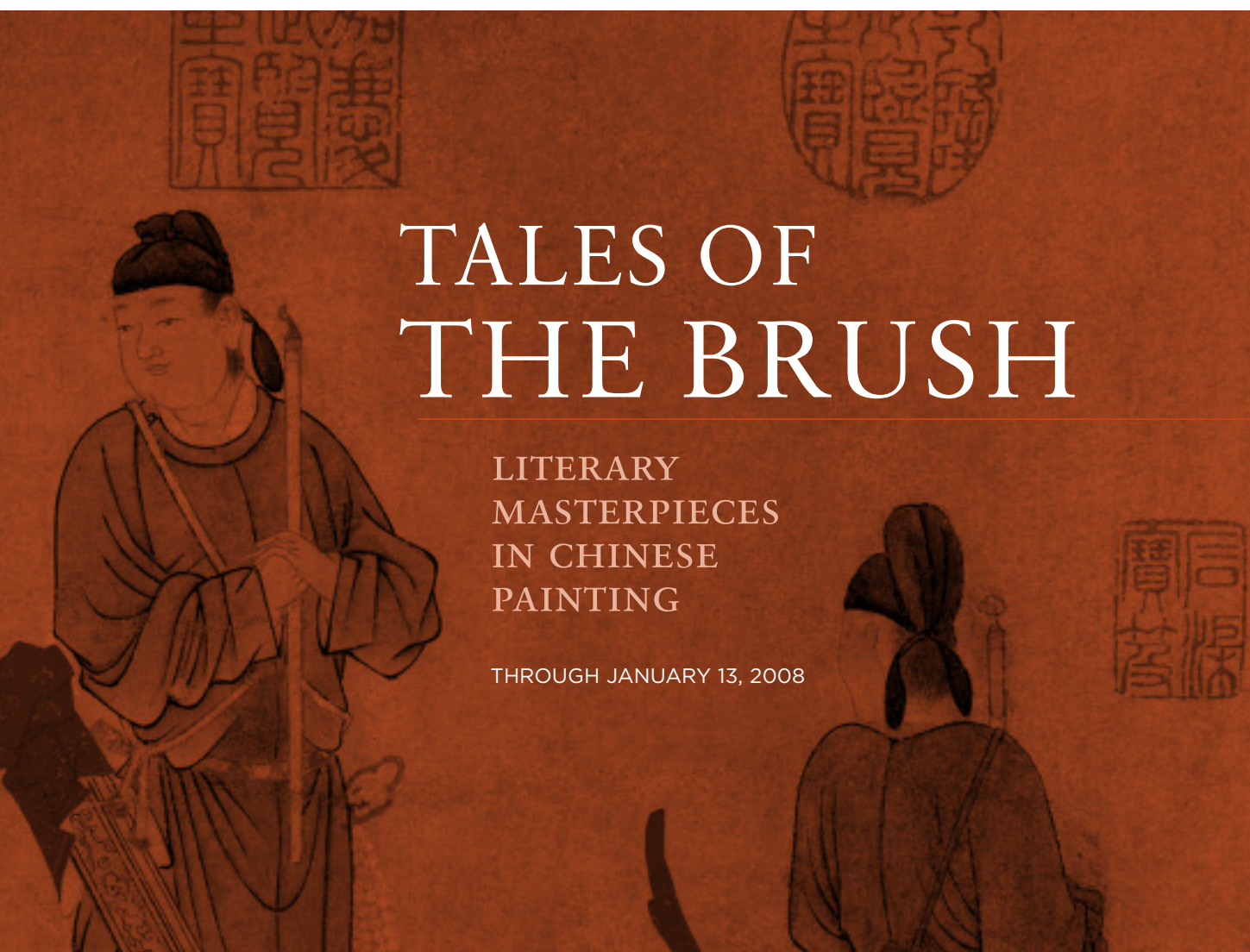


ASIAN ART  
**connections**  
A RESOURCE FOR EDUCATORS



TALES OF  
THE BRUSH

LITERARY  
MASTERPIECES  
IN CHINESE  
PAINTING

THROUGH JANUARY 13, 2008



Smithsonian  
Freer Gallery of Art and  
Arthur M. Sackler Gallery

POSTER  
INSIDE!

# exhibitions

**THE FREER GALLERY OF ART AND ARTHUR M. SACKLER GALLERY** at the Smithsonian Institution together form the national museum of Asian art for the United States. The Freer Gallery also houses a collection of American art from the nineteenth and early twentieth centuries, including the world's most important collection of works by James McNeill Whistler.

