

HON Chi-fun

Suggested class activities for Senior Primary

Artist: HON Chi-fun

Level: Senior Primary

Theme: The Geometry of Feelings

Suggested length: 5 hours

Teaching concept:

Geometric shapes are fundamental elements of art. They can come together as patterns or as a tool for plotting the composition, conveying the rational side of artistic expression. The circles in HON Chi-fun's works are different, as they are used to express the rich emotions of the artist. Whether he uses full circles, partial arcs, or three-dimensional spheres, HON was able to use acrylic paint to create a multitude of effects, infusing his works with different visual space and ambience, and conveying a wide range of emotions and ideas.

Through studying HON's circles, this course aims to introduce students to the concept of using simple geometric shapes and the properties of acrylic paint to create works that express their personal emotions.

Required background knowledge:

1. Students should have a basic understanding of geometric shapes.
2. They should have learned about mixing primary and secondary colours.

Teaching goals:

1. Learn about and appreciate HON's creative approaches and themes through his video.
2. Learn about the relationships of colour, personal emotions and different cultures.
3. Employ the techniques of abstract painting to express personal emotions through the use of geometric shapes, and experimenting with different principles of organisation and composition.
4. Learn how to adjust the tone and saturation of colours.
5. Use acrylic paint to create artworks using different painting techniques and tools.

Suggested class activities:

1. **Introduce HON Chi-fun and his artistic style (Suggested length: 20 mins)**

Show the "Artist Introduction ppt" pp1-3

Born in Hong Kong in 1922, HON Chi-fun (1922-2019) started painting as a self-taught painter. In the 1960's he became a full-time artist and founded the Circle Art Group with seven other artists to promote modern art in Hong Kong. In 1969, he went to United States upon receiving a

John D. Rockefeller III Fund Fellowship, and studied lithography and etching at the Pratt Graphic Centre in New York.

Most of HON's earlier works were oil paintings of landscapes. Later, he created numerous paintings and prints, employing abstract circular forms. The simple circular form embodies different colours, various brushstrokes, personal feelings and philosophies. His works demonstrate how Hong Kong's East-meets-West culture gave birth to a unique artistic style.

2. **Video viewing guide. (Suggested length: 3 mins)**

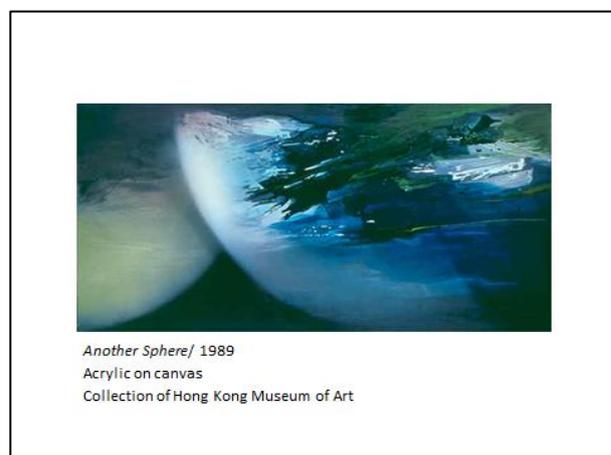
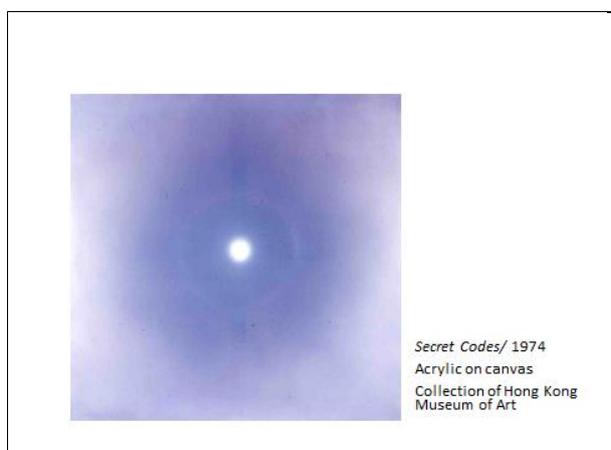
- Pay attention to the content of HON Chi-fun's works
- Painting techniques
- Meaning of his works

3. **Play the "Artist Video mp4" (Suggested length: 15 mins)**

Select parts of the video, depending on your chosen area of focus, pausing as needed to explain the content or ask questions.

