

CLASS EXPERIENCE

HORSING AROUND WITH MEDIA

ASSEMBLED SCULPTURES INSPIRED BY ANCIENT & CONTEMPORARY
EQUINE ART
ART, TECHNOLOGY, AND WORLD HISTORY
GRADES: 6-12

"The people who had the (war) horse in history were the people who won the battles."
Quote by Deborah Butterfield- contemporary equine artist

BASED ON



Cavalry Horse
Qin dynasty (221-206 BC)
Earthenware
H. 172 cm (67.7 in.), L. 203 cm (79.9 in.)
Excavated from Pit 2, Qin Shihuang's Mausoleum, 1977
Emperor Qin Shihuang's Mausoleum Site Museum



Deborah Butterfield (American, b.1949), sculptor
Horse No. 1, 1983
red mud, sticks, metal armature
86 x 97 x 37 1/2 in. (218.4 x 246.4 x 95.3 cm)
Henry Meis Endowment and various funds/ Art © Deborah Butterfield/Licensed by VAGA,
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OBJECTIVES

- Students will use technology to research and publish information about the first emperor of China, Qin Shi Huang, and his afterlife army of terracotta warriors and horses.
- Students will learn that the terracotta warriors and horses were constructed from pieces and then assembled to create a sculpture.
- Students will learn about contemporary equine artist Deborah Butterfield, as they examine the Museum's *Horse No. 1*.
- Students will build a horse or figural sculpture from media available to them in or out of the classroom.

CONCEPT

Students will use Google Earth and other search engines to research and publish a Powerpoint or Google Slideshow about the cavalry horses and cavalymen from the tomb of the 1st emperor of China, Qin Shi Huang. They will also learn about contemporary artist, Deborah Butterfield, who creates horses using individual wood pieces or salvaged metal. Students will assemble their own unique "horse" or human figure using a choice of media available in their own environment.

MATERIALS

A variety of media such as:

Wire
Metal
Fabric
Recycled materials
Sticks
Mud
Wood glue
Plastic wrap
Packing tape

VOCABULARY

Emperor- a ruler of an empire
Terracotta- unglazed, brownish/redish earthenware
Cavalry- part of a military force of troops on horseback
Equine- relating to horses
Media- materials used to make art
Armature- a framework

PROCEDURE

1. First, students will watch a short TedEd video to introduce them to the 1974 discovery of the tomb of Emperor Qin Shi Huang (pronounced *Chin Shrrr Hwong*) and his terracotta army.
2. They will then use Google Earth to explore the actual burial site of Qin Shi Huang. They will be able to zoom into the actual pits to view the emperor's army for the afterlife featuring warriors and horses.
3. As a class, students will list 5-10 things they see at the site. (Infantry warriors, chariot warriors, cavalry warriors, kneeling archers, standing archers, cavalry horses, chariot horses, tourists, etc.)

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4. Have students use a search engine to research the following questions about Qin Shi Huang and his terracotta army and horses:

- Who was the 1st emperor of China?
- When and how did he become the first emperor?
- How long did he reign as emperor?
- What is legalism?
- How was a terracotta warrior built?
- How was a terracotta horse made?

5. The teacher will show students a close-up of an image of a horse from the site, the *Cavalry Horse*. He/she will provide additional information about the history of the horses in China and facts about the *terracotta Cavalry Horse*.

- The Qin were known for their skills in horse breeding. They believed that horses were steadfast friends to man.
- The success of the Qin military was partially accredited to a swift cavalry. Cavalrymen shot arrows from the backs of the horses, which provided an advantage over slower, horse-drawn chariots.
- About 600 horses are buried in the 3 pits of the tomb of Qin Shi Huang; 116 are cavalry horses used in battle and 516 are chariot horses used for pulling.
- The terracotta cavalry horses were tall, measuring just over 5 1/2 feet in height. They were made in separate parts and then assembled with mud starting with the legs, then body, neck, head and finally the tail. To provide ventilation while being fired in a kiln, a large hole was created in the flank (side).
- According to the book, *Terracotta Army: Legacy of the Emperor of China*, "The horse's meticulously detailed saddle includes tacks, tassels, girth straps, buckles, and a blanket, and its bridle components, bits, and reins were detachable pieces of bronze or carved stone."

6. Students will work with a partner to design a creative and informative Powerpoint or Google Slide Show Presentation which includes images, short videos and properly cited sources or they can use the information from their research to create a Quizizz or Kahoot game for the class to play.

7. As a class, students will compare and contrast two equine art pieces: the terracotta *Cavalry Horse* from the Qin period and Deborah Butterfield's *Horse No. 1, from 1983*. The teacher will emphasize that the artists used resources available to them. Share information and/or a slideshow about Deborah Butterfield.

- While digging a well, farmers found the first pieces of the tomb of Qin Shi Huang in Shaanxi province, near Xian, China in 1974. Deborah Butterfield created her first horse sculpture just one year earlier, in 1973.
- Eventually, Butterfield began to think of her equine pieces as self-portraits and feminist statements that contrasted to the dominate stallions often featured in the art of the American west.
- She began to work with found sticks, mud and straw over a metal armature in the mid-70's.
- In the 80's she salvaged steel, tires, barbed wire and other junkyard materials to create her sculptural horses.
- Because Butterfield owns/rides horses (dressage) at her ranch in Montana, she instills a unique insight to the physiology and spiritual character of the horses she creates.