## **FREER CURRENT EXHIBITIONS**

Parades: Freer Ceramics Installed  
by Gwyn Hanssen Pigott  
**THROUGH NOVEMBER 4, 2007**

Japanese Arts  
of the Edo Period 1615–1868  
**THROUGH FEBRUARY 10, 2008**

The Potter's Mark:  
Tea Ceramics and Their Makers  
**THROUGH FEBRUARY 10, 2008**

### **Ongoing Freer Exhibitions**

Ancient Chinese Pottery and Bronze  
Art for Art's Sake (American)  
Arts of the Indian Subcontinent  
and the Himalayas  
Arts of the Islamic World  
Black & White: Chinese Ceramics  
from the 10th–14th Centuries  
Buddhist Art  
Charles Lang Freer and Egypt  
Japanese Screens  
Korean Ceramics  
The Peacock Room  
The Religious Art of Japan  
Small Masterpieces: Whistler Painting  
from the 1880s  
Vietnamese Ceramics from  
the Red River Delta

## **SACKLER CURRENT EXHIBITIONS**

### **Closing Soon!**

Encompassing the Globe:  
Portugal and the World in  
the 16th and 17th Centuries  
**THROUGH SEPTEMBER 16, 2007**

Patterned Feathers, Piercing Eyes:  
Edo Masters from the Price Collection  
**NOVEMBER 10, 2007–APRIL 13, 2008**

Taking Shape:  
Ceramics in Southeast Asia  
**THROUGH 2010**

### **Ongoing Sackler Exhibitions**

The Arts of China  
Contemporary Japanese Porcelain  
Sculpture of South and Southeast Asia



## **TOURS**

We offer a variety of tours related to the museum's ongoing and temporary exhibitions. For detailed information about offerings for school groups, please visit our website at [www.asia.si.edu/education/ToursForStudents.htm](http://www.asia.si.edu/education/ToursForStudents.htm).

To arrange a tour, please submit a tour request form online at [www.asia.si.edu/education/TourRequestForm.htm](http://www.asia.si.edu/education/TourRequestForm.htm). For more information, call 202.633.1012 or write to [asiatours@si.edu](mailto:asiatours@si.edu).

## TEACHER RESOURCES 2007–2008

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### Free Semiannual Newsletter

#### **Asian Art Connections: Resources for Educators**

To subscribe, please write to  
fsgasiaeducation@si.edu

### Online Resources: General E-Gallery

Create your own exhibition using objects  
from the Freer and Sackler online collection.  
www.asia.si.edu

### Online Educational Resources

www.asia.si.edu/education/onlineguides.htm

### Freer and Sackler Collections

www.asia.si.edu/collections/default.htm

### Online Exhibitions

www.asia.si.edu/exhibitions/online.htm

### Tour Information

www.asia.si.edu/education/  
ToursForStudents.htm

### Online Resources: Publications

#### **Asian Art Connections: A Resource for Educators**

www.asia.si.edu/education/onlineguides.htm  
Previous newsletters available in PDF format.

#### **The Art and Archaeology of Ancient China: A Teacher's Guide**

www.asia.si.edu/education/onlineguides.htm

#### **The Art of Buddhism: A Teacher's Guide**

www.asia.si.edu/education/ArtofBuddhism.pdf

#### **Arts of the Islamic World: A Teacher's Guide**

www.asia.si.edu/education/islam.pdf

#### **The Arts of Japan: A Teacher's Guide**

www.asia.si.edu/education/onlineguides.htm

#### **Devi: The Great Goddess (Hinduism)**

www.asia.si.edu/education/devi/index.htm

#### **Japan: Images of a People**

smithsonianeducation.org/educators/  
lesson\_plans/japan\_images\_people/  
index.html

#### **Puja: Expressions of Hindu Devotion**

www.asia.si.edu/education/pujaonline/  
puja/start.htm

### Teacher Resources for Sale Sackler Gallery Shops

All teacher resources listed below are for sale  
in the Sackler shops. Order these materials  
online at www.freersacklershop.com, by  
phone at 202.633.0535, or by fax at  
202.633.9838. In addition to Freer and  
Sackler publications, the shops also stock  
children's books on Asia that our education  
department has recommended.

#### **Intersections: Japanese Art and the West A Teacher's Guide**

Appropriate for grades 9–12, \$20  
Explore the ways that Japanese art and  
Western art have intersected, beginning  
in the late nineteenth century.

