





Image 1

Woman's Jacket

Geija, Matang

Batik with stylized motifs, embroidered sleeves and fly-away rear panels

Mid-20th century

33" x 41"

Courtesy of Bea Roberts

Like the Miao people the Geija's prized possessions are festival clothing and silver jewelry. These handmade garments and accessories proclaim the status and wealth of their owners. In traditional

Chinese minority society, women make the clothing for their families. Besides everyday clothes, they must create a complete outfit to wear at festivals and weddings. Miao women take great pride in their embroidery, weaving and batik.

Source: www.artsmia.org/education-resources/pnt-objectinfocus.cfm?v=142

THE ELABORATION GAME

Look at this image carefully for several minutes as a group.

One person begins by identifying a specific section of the work and describes what he or she sees. A second person contributes to these observations by adding more detail. A third person elaborates further, and a fourth person adds even more. Each person describes what he or she sees, leaving their interpretations for later.

After four people have described the section in detail, someone else identifies a new section to be explored and the process begins again.

Repeat until everyone has had a chance to make detailed observations or until all sections of the work of art have been explored. Continue the discussion with interpretive thoughts. During the observations, a recorder (teacher or student) writes down some of the key details and observations. Use these words and phrases as brainstorming for further writing.





Image 2

Baby Carrier
White Collared
Miao, Dandu
Shiny cloth with silk embroidery, tassels and original glass beads
Early 20th century
34" x 30"
Courtesy of Bea Roberts

An important part of traditional outfits is a baby carrier, used to protect and transport young children. The carrier is worn on the mother's back, and ties crisscross over her shoulders to keep the child secure. The carrier symbolizes the bond between mother and child. Even before a woman is married, she may make and wear a carrier to announce her desire to one day become a wife and mother.

Source: www.artsmis.org/education/teacher-resources/pnt-objectsinfocus.cfm?v=142

CREATIVE QUESTIONS

A routine for creating thought-provoking questions.

Brainstorm a list of at least 12 questions about the artwork or topic. Use these question-starts to help you think of interesting questions.

Ask

Why? What are the reasons? What if? What is the purpose of? How would it be different if? Suppose that? What if we knew? What would change if?

Review your brainstormed list and star the questions that seem most interesting. Then, select one of the starred questions and discuss it for a few moments.

(If you have the time, you can discuss more then reflect:

What new ideas do you have about the artwork or topic that you didn't have before one question.)





Image 3

Child's hat
Miao
Embroidered silk with tassels
Mid-20th century
Courtesy of Bea Roberts

Hats continue to be worn regularly today by many Miao children. They are thought to provide protection from evil spirits, demons and ghosts but also to imbue the child with important qualities such as wealth, health, courage, academic success, happiness, long life, grace and beauty.

Source: www.textiletreasures.info/chinese-childrens-hats/chinese-childrens-hats

THINK / PUZZLE / EXPLORE

A routine that sets the stage for deeper inquiry.

Ask

- *What do you think you know about this artwork?*
- *What questions or puzzles do you have?*
- *What does the artwork make you want to explore?*

WHY

To help students connect to prior knowledge, to stimulate curiosity and to lay the groundwork for independent inquiry.

HOW

There are three questions in this routine. Begin by giving the students a few quiet moments to consider the artwork at hand. Then, work as a whole class or in small groups and brainstorm ideas in all three areas. Make sure to give adequate time between each question for students to think up and articulate their ideas. In some cases, you may want to have students do the routine individually on paper or in their heads before sharing ideas as a class.





Image 4

Comb crown
Miao, Langde
Cut foil silver, wood comb
Mid-20th century
Courtesy of Bea Roberts

Silver crown combs and other silver ornaments created by Miao people are an important part of their artistic traditions. The ornaments are used to show off beauty and wealth. They are also used as “tokens of love, ward off evil forces or even tradable or stored directly as money.”

Source: <http://traditions.cultural-china.com/>

LOOKING: TEN TIMES TWO

A routine for observing and describing.

Steps

- 1. Look at the image quietly for at least 30-seconds. Let your eyes wander.
- 2. List 10 words or phrases about any aspect of the picture.
- 3. Repeat Steps 1 and 2: Look at the image again and try to list 10 more words or phrases to your list.





Image 5

Sleeve Panel
 Miao, Shidong
 Satin Stitch over papercut
 Mid-20th century
 12" x 9"
 Courtesy of Bea Roberts

The Miao depict dragons in a free, creative and childlike way. They appear in many forms of them and are a symbol of happiness. In their embroidery, the dragon's head is often replaced with another animal or even human. Their tail is often a fish or centipede leg. They are also associated with rain and cultivation.

COLORS, SHAPES, LINES

What are they like? What do they do?

A routine for exploring the formal qualities of art.

1. Take a minute to look at the artwork. Let your eyes wander over it freely. *What do you see?* Take a few observations from students and then move on to the next step.
2. Observe and describe the colors, shapes and lines in detail. Make 3 columns.

COLORS <i>What colors do you see? Describe them.</i>	SHAPES <i>What kinds of shapes do you see? Describe them.</i>	LINES <i>What kinds of lines do you see? Describe them.</i>

3. Choose a kind of color, shape or line that you listed.
 * *How does it contribute to the artwork overall? (How does it help the artwork "work?")*

Consider: *How does it contribute to how the artwork feels? How does it contribute to the mood of the artwork? How does it contribute to how the artwork looks? How does it contribute to the story the artwork tells? How does it contribute to the ideas in the artwork?*





Image 6

Man's Coat
Dong
Embroidery on shiny cloth
Mid-20th century
68"x 52"
Courtesy of Bea Roberts

Festivals are very important in the Miao culture, with the dragon festival being one of the most well-known. Chances are a coat like this was made for festival wear. Festivals are an important

tradition and a break from the hard work of farming. Festivals last several days giving people a chance to gather and socialize and wear their fine clothing.

Source: www.artsmia.org/education-resources/pnt-objectinfocus.cfm?v=142

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