CHINA PATTERNS
STUDY GUIDE FOR TEACHERS

Performed in traditional Chinese costumes, this program introduces audiences to the variety and diversity of Chinese life through traditional dance and music.

• Intended for students grades K-12.
About the Program:
China Patterns weaves together language lessons, historical details, onstage demonstrations, and audience interaction. Through the dance narration, the program involves, students and teachers in identifying traits, customs, and patterns of life that are illustrated in Chinese dances and songs. Hands-on audience participation segments include all ages and demonstrates that the dances, though Chinese in origin, can be universal. The diversity of dance selections, authentic costumes, music, props, and background information make this an excellent introduction to Chinese culture.

Learning Objectives:
• Introduce the culture and heritage of China to students of all cultural backgrounds.
• Appreciate the skills and technique involved in the creation of traditional Chinese dance.
• Gain a greater appreciation for the diverse historical traditions.
• Provide students with an opportunity for guided dance and artistic exploration.
• Encourage a consciousness, appreciation and respect for a different culture and background.

Fulfills the following New York State Learning Standards:
- The Arts: standards 1,2,3,4
- Language Other Than English: standards 1 & 2
- Social Studies: standards 2 & 3

Introduction to Chinese Language:
How are You? Ni Hao Ma?
Thank You Xie Xie
Very Good Hen Hao
China Zhong Guo
Good Bye or See You Again Zai Jian

Vocabulary Word Suggestions:
CALLIGRAPHY
CIVILIZATION
CUSTOM
CULTURE
DYNASTY

EMPIRE
IMPERIAL
LANDSCAPE
MARTIAL ARTS

Count to Ten in Chinese:

1 Yi (ee) 2 Er (R) 3 San 4 Si 5 Wu
(Short “I” as in “give”)

6 Liu (lee-oh) 7 Qi (Chee) 8 Ba 9 Jiu (jee-oh) 10 Shi (shir)
1) Have students create an art mural with images and text based on a Chinese folktale they have read.

2) Review and discuss each of the dances seen during the performance in terms of origin and style and how each dance differed from each other. Also consider the area in which each dance originated. Discuss how people of all cultures express creativity in different ways and incorporate objects common to their own culture.

Pre-Program Activity:

Some of the dances from *China Patterns* include:

- **Handkerchief Dance**, from the Northeastern area of China, is a peasant dance usually performed during celebratory occasions such as harvest.

- **Chao Xian Folk Dance** originates from the area of China that is also very close to Korea. Movements are inspired by the crane and the dancers use beautiful fans to create different shapes and animals.

- **Mongolian Chopstick Dance** imitates the horse, which aids the Mongols in herding cattle and sheep. The performers use an everyday object, in this case chopsticks, to do so.

- **Xinjiang** comes from the Northwestern area of China, which is close to Russia, and is known for growing a variety of grapes.

- **The Monkey King**, a well-known Chinese dance/story, originates from one of the four most influential novels written during the Ming Dynasty.

- **Hubei Fan Dance** is a rural folk dance from the Hubei province, and it is known for its distinctive ‘flicking’ of silk fans.

- **Red Ribbon Dance** is one of the most popular of China’s folk dances - waving yards of bright silk, the dancers create a visual collage of circles, swirls, corkscrews, and curlicues.

Post-Program Activity:
3) Have students create dance props inspired by the ones they saw in the China Patterns performance:
   • Make masks for The Monkey King by printing out, coloring, and cutting out the mask below. (resize image as needed)
   • Make fans for Fan Dance using instructions below. (resize image as needed)

Post-Program Activity:

Finish by folding the fan in half, then glue the folded sides together.
Pre-Program Activity: RESOURCES

BOOKS:
* A Primer of Chinese Acrobatics* by Fu Qifeng and Li Xining. Foreign Language Press, 2003
* Ancient China* by Arthur Cotteral. Dorling Kindersly, 2001
* China* by Hugh Sebag-Montefiore. DK Children, 2007

GRADES K-3:
* C is for China* by Sungwan So. Frances Lincoln Children’s Books, 2004
* Cat and Rat: The Legend of the Chinese Zodiac* by Ed Young. Henry Holt and Co., 1998
* Lion Dancer: Ernie Wan’s Chinese New Year* by Kate Waters and Madeline Slovenz-Low. Scholastic Press, 1991
* Monkey King* by Ed Young. Harper Collins, 2001

GRADES 3-5:
* If I Were a Kid in Ancient China: Children of the Ancient World* by Catherine Louis. NorthSouth, 2008
* Look What Came from China* by Miles Harvey. Franklin Watts, 1999
* Tales of a Chinese Grandmother: 30 Traditional Tales from China* by Frances Carpenter. Tuttle Publishing, 2001
* Why Snails Have Shells: Minority and Han Folktales from China* by Carolyn Han. University of Hawaii Press, 1994

WEB RESOURCES FOR TEACHERS:
New York Chinese Cultural Center: http://nychineseculturalcenter.org/
New York Chinese Cultural Center on Youtube: http://www.youtube.com/user/noparkingfriday

Asia Society Kids: http://kids.asiasociety.org/
The British Museum, Ancient China: http://www.ancientchina.co.uk/menu.html
China Institute: http://www.chinainstitute.org/
Freer Gallery of Art, Smithsonian Institute, China’s Calligraphic Arts: http://www.asia.si.edu/explore/china/calligraphy/default.asp
The Metropolitan Museum of Art, Chinese Art on the Heilbrunn Timeline of Art History: http://www.metmuseum.org/toah/hf/te_index.asp?i=9
Museum of Chinese in America: http://www.mocanyc.org/

PLACES TO VISIT IN NEW YORK:
Asia Society
China Institute
The Metropolitan Museum of Art, Asian Art Galleries
Museum of Chinese in America
Snug Harbor Cultural Center & Botanical Garden, The New York Chinese Scholar’s Garden
Founded in 1974, the New York Chinese Cultural Center (NYCCC), a nonprofit cultural and educational institution, is dedicated to deepening the understanding and appreciation of Chinese culture in the global community. NYCCC fulfills its mission by offering professional classes, workshops, and performances while nurturing creative and innovative new works that reflect the rich cultural heritages and diverse communities of today. Our teachers are professionally trained in traditional Chinese dance, Peking opera, martial arts, and visual arts. NYCCC serves an average of 10,000 New York City students each school year and reaches over 100,000 people annually through our touring assembly programs.

The resident company of NYCCC, Dance China NY (DCNY), is one of only a few dance companies in the country creating works in the Chinese Modern Dance genre. Combining traditional Chinese dance with modern dance, DCNY brings the richness of traditional folk dance, Peking Opera, and acrobatics to audiences across the nation. While nurturing and commissioning new works, DCNY remains active in presenting traditional repertoire through its education-based assembly programs. Noted for their powerful grace and contained elegance, DCNY performs regularly throughout the United States for audiences of all ages, bringing the movements and rhythms of China to communities large and small.