4. **Appreciation of HON's works (Suggested length: 10 mins)**

Show the "Artist Introduction ppt" pp5-8

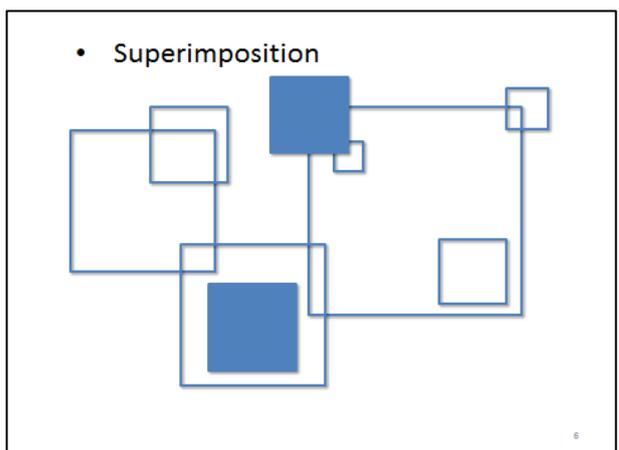
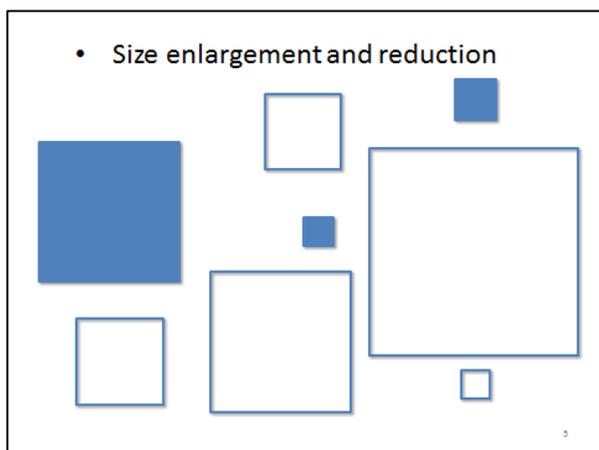
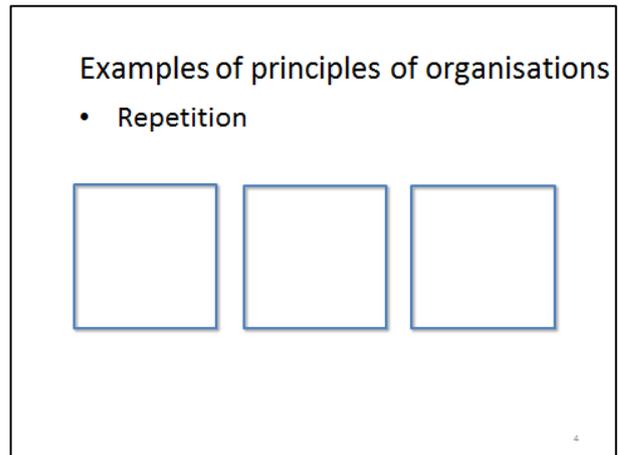
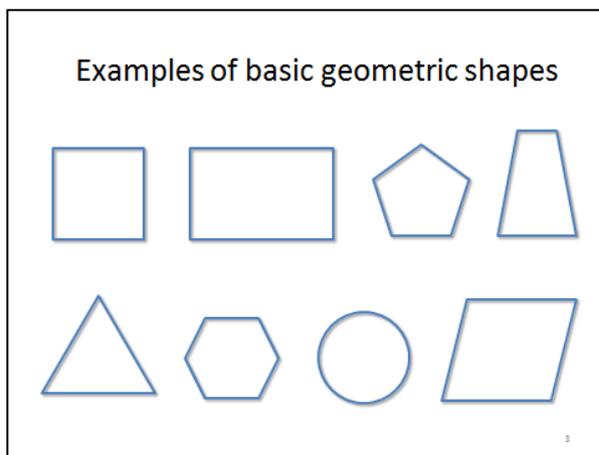


