

Minhwa: Expressing Personal Culture Through Art

PORTFOLIO HONORS
Grades 9-12

Project Pacing

Day 1:

- Introduction to Minhwa paintings

Day 2-3:

- Ideation and Concept Development
- Research and Planning

Day 4-7:

- Thumbnail drawings, color studies
- Rough sketches

Day 8-13:

- Developing the final product of the Minhwa painting

Materials/Programs:

- Chromebooks
- Sketchbook
- Pencil
- Ink/gouache paint
- Hot press watercolor paper

Student Learning Objective:

- Students will create their own version of a minhwa painting that reflects their personal culture.

These lessons will support students in enhancing their painting skills, and apply this knowledge within its contexts to create impactful artworks that reflect their personal perspectives.

Standards:

- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Day 1: Introduction to Minhwa Painting

Key Points:

- Definition and history of minhwa paintings.
- Common themes and symbols in minhwa art.
- The cultural significance of minhwa in Korean heritage.

Modifications/Accommodations:

- Students will have access to the slides which have visual examples of the project, and there is a worksheet for students who need more structure.
- There are also links to sites that go into more detail about Minhwa art.

Instructional/Learning Tasks:

Opening:

- Present a slideshow of various minhwa paintings.
- Ask students: "What stories do you think these paintings are telling?"

Introduction to New Material:

- Explain the history and characteristics of minhwa paintings.
- Discuss the cultural context and significance in Korean society.
- **Common Misconception:** Students may think all traditional art is uniform; clarify the diversity within traditional styles.

Guided Practice:

- Group discussion on the cultural themes observed in the paintings.
- Students will work in pairs to research one specific minhwa painting from a list and present its significance.

Independent Practice:

- Students will create a visual chart that outlines the characteristics and meanings of minhwa paintings.

Day 2-3: Ideation and Concept Development

Key Points:

- Brainstorming techniques for idea generation.
- Importance of personal narratives in art.
- Concept development through mind mapping.

Modifications/Accommodations:

- Students will have access to the slides which have visual examples of the project, with slides giving specific directions for students.

Instructional/Learning Tasks:

Opening:

- Introduce the mind mapping technique with a brief demonstration.
- Pose the question: "What aspects of your culture or family do you want to express through art?"

Introduction to New Material:

- Guide students on how to create a mind map that connects personal experiences to potential artistic themes.
- Discuss the importance of storytelling in art.
- Discuss traditional materials (e.g., types of paper, paint, and brushes) and their significance.

Guided Practice:

- Have students work in pairs to share their ideas and refine them through discussion.
- Offer prompts to help students think deeply about their cultural narratives.

Independent Practice:

- Students will create their mind maps, connecting personal stories to artistic themes for their minhwa paintings.

Closing:

- Invite a few students to share their mind maps with the class, highlighting unique cultural aspects.

Day 4-7: Developing their own Minhwa Painting

Key Points:

- Importance of sketching in the artistic process.
- Techniques for color studies and choosing palettes.
- Refinement of ideas through visual representation.

Modifications/Accommodations:

- Students will have access to the slides which have visual examples of the project, and there are other resources for students to refer to.

Instructional/Learning Tasks:

Multiple Studio Work Days

Opening:

- Display various thumbnail sketches and color studies from famous artists, as well as examples of different kinds of minhwa paintings.

Guided Practice:

- Students will create multiple thumbnail sketches exploring different compositions.
- Conduct a mini-workshop on creating color studies using traditional palettes and color significance.

Independent Practice:

- Students will complete their thumbnail sketches and color studies to prepare for their final piece.
- Afterwards, students will formalize their sketches and work towards a finished piece.

*Standard Size is 9"x 12" or 12"x 24", vertical

Day 8-13: Developing their own Minhwa Painting Pt. 2

Key Points:

- Execution of the artistic process from concept to final piece.
- Importance of reflection in art-making.
- Presentation skills and sharing art with others.

Modifications/Accommodations:

- Students will have access to the slides which have visual examples of the project, as well as their own pre-planning of thumbnails, color studies, and rough sketches.

Instructional/Learning Tasks:

Multiple Studio Work Days

Guided Practice:

- Monitor students as they work on their paintings, providing guidance and support.
- Encourage students to discuss their progress and any challenges they encounter.

Independent Practice:

- Students will complete their final minhwa paintings and prepare their reflections for presentation.