#### **The Arts of Japan: A Teacher's Guide**

Appropriate for grades 4–12, \$20

#### **The Art and Archaeology of Ancient China: A Teacher's Guide**

Appropriate for grades 3–12, \$20

#### **The Art of Buddhism: A Teacher's Guide**

Appropriate for grades 4–12, \$20

#### **The Arts of the Islamic World: A Teacher's Guide**

Appropriate for grades 4–12, \$20

#### **Silk Road Resource Packet**

Appropriate for grades 4–12, \$12

### Video

#### **Puja: Expressions of Hindu Devotion**

Appropriate for grades 6–12, \$10  
This award-winning video introduces Hindu  
worship through moving images and inter-  
views. 1996. 20 min. (close captioned)

### CD-ROM

#### **Chi's Adventure in Ancient China**

Appropriate for grades 3–6, \$10  
Join Chi the chimera as he introduces  
viewers to ancient Chinese civilization  
through objects from the Freer and  
Sackler collections.

### CD

#### **Silk Road Stories**

An audio CD of stories told by Freer and  
Sackler volunteers who have cultural ties  
to countries along the ancient Silk Road.  
Features stories from China, Japan, Turkey,  
and Bangladesh. \$10

### Slides and Digital Images


Slides and digital images are available from  
our rights and reproductions department.  
To preview the sets or to order online, go  
to www.asia.si.edu/visitor/rnr.htm and click  
on *Slide Sets Now Available!* Order sets by  
fax at 202.633.9770. \$100 for a set of 40  
images; individual slides or digital images  
available for \$5 each.



# TALES OF THE BRUSH

LITERARY  
MASTERPIECES  
IN CHINESE  
PAINTING

THROUGH JANUARY 13, 2008



What role does tradition play in the art of China? What is the relationship among literature, calligraphy, and painting in the Chinese artistic tradition? How are important works of Chinese literature depicted in art over time and in different media?

As early as the first century C.E. to the present day, Chinese artists have turned to literature for inspiration for their paintings, works on silk and paper, and other objects. By creating a close relationship between text and image, artists over the centuries have depicted famous mythical scenes, interpreted beloved poems and stories, and illustrated significant events in Chinese history. *Tales of the Brush* explores important literary themes, from the story of the Queen Mother of the West, the supreme goddess who grows the peaches of immortality that are ripe once every three thousand years—to the novelistic *Story of the West Chamber*, a popular tale of romance and female rebellion against tradition. When considered together, these works provide insight into the deep connection between visual art and literary text in the Chinese tradition.

\* Of the works of art featured on the poster and in the classroom activity, only the lacquer box and calligraphy are on view in the exhibition.

# classroom activity

Suitable for Grades 9–12

World History and Visual Arts

## PART I

### FEATURED OBJECTS

#### **Second Prose Poem on the Red Cliff**

Wen Zhengming (1470–1559)

China, Ming dynasty, 1552

Handscroll; ink and color on paper

141.5 x 30.5 cm

Freer Gallery of Art, Purchase F1939.1

Wen Zhengming, a painter who lived during the Ming dynasty (1388–1644), was inspired by a poem written by Su Shi (1037–1101) during the Song dynasty (960–1279). In *Second Prose Poem on the Red Cliff*, the poet Su Shi describes how he and two of his friends took a leisurely boat trip to the Red Cliff, site of an ancient battlefield. As they enjoy their surroundings, the three friends discuss the transient nature of life. The calligraphy version of the poem also appears on this handscroll—a scroll format that allows the artwork and writing to be viewed and read from right to left. (See the image at left and the poster on the other side.)

Su Shi was an accomplished writer, painter, and calligrapher who also worked for the government. As a scholar-official, Su was an educated man who held a government position while he cultivated his talents in poetry, calligraphy, painting, and music. (See scholar-official.)

#### **A priest robe (kesa) container with lid**

China, late Ming–early Qing period, 17th century

Lacquer

12.8 x 38.9 x 56.2 cm

Freer Gallery of Art, Purchase F1956.4a–b

Decorated with an image based on Su Shi's *Second Prose Poem on the Red Cliff*, this box (above) shows how Chinese artists use different media or materials to depict scenes from well-known literature. Created more than a century after the handscroll by Wen Zhengming, this lacquer box once served as a storage container for a Japanese robe.



## PART II

**Look carefully at the painting on the poster. Describe it in detail.**

### A) Looking

What colors and shapes do you see?