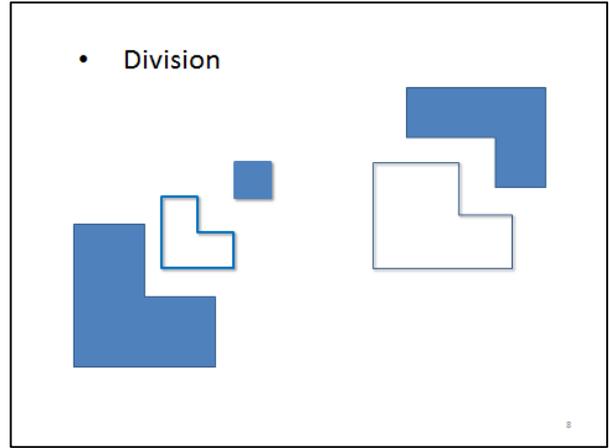
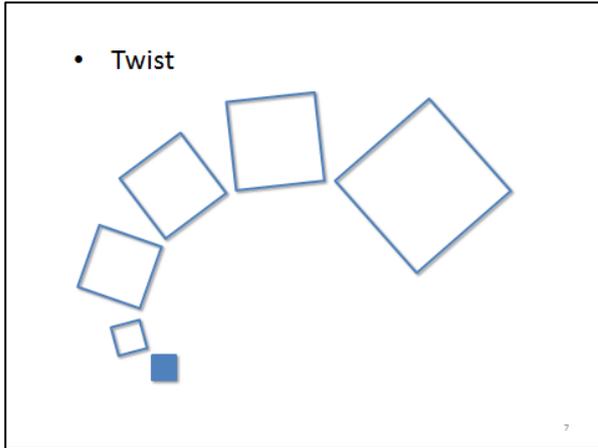
Guide the students to appreciate in the following steps:

- Descriptions: Describe the shapes and compositions created in the works
(Circle, semicircle, repetitious and superimposed circles)
- Formal Analysis: What are the painting methods that HON used in the video?
(Use of acrylic paint, vivid and overlapping colours; Use of oil brush, airbrush and towel to paint other than paint brush)
- Explanation: What do the circles in HON's works represent? Guess the emotions expressed in the above works
(Emotions at different periods) (Have the students to suggest adjectives related to emotions)

5. **Exploring geometric shapes (Suggested length: 15 mins)**

Show the **“Supplementary Teaching Materials ppt” pp2-9**





● Group activity 1:

- Have the students form groups of three or four. Give each group an adjective related to the emotions: e.g. calm, helpless, comfortable, happy, sad, irritable, nervous, angry, excited, embarrassed, surprised, frightened, etc.
- Have the students use markers to express the feelings evoked by the adjective they receive on white paper, making use of geometric shapes and the principles of organisation.
- Then, have the students:
 - Guess what the other groups' adjectives are? Why?
 - How do the lines and curves or the drawing techniques they used convey these feelings?

Group activity 1

- Form groups of three or four. Each group is given an adjective related to the emotions
- Draw the feelings evoked by the adjective they receive on white paper, making use of geometric shapes and principles of organisations

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6. Exploring colours (Suggested length: 35 mins)

Show the “**Supplementary Teaching Materials ppt**” pp10-32

- Have the students conceive and suggest the function, cultural meaning and emotions evoked by the various colours from the natural environment, animals and plants.
- Have them express the feelings evoked by HON’s works. There is no definite answer.