Closing:

- Host an art show where students display their work and share their reflections with the class.

Context and Differentiation

Context:

The Joseon Dynasty, which spanned from 1392 to 1897 in Korea, is renowned for its significant contributions to art, culture, and governance. Among its artistic achievements, Minhwa stands out as a unique form of folk painting that reflects the sentiments, beliefs, and everyday life of the Korean people. Unlike the traditional court paintings that depicted the elite and their grandeur, Minhwa was created by and for the common people, making it a vivid representation of their experiences and aspirations.

Context of Joseon and Minhwa Painting

During the Joseon Dynasty, Confucianism was the dominant ideology, influencing all aspects of life, including art. While the ruling class commissioned elaborate paintings to symbolize their power and moral virtues, Minhwa emerged as a response from the populace. These paintings often depicted scenes from daily life, nature, animals, and symbolic motifs, revealing the values and beliefs of the ordinary Korean citizen.

Minhwa artists were generally anonymous, and their works were created for practical purposes, such as decoration and spiritual protection. The subjects of Minhwa were diverse, ranging from joyous celebrations to auspicious symbols like the tiger, which represented strength, and the magpie, symbolizing good fortune. The bright colors and bold lines used in Minhwa were in stark contrast to the subdued tones of court paintings, creating a sense of warmth and accessibility.

Context and Differentiation Cont.

Impact on Life in Korea

Minhwa had a profound impact on the lives of Koreans during the Joseon era. These artworks were more than mere decorations; they served as cultural artifacts that preserved the collective memory and identity of the Korean people. By capturing everyday scenes and folk traditions, Minhwa provided a visual narrative of the social fabric of Joseon society. The themes depicted in Minhwa often conveyed messages of hope, happiness, and prosperity. For instance, paintings showing bountiful harvests and domestic harmony reflected the aspirations of common people for a good life. Minhwa also played a crucial role in rituals and celebrations, such as weddings and festivals, serving to enhance communal bonds and foster a sense of belonging. Moreover, the accessibility of Minhwa allowed for a broader appreciation of art among the masses. Unlike the elite court paintings that were often reserved for the wealthy, Minhwa could be found in homes, temples, and public spaces, democratizing art and making it an integral part of daily life. This accessibility encouraged the development of a distinct Korean aesthetic that resonated with the average person's experiences.

Historical Significance and Lessons Learned

The historical significance of Minhwa extends beyond its artistic value; it offers insights into the socio-political landscape of the Joseon Dynasty. The popularity of Minhwa is indicative of a society that cherished its cultural heritage and sought to express its identity through art. This form of painting serves as a historical document, reflecting the aspirations, hopes, and struggles of the common people during a time of rigid social hierarchy. From Minhwa, contemporary society can learn valuable lessons about the importance of inclusivity in art. The paintings remind us that art is not solely the domain of the elite; it can be a powerful medium for expressing the voices of the marginalized and preserving cultural narratives. In an age where art is often commercialized and institutionalized, Minhwa stands as a testament to the beauty of grassroots creativity and the significance of community-driven art forms. Furthermore, the themes of Minhwa—community, resilience, and hope—remain relevant today. As we navigate a complex world filled with challenges, the spirit of Minhwa encourages us to celebrate our shared humanity and find joy in the ordinary moments of life. The vibrant colors and dynamic subjects of these paintings serve as a reminder to embrace the beauty around us and to recognize the stories that shape our collective identity. In conclusion, Minhwa is more than just a style of painting; it is a cultural treasure that encapsulates the essence of the Joseon Dynasty and its people. Through its vivid depictions of life, Minhwa invites us to reflect on our values, connect with our heritage, and appreciate the art that emerges from the heart of the community. As we continue to explore the significance of Minhwa, we are reminded of the enduring power of art to inspire, unite, and tell the stories of our lives.

Context and Differentiation Cont.

Minhwa Painting Types:

- Morando- Peonies, symbolizing honor and wealth
- Yunhwa-do- Lotus
- Chaekgeori - Books, the Four Treasures of Study
- Munjado- Chinese Confucian Characters
- Hwajodo - Flowers and pairs of birds/animals
- Hojakdo- Tigers, Magpies, and Pine Trees
- Chochungdo- Flowers and Insects
- Yongsudo -Divine animals
- Sipjangaengdo - Ten symbols of longevity
- Sogwado- Vegetables and Fruit
- Yonghodo- Powerful animals such as tigers and dragons to protect people from bad luck
- Ilwolbusangdo- Sun and Moon over trees
- Kkachi Horangi - Magpie and Tiger

Context and Differentiation Cont.

