Colors and Symbolism

Learning Objective:

* As a result of the lesson, students will compare and contrast color symbolism between Korean architecture, European art and the Indigenous culture. .

Length:

* Two 50 minute class periods

Materials needed:

* Powerpoint on Dancheong architecture, European art, and Indigenous culture.
* Lotus pattern or other pattern forms dancheong style of painting
* Green painted wooden 4 x 4 squares ( This could be green construction paper)
* Red, black, white, yellow, and blue paint ( This could be markers, crayons, etc. )
* Paint brushes
* Electronic devices and internet for research
* <https://docs.google.com/presentation/d/1lo5WoUnBQFLtXdzr-_-hr9HES0HelbJV/edit?usp=drive_link&ouid=104200174789333166514&rtpof=true&sd=true>

Instructions:

* Begin the lesson by asking the students what the color green means to them. Discuss how it can have several meanings, such as 'go,' 'money,' 'green with envy,' etc. Lead this into a discussion that color can mean different things in many different situations, in different cultures.
* Show the powerpoint on Dancheong, European art, and Indigenous culture.
* Ask questions throughout the powerpoint about the process and use of colors.
* You can create questions that can lead the students in any direction you would like such as: cultural similarities, meaning of color, communities that work together, social skills

Activity 1

* Have students work in groups of 5 to create one lotus image with each student painting one color. This would be similar to monks working on temples in Korea.
* While each person is passing the picture around to paint their color, have students research other cultures which have symbolic meaning to colors. Write a few paragraphs about their discoveries.

Activity 2

* Have the students write a paper reflecting on the similarities and differences between the 3 different cultures.

Follow up

* After the creation of the lotus image is complete, have the students reflect on the process. Did you group work well together? Were there any frustrations with having to share the task? How did the end result turn out? Would you do anything differently

Lesson Extension:

* Have the students create their own silk patterns
* This article explains how. *Geometric Constructions of Korean Danchong Patterns and Building Platonic Solids* https://archive.bridgesmathart.org/2014/bridges2014-525.pdf