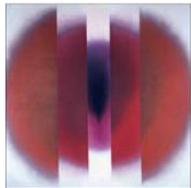


Red

Nature : Danger, climate change, Attraction
Feeling : passion, warmth, anger

Culture : Celebration, festival

Art :



HON Chi-fun
E is the Name 1971
Acrylic on canvas
Collection of Hong Kong Museum of Art





Yellow

Nature : Freshness, warmth, mature
Feeling : Optimistic, bright, lively

Culture : Authority, hope

Art :




HON Chi-fun
Naked Warmth 1975
Silkscreen
Collection of Hong Kong Museum of Art



Green

Nature : Freshness, growth, protection
Feeling : Comfort, peace, ideal

Culture: Safety
Environmental protection

Art :




HON Chi-fun
Raindrop Focus 1969
Silkscreen
Collection of Hong Kong Museum of Art





Blue

Nature: Coolness, mystery, protection
 Feeling: Calm, melancholy, Rationality

Culture: Modesty, grandeur



Art:



HON Chi-fun
Sound Plus 1991
 Acrylic on canvas
 Collection of Hong Kong Museum of Art

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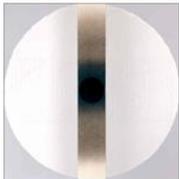
White

Nature: Cleanness, coolness
 Feeling: Warm, simplicity, calm

Culture: peace, purity




Art:



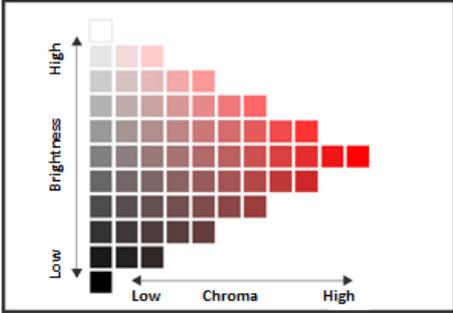
HON Chi-fun
When Summer is Gone 1972
 Silkscreen
 Collection of Hong Kong Museum of Art

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- Explain the tone and saturation of colours

Tone and saturation of colours

- The brightness of a paint changes when we add black or white to it.
- The chroma of a paint changes when we add other colours to it.



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- Group activity 2:
 - Using diverse colours, drawing styles and tools, create different textures and effects on each section.
 - After completing their drawings, the students should explain to each other the feeling conveyed in each section.

Group activity 2

- Fold the drawing paper into six sections
- Drawing styles: flat colouring, impasto, scumbling, light or heavy brush strokes, sfumato, frottage, dripping and splashing, wet-on-wet, mixing sand grains in the paint, etc.



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7. Introduce the art-making process (Suggested length: 10 mins)

Show the “**Supplementary Teaching Materials ppt**” p33-36



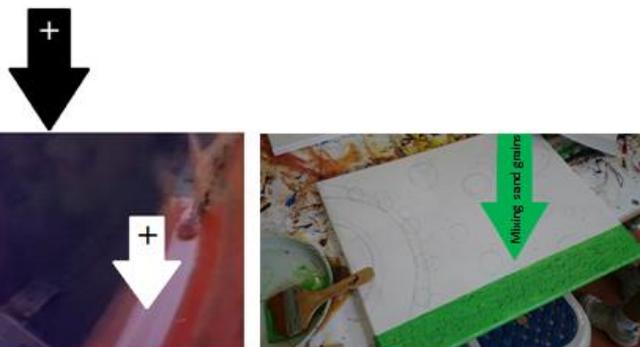
- Pick a geometric shape
- Draw the geometric shape on a white paper, making use of one or two principles of organisations

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- Choose colours that can express own feelings to colour the geometric shape and background

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- Paint with different drawing styles and use a wide spectrum of colours.

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8. **Class activity (Suggested length: 90 mins)**

- Have the students to use HON's creative approaches to express their feelings or personality

9. **Appreciation of the students' works (Suggested length: 15 mins)**

- The aim of this activity is to allow the students to share their feelings or personality, and appreciate and learn more about each other by sharing their creative works.

10. **Materials**

Framed canvas, acrylic paint, paint brush, painting knife, large brush, adhesive tape, scissors, sand grains, drawing paper, toothbrush, sponge, colour mixing dish.