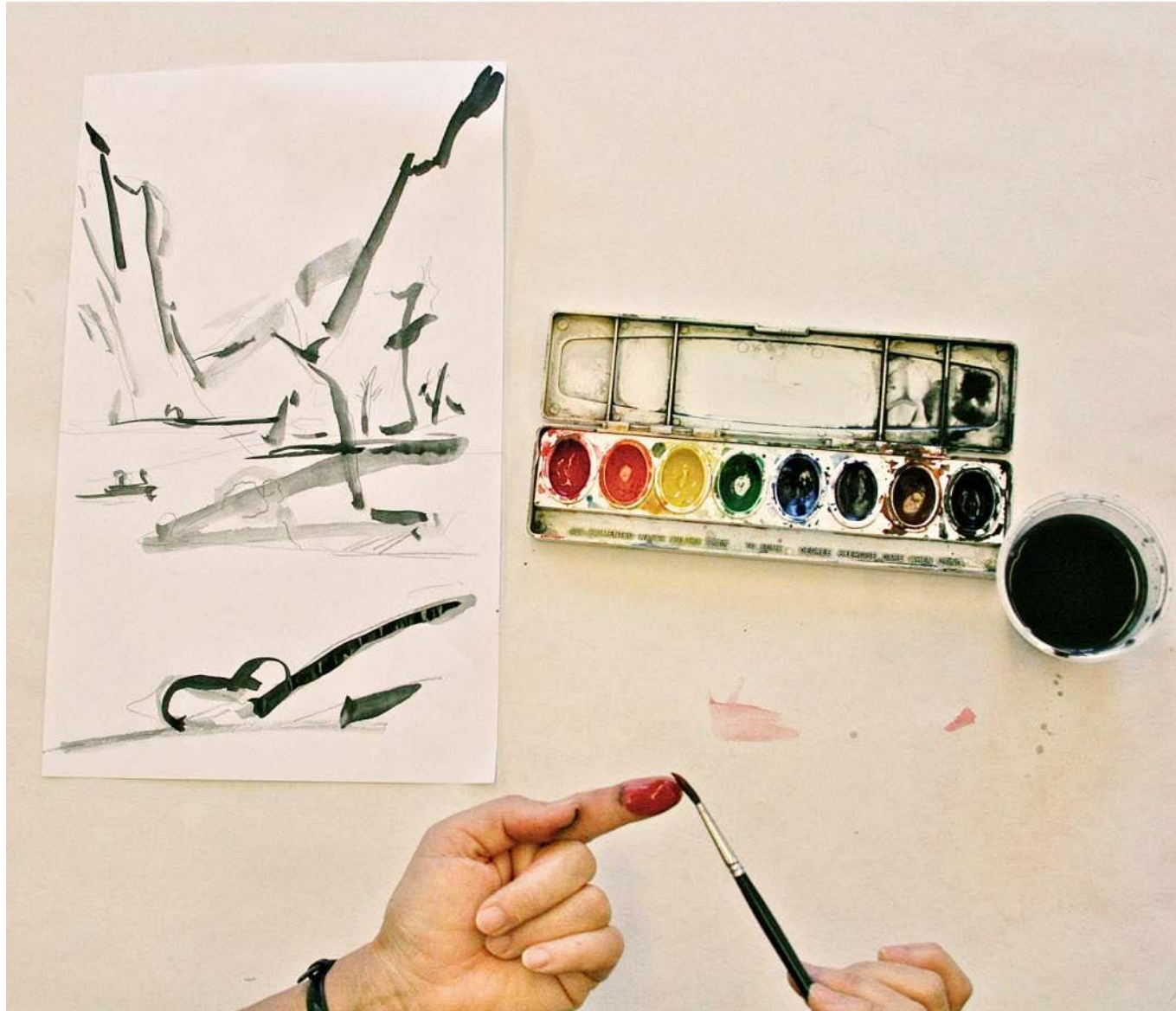
Using your brush, paint over the lines of your pencil sketch, varying the thickness of the lines, going from the lightest gray, to the darkest black.





