

MUSEUM  
AS→LEARNING  
RESOURCE

CARNEGIE  
MUSEUM OF ART

WORLD LANGUAGES  
(MANDARIN)

**Title:** Learning Chinese through Art

**Teacher-in-Residence:** Min (Joy) Yan

**Grades:** 6

**Subjects:** World Languages (Mandarin)

**Goals:** Learning Chinese through art appreciation: communication, culture, and connections.

**Objectives:**

- Students can name several commonly used colors.
- Students can talk about their color preferences
- Students can use colors to describe and distinguish objects.

**Standards:**

American Counsel on The Teaching of Foreign Language (ACTFL) World-Readiness Standards for Learning Language:

- [Interpersonal Communication](#)
- [Interpretive Communication](#)
- [Presentational Communication](#)
- [Relating Cultural Practices to Perspectives](#)
- [Relating Cultural Products to Perspectives](#)
- [Making Connections](#)
- [Acquiring Information and Diverse Perspectives](#)

**Vocabulary:**

- 花瓶
- 好看
- 不好看
- 喜欢
- 不喜欢
- 颜色
- 蓝色
- 白色
- 红色
- 黄色
- 黑色
- 绿色

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**Artworks Used:**

Lenka Clayton, *A Three Hundred Year Old Pot Glanced at For Two Seconds*, 2016

<https://collection.cmoa.org/objects/fca22bba-4208-4a2e-b300-2418d9d127ae>

**Materials:**

an image of the artwork

flash cards

video: *Intro to Ming Blue and White Porcelain* (PowerPoint)

supporting slides (PowerPoint)

**Steps:**

**Introduction:**

Show students the artwork and have them discuss the artwork.

Introduce the artwork, the artist, the vase, and the background of the vase.

Introduce the *Intro to Ming Blue and White Porcelain* video.

Discuss the *Intro to Ming Blue and White Porcelain* video: student reactions? (Beautiful, not beautiful, like, dislike, etc.)

**Main activity:**

**Speaking activity:**

I have \_\_\_\_. Who has \_\_\_\_?

I have [color] vase, who has [color] vase? Have students pick a card with vases on both sides. Color both vases (using a different color for each). The first student will show the class one side of the card and say, "I have [color on front of card] vase. Who has [color on back of card] vase?" The student who has that color will hold up their card and say, "I have [color on front of card] vase. Who has [color on back of card] vase?"

**Introduce Chinese paper cutting:**

<https://www.youtube.com/watch?v=gAGjIGsZkx8>

Students can choose between coloring the vases or use paper cutting with different colors of craft paper to make the vases for this activity.

**Transition(s):**

Introduce vocabulary: colors, like, dislike, pretty, not pretty. . .

**Questions:**

你喜欢什么颜色? What is your favorite color?

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**Assessment (if applicable):**

Students can answer questions about the color of an object or their favorite color.

**Lesson Extensions/Modifications:**

Students may describe the vases using vocabulary for the shapes of the vases: tall, short, shallow, deep, round, square, etc.

Students will use Chinese characters to label the color of their vases.

**Modifications:**

Students will have a word list with visuals of different colors. Students can cut and paste the Chinese characters to label the colors of their vases.

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A THREE-HUNDRED YEAR OLD VASE GLANCED AT FOR TWO SECONDS

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Lenka Clayton, *A Three Hundred Year Old Pot Glanced at For Two Seconds*, 2016