How are those colors and shapes arranged on the painting?

What kinds of human and natural elements do you see?

How are they positioned in the painting?

What other details do you notice?

Does it look like anything you have seen before?

What does it NOT look like to you?

### B) Interpreting

What do you think is going on in this painting?

What do you see that makes you think that?

What feeling do you get from this painting? Why?

### C) Exploring

What questions do you have about this painting?

## PART III

What does it mean to be a good citizen? What makes someone a respected member of a community or qualified to serve in a government role? Which activities, skills, and values do you associate with the phrase "good citizen"? Use the chart below to clarify your ideas.

	<b>ACTIVITIES</b> <b>What they do</b>	<b>SKILLS</b> <b>Abilities they have</b>	<b>VALUES</b> <b>What they care about; the reason why they participate in activities</b>
<b>Example</b>	Volunteering; offering services to the community without pay, such as assisting in disaster relief efforts	Ability to work hard, communicate well with people, or use special skills, such as using medical knowledge to assist the sick and injured after a natural disaster	Compassion for people and desire to help those in need; sense of duty to contribute positively to the community

## SCHOLAR-OFFICIALS AND THEIR ART

### What is a scholar-official?

From the Han dynasty (206 B.C.E.–220 C.E.) through the end of the Qing dynasty (1644–1912), the scholar-official represented a Chinese ideal of power, education, and culture. Scholar-officials were an elite group of men who qualified for imperial government positions by passing difficult examinations on Confucian classics, composition, and poetry.

### What did Confucian values have to do with scholar-officials?

The system of thought developed by Confucius (Kong Qiu, 551–471 B.C.E.) became a significant cultural force in Chinese history. Confucian values stress the importance of a person's correct placement in society, the role of the family, and the need for a good and just government. Confucius also promoted two values that defined the scholar-official: looking back to tradition in an effort to find models of proper moral behavior, and self-improvement through educational and artistic pursuits.

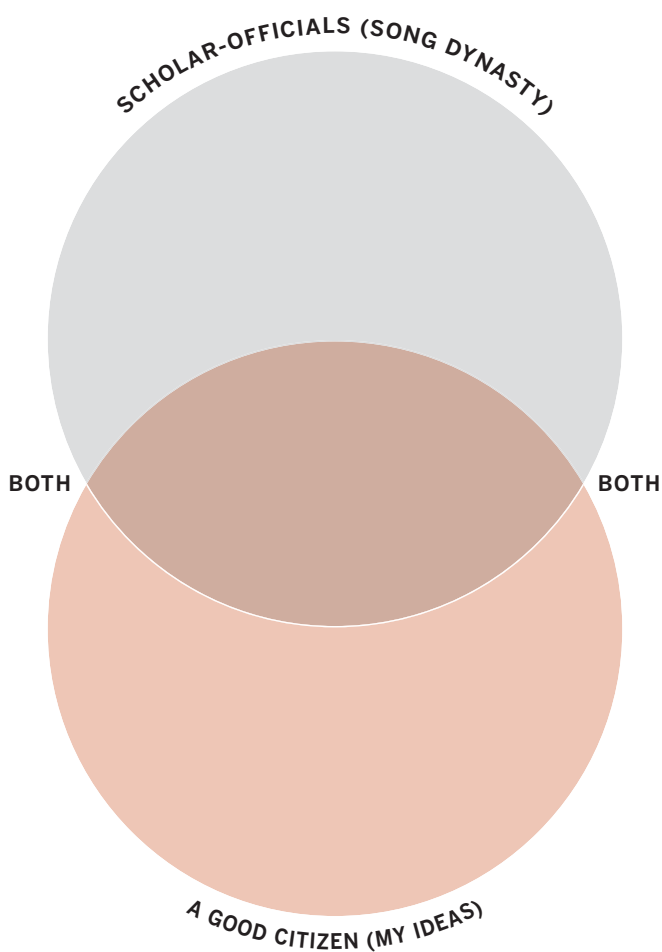
### What does this painting suggest about scholar-officials' thoughts on art?