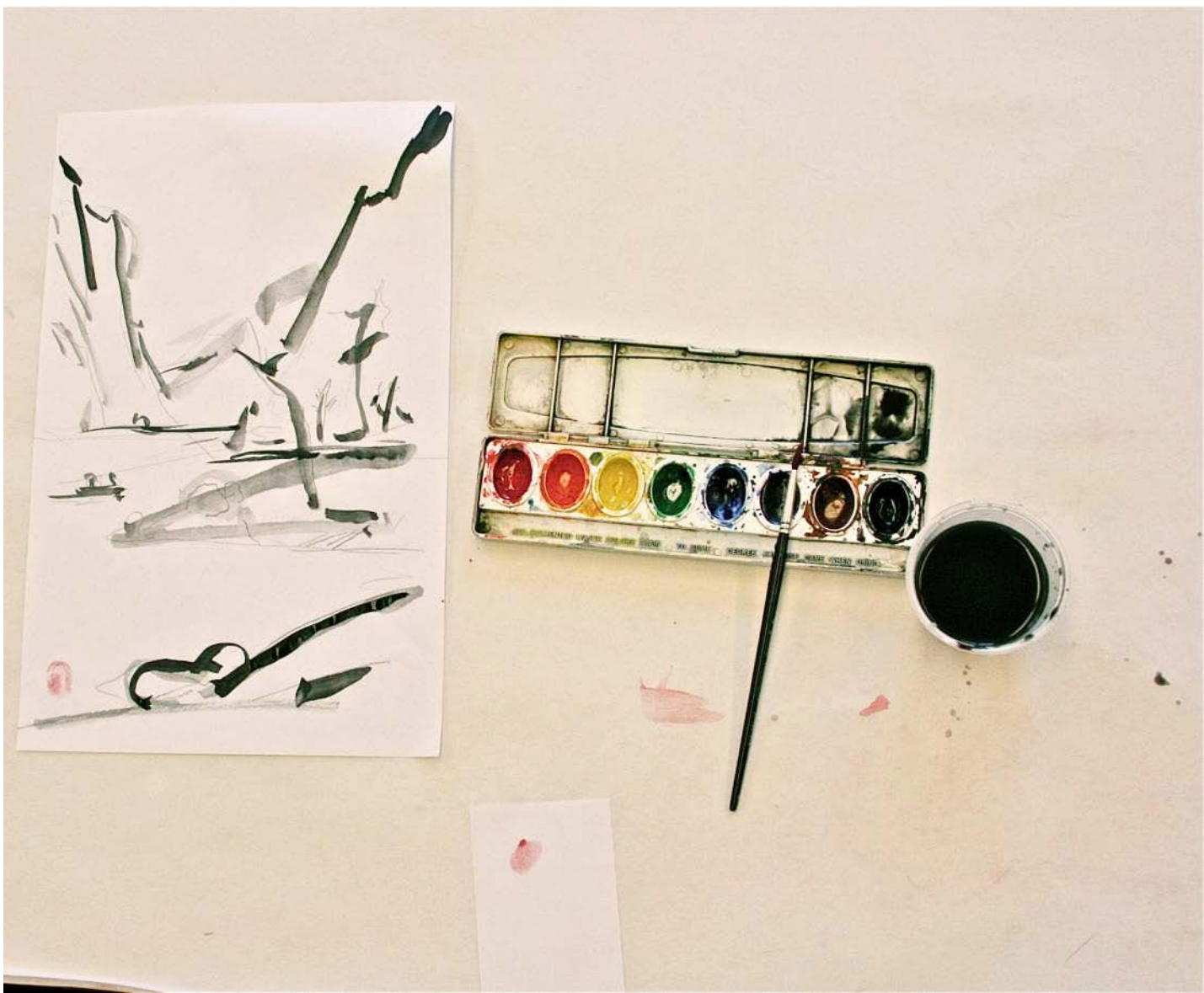
Chop

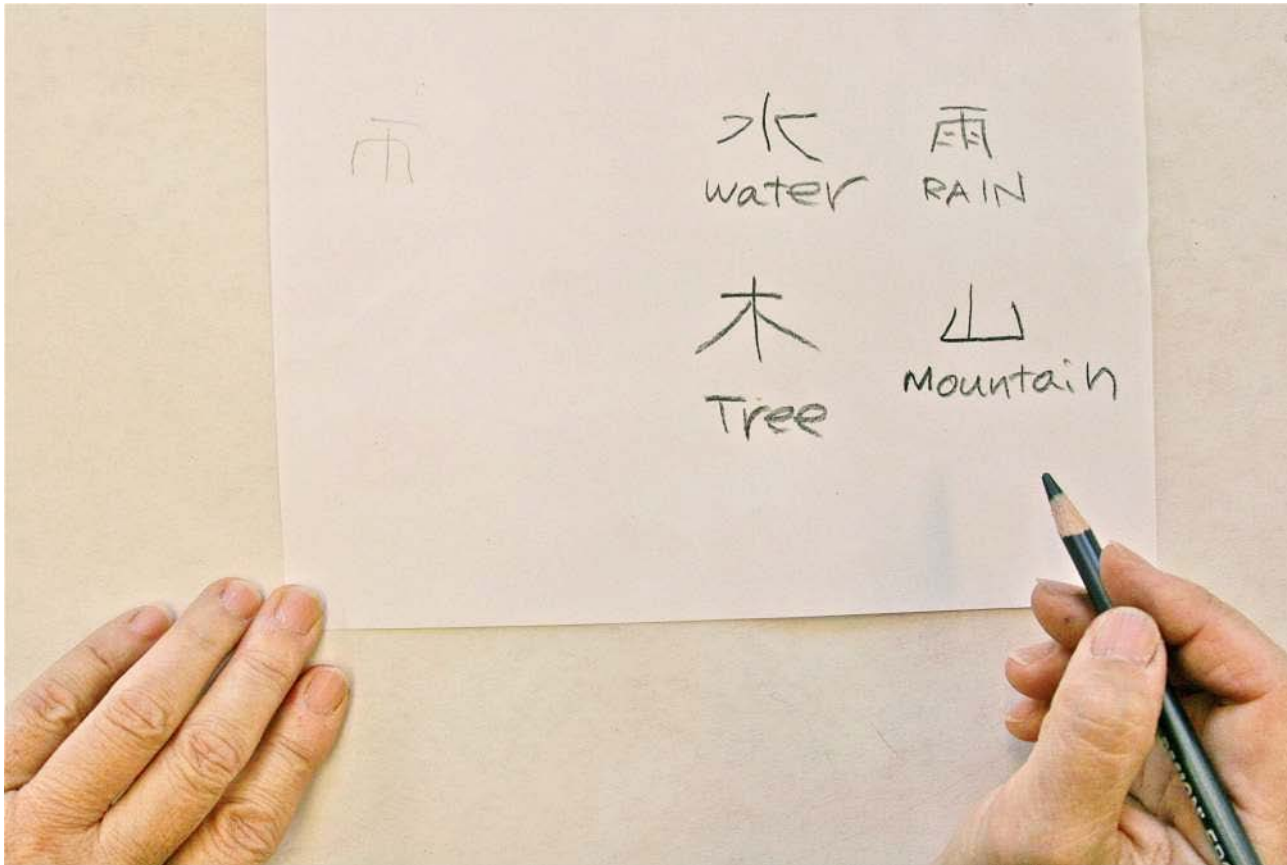
Finish the artwork with a red square signature on any side, mimicking a chop.



Options

K-2nd: Instead of painting a small red square (chop), students can paint their fingertip with red paint to use as a stamp.