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8. Students can also watch a short Butterfield video as she talks about selecting pieces of wood for her unique sculptures of horses.

9. For another contemporary sculpture artist, you can introduce Mark Jenkins. Demonstrate to students how Jenkins creates people and animals by casting parts of a human body with packing tape. After casting body parts, they are reassembled to duplicate the original figure or a new sculpture.

10. Have students use available materials from the art room (clay, metal, wire, fabric, yarn, tape) or from their own environment (sticks, rocks, recycled materials) to create parts of a horse (or human figure) that will be assembled into a contemporary sculpture.

ASSESSMENT

Students will research and create a unique Powerpoint or Google Slideshow about the 1st Emperor of China and his terracotta horses and warriors. The presentation will be evaluated using five criterion: 1) Is it informative? (25 pts.) 2) Are the facts provided accurate? (10 pts.) 3) Does the presentation hold the interest of the audience? (15 pts.) 4) Does it include short videos, photos and music? (30 pts.) and 5) Does it properly cite all sources for text, videos and images? (20 pts.)

Students will also create a horse or human figure made from separate pieces, just like the terracotta horses and warriors were constructed. The sculpture should: 1) Be solidly constructed to enable it to stand on its own (25 pts.) 2) Should be constructed of many individual pieces, all securely attached to form a horse or figure (45 pts.) and 3) Should be completed by adding details, such as a mane, saddle, tail on a horse or hair, clothing and shoes on a figure (30 pts.).

NATIONAL STANDARDS

Visual Arts

Standard 4 Understands the visual arts in relation to history and cultures.

Level III (Grade 5-8) Benchmark 2. Understands the historical and cultural contexts of a variety of art objects.

Level IV (Grade 9-12) Benchmark 1 Knows a variety of historical and cultural contexts regarding characteristics and purposes of works of art.

Technology

Standard 2 Knows the characteristics and uses of computer software programs.

Level III (Grade 6-8)

Benchmark 2 Knows the common features and uses of desktop publishing (documents are created, designed and formatted for publication, graphics and scanned images can be imported).

Level IV (Grade 9-12)

Benchmark 2 Knows how to import and export text, data and graphics between software programs.

World History

Standard 9 Understands how major religious and large-scale empires arose in the Mediterranean basin, China and India from 550 BCE to 300 CE.

Level II (Grade 5-6) Benchmark 5 Understands the fundamental elements of Chinese society under the early imperial dynasties (policies and achievements of Qin emperor Shi Huangdi).

CURRICULUM CONNECTIONS

- Science- Have students research the physiology of horses to learn about the muscles, skeletal structure and unique vocabulary associated with equine parts such as the crest, withers, knee, flank, muzzle and cannon.
- Language Arts- The ancient Chinese classic "I Ching" has influenced countless contemporary artists including the composer John Cage, musician Bob Dylan and equine artist Deborah Butterfield. Have students read about this ancient Chinese philosophy and guide for living.
- Visual Arts- Tour the Cincinnati Art Museum to find other equine sculptures, such as the colorful 8th century Chinese earthenware horse, #1950.49, the dramatic *The Last Arrow* by Randolph Rogers, 1879-1880 or the somber *Winter* by Solon Hannibal Borglum, 1898. Ask: What emotion does each sculpture evoke?

RESOURCES

Deborah Butterfield- Biography from Britannica

<https://www.britannica.com/biography/Deborah-Butterfield>

Deborah Butterfield: Dialogue with an Artist (19:07 minutes)

https://www.youtube.com/watch?v=BM_vJ2CZqR8

Deborah Butterfield at L.A. Louver (2012) (5:54 minutes)

https://www.youtube.com/watch?v=1_kg_YgEzNA

[Google Earth- Terracotta Army](#)

How the Terracotta Horses were Made

https://www.travelchinaguide.com/attraction/shaanxi/xian/terra_cotta_army/horses.htm

Jian, Li, Hou-Mei Sung (Author), Zhang Weixing (Contributor), and William Neer (Contributor). *Terracotta Army: Legacy of the Emperor of China*. Virginia Museum of Fine Arts: Richmond, Virginia, 2017.

Mark Jenkins-Biography <https://www.widewalls.ch/artist/mark-jenkins/>

Mark Jenkins Builds a Sculpture Out of Packaging Tape

<https://www.youtube.com/watch?v=1PnXCqOnYVU>

TedEd Video- The incredible history of China's terracotta warriors

<https://youtu.be/mP5p4QbvPtc>

Terracotta Cavalry Warriors

https://www.travelchinaguide.com/attraction/shaanxi/xian/terra_cotta_army/cavalrymen.htm



Cavalry Horse, Qin dynasty (221-206 BC), Earthenware, H. 172 cm (67.7 in.), L. 203 cm (79.9 in.), Excavated from Pit 2, Qin Shihuang's Mausoleum, 1977, Emperor Qin Shihuang's Mausoleum Site Museum



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EXAMPLES OF STUDENT WORK