Creating and appreciating poetry, calligraphy, painting, and music were important parts of the world of the scholar-official. The painting *Second Prose Poem on the Red Cliff* promotes four important elements:

- 1) Tradition: This work, created by Wen Zhengming in 1552, is based on a poem and a painting style that date from the Song dynasty, almost five hundred years earlier.
- 2) Style: Since calligraphy was a highly regarded form of visual art (even above painting), artists sometimes emphasized the linear qualities of objects, such as the boat and cliffs seen here. This focus on line is similar in calligraphy and painting.
- 3) Connection: Literature, calligraphy, and painting are all related in the arts of China. Painting a scene based on a poem and including the poem itself in calligraphy are common practices in Chinese art.
- 4) Creativity: Instead of imitating nature, the artist tried to express the emotion of the poem and his own personal feeling about the event.

## PART IV

Based on your understanding of the scholar-official during the Song dynasty of China, compare and contrast what makes a good citizen (refer to the chart in Part III) and what scholar-officials thought were important activities, skills, and values. Use this Venn diagram to identify common characteristics.



Think specifically about the role of art in the life of the scholar-official. Why was art valued so highly? Did you list knowledge or the practice of art as a quality of a good citizen? Why or why not? What might be the advantages of practicing and/or appreciating art as part of the life of a good citizen?

### Web Resources

To learn more about the Song dynasty in China, visit [afe.easia.columbia.edu/song/](http://afe.easia.columbia.edu/song/)

## SONG DYNASTY (960–1279)

### Northern Song dynasty (960–1127)

### Southern Song dynasty (1127–1279)

The foundations of Chinese cultural and economic life were established during the Song dynasty, an important turning point in the history of China. Those centuries are divided into two periods: the Northern Song dynasty (960–1127) and the Southern Song dynasty (1127–1279). The Northern Song was a stable period of unity following more than fifty years of division in China. In 1127, when the Jurchen people invaded from the north, the capital was moved south from Kaifeng to Hangzhou, marking the beginning of the Southern Song period. Decades later, in 1279, the Southern Song dynasty fell to the Mongols, who established the Yuan dynasty.

### Important facts about the Song dynasty

- Following the invasion that brought down the Northern Song dynasty, the Chinese developed a strong interest in promoting and strengthening their shared identity through culture and politics.
- Scrolls, prints, and books became more available, which led to a rise in literacy and a growing focus on education and self-cultivation.
- The revival of Confucian thought (Neo-Confucianism) stressed good government, stable family relationships, and moral development.
- Taking civil service exams to enter government service (rather than being appointed to a job by the emperor) led to greater interest in education and studying Confucian classics, composition, and poetry.
- Scholar-officials were held in great esteem during this period, and these centuries are considered a golden age in the history of scholar-officials.
- During the Song dynasty, technological and agricultural advances were made, trade and industry increased, and urban areas grew. Rice became a staple in the Chinese diet.
- More and more women learned to read and write, but they were also expected to conform to ideals of proper female behavior and appearance.





# ImaginAsia

In our popular family program, children ages six to fourteen accompanied by an adult use an activity book to explore an exhibition and then create a related art project to take home. Family programs take place on the dates and times listed at [www.asia.si.edu](http://www.asia.si.edu) and do not require a reservation. This fall

ImaginAsia offers programs related to the arts of the Islamic world and the exhibition *Patterned Feathers, Piercing Eyes: Edo Masters from the Price Collection*, on view at the Arthur M. Sackler Gallery from November 10, 2007, through April 13, 2008.

## VISITOR INFORMATION

**Freer Gallery of Art**  
Jefferson Drive at 12th Street, SW  
Washington, D.C. 20560-0707

**Arthur M. Sackler Gallery**  
1050 Independence Avenue, SW  
Washington, D.C. 20560-0707

### Hours

10 a.m. to 5:30 p.m. daily;  
closed December 25  
Admission is FREE to the museum,  
exhibitions, and programs.

### Information

[www.asia.si.edu](http://www.asia.si.edu)  
202.633.1000  
202.633.5285 TTY  
Information desks open 10 a.m. to 4 p.m.

### Food Service

For information on food services  
at the Smithsonian, please visit  
[www.si.edu/dining/default.htm](http://www.si.edu/dining/default.htm)

### Transportation

Ride the Metro's orange or blue line to  
Smithsonian Station. Parking on the Mall  
is extremely limited.

### Library

The museum's non-circulating research library  
specializes in Asian art as well as American  
painting at the turn of the twentieth century.  
It is open from 10 a.m. to 5 p.m. weekdays,  
except for federal holidays.

### Accessibility

Accessible entrances to the Freer and  
Sackler Galleries are located at Independence  
Avenue. Wheelchairs are available at the  
guard's desk at each museum entrance.  
Information is available in large type or  
Braille and on audio-cassette or disk.

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