Options

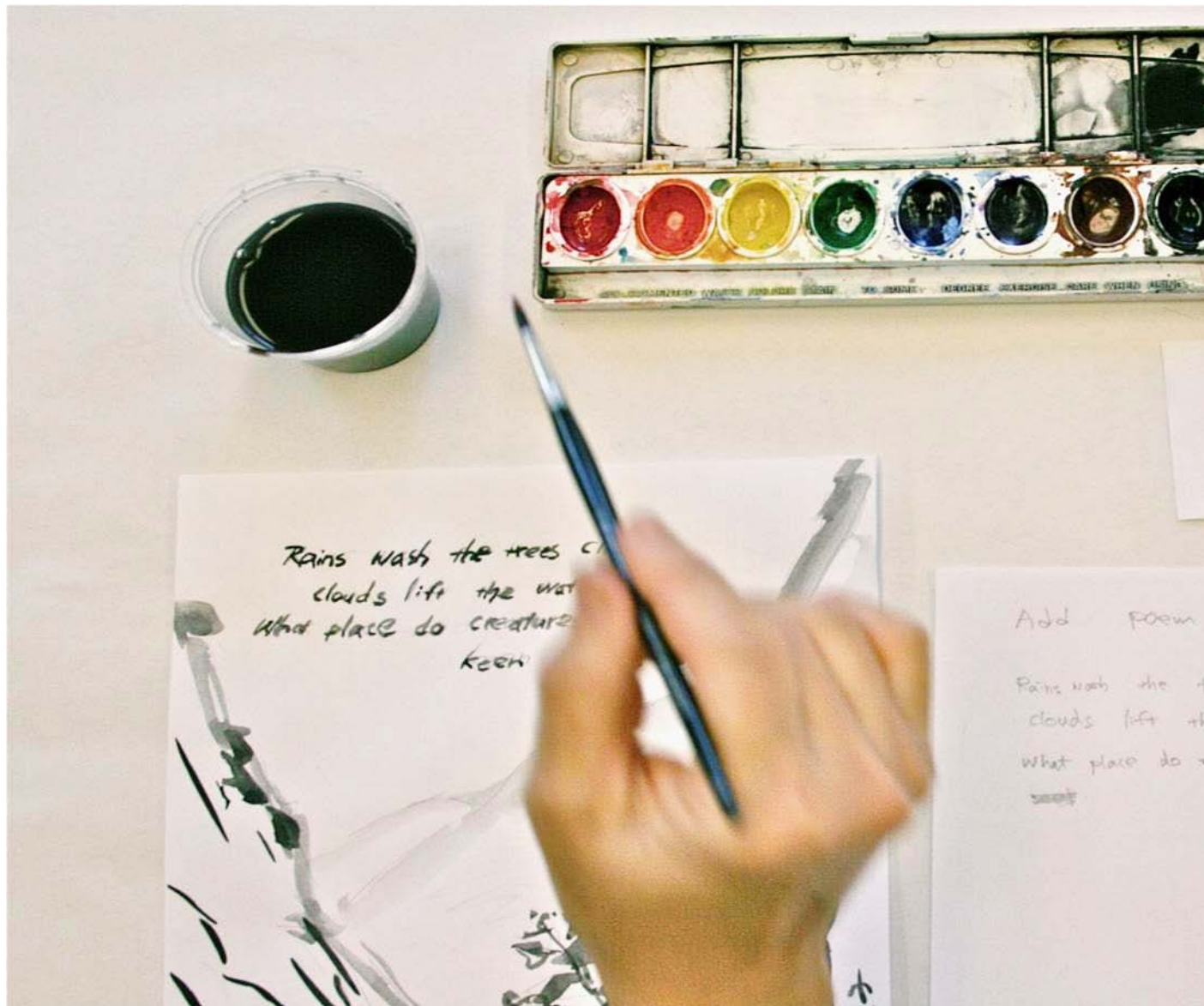
3rd-5th: Using your brush with black paint, add one or more words to your composition that were inspired by the reproductions.



Options

6th-12th:

Compose a poem inspired by the reproductions and add it to your composition using the brush with black paint. You might want to practice your lettering on a separate sheet first, before adding it to your final art project.



Rains wash the trees clean
clouds lift the water shine.
What place do creatures of
keen senses seek?