Technique

You will begin developing these works by having students brainstorm meanings for themselves on a personal level, or within their own culture(s). This could look like word walls or preliminary sketches. Every item/animal they show should have a significant meaning. If they have too many options to choose from, have them make small sketches of different combinations and choose the one that works best for them.

Then, have the students draw their sketch on a piece of drawing/sketching paper that will be the same size as their final. They can transfer their final version of the drawing onto the final paper (multimedia or bristol are alternatives to watercolor paper) using your preferred transfer technique.

When lining their work, students can use acrylic or india ink, depending on how intense they would like their line to be, it just needs to be in an ink that is not water soluble. They should utilize a brush to get the variation in line that is identifiable in minhwa art. If they are unfamiliar, let them practice line strokes on a separate piece of paper, only making strokes that go downward, and turning the paper when needed for consistency.

Once they are done lining, they can begin coloring their work with gouache in thin layers, starting with a flat color and working up color to create depth and gradients. There isn't a sense of depth and dimension within the work, so they do not need to paint in any shadows. An alternative paint can be tubed watercolor.

To sign the front of the work (optional), students can create a small rectangle or square, and put in their initials or name within the square/rectangle.

Context and Differentiation Cont.

Differentiation:

For grades 6-8/ simplified: Students can work from premade templates/ assets can be separated into parts so that students can mix and match to create their own meanings/symbols.

For general classes: Students do not have to make up their own minhwa styled work from scratch, they can add a few symbols that mean something personally to them and traditional symbols together to develop their own works.

General differentiation-

- Tasks can be broken down (initial sketch with references, final sketch, inking of lines, coloring of [insert object], etc)
- Other attached resources can be printed out for students to use/reference.

Resource Page

- Wikimedia Foundation. (2024, April 28). *Minhwa*. Wikipedia. <https://en.wikipedia.org/wiki/Minhwa>
- *Jisu Choi*. JISU CHOI. (n.d.). <https://www.jisuchoi.net/#/cake-card/>
- Hwang, T. (2020, December 18). *Minhwa & Minhwa: Korean folk paintings in dialogue with the contemporary*. Korean Cultural Center New York. <https://www.koreanculture.org/multimedia/2020/03/11/minhwa-minhwa-korean-folk-paintings-in-dialogue-with-the-contemporary>
- *Korean folk art minhwa*. Korean Folk Art. (n.d.). <https://koreanfolkart.org/> *Korean folk art minhwa*. Korean Folk Art. (n.d.). <https://koreanfolkart.org/>

Youtube videos:

- <https://www.youtube.com/watch?v=AHyRIgXuWWM>
- <https://www.youtube.com/shorts/iJWluS4PfEU>
- <https://www.youtube.com/watch?v=XSgYhHC5jt8>

Rubric

Each Criteria is worth up to 20 points each, adding up to 100.

Criteria	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Accomplished	5 - Exemplary
Development of Work	Little to no effort shown; incomplete work.	Some effort visible; work lacks detail.	Good effort; work shows clear development.	Strong development; work is thoughtful and detailed.	Exceptional effort; work is highly developed and polished. <input type="text"/>
Meaning Behind Piece	No clear meaning or connection to personal culture.	Limited connection to personal beliefs or culture.	Meaning is clear but somewhat shallow.	Meaning is deep, reflecting personal beliefs well.	Profound meaning deeply rooted in personal culture and beliefs.
Choice of Materials	Inappropriate or poorly chosen materials.	Some materials are suitable, but lacking variety.	Appropriate materials used effectively.	Thoughtful selection of materials enhances the piece.	Exceptional choice of materials that significantly enhances the artwork.
Use of Time	Did not manage time well; rushed or incomplete work.	Some time management; work is incomplete.	Managed time effectively; completed work on time.	Excellent time management; work completed ahead of schedule.	Outstanding time management; consistently worked efficiently and effectively.
Overall Presentation	Very poor presentation; lacks effort.	Presentation is basic; lacks detail and care.	Good presentation; clear and organized.	Strong presentation; very organized and engaging.	Exceptional presentation; highly engaging, detailed, and professional.



Reference Images: https://www.antiquealive.com/Blogs/Minhwa_Korean_Folk_Painting.html



