

## Luis CHAN

### Suggested Class Activities for Senior Primary

**Artist:** Luis CHAN

**Level:** Senior Primary

**Theme:** From Reality to Dreams

**Suggested length:** 3.5 hours

**Teaching concept:**

Drawing can be based on still-life objects or inspired from memory, and can be expressed in a figurative or abstract way. Most painters first come up with a topic and then engage in the creative process. This is also a common approach students take to draw.

Hong Kong master painter Luis CHAN took a different creative approach. Inspired by traces of monochrome prints, he painted human figures, animals, and even phantoms and monsters, creating a bizarre and fantastic world.

This course aims to introduce the works of Luis CHAN and how his paintings were inspired by the traces of monotype prints. It encourages students to think out of the box and create fantastical works.

**Required background knowledge:**

1. The students should have learned the features of fish.
2. They should have experience in watercolour painting.

**Teaching goals:**

1. Learn about and appreciate CHAN's works through his video.
2. Make associations from the traces and marks of ink blocks to create fish paintings.
3. Use the technique of ink diffusion to create a "dreamy" colour effect.

**Suggested class activities:**

1. **Introduce Luis CHAN and his artistic style (Suggested length: 3 mins)**

**Show the "Artist Introduction ppt" pp1-3**

Born in Panama in 1905, Luis CHAN (1905–1995) moved to Hong Kong in 1910. In 1927, he studied Western painting techniques through a correspondence course from the Press Art School in London. He became a member of the Hong Kong Art Club in 1934 and held his first solo exhibition in Gloucester House the following year. In 1953, he set up his own studio and began offering classes. In 1960, he founded the Chinese Contemporary Artists' Guild.

CHAN's earlier works were mostly realist watercolour landscapes, which earned him the

nickname “King of Watercolour”. He started to explore different Western painting techniques in the 1950s, and his style took a turn towards abstract configurations and a rich palette that conveyed a sense of childhood fantasy. Inspired by monotype prints, his paintings are imaginative and dreamlike, creating a bizarre and fantastic world.

2. **Video viewing guide (Suggested length: 5 mins)**

- Pay attention to the themes and styles of CHAN’s works in different periods
- Sources of inspiration
- Painting method

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

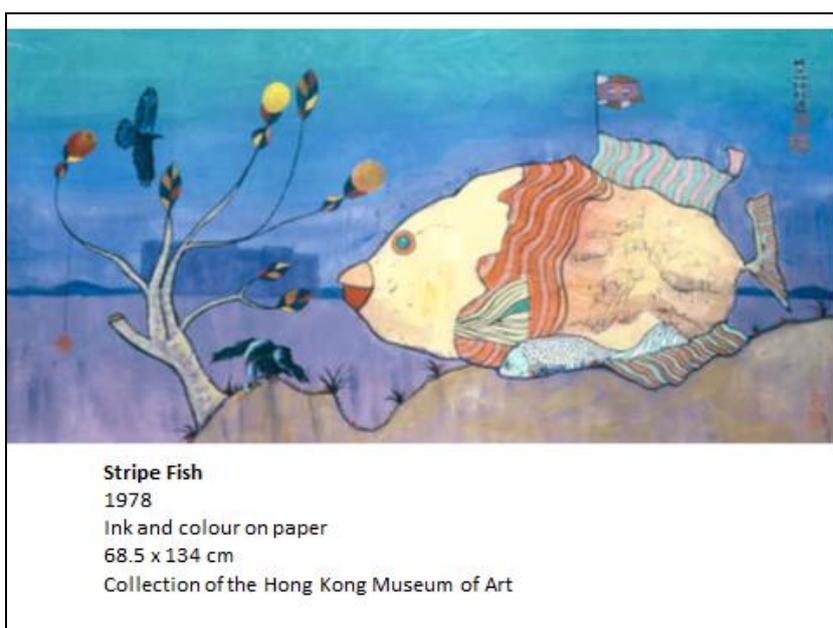
Select parts of the video depending on your chosen area of focus, pausing as needed to explain the content or ask questions.

Suggested Q&A:

- What were the subjects of CHAN’s earlier works?  
(Traditional still life, landscapes, portraits, etc.)
- How did his style change in his later works?  
(He incorporated elements of printing of different media in his works; his later works became more imaginative, abstract, larger, etc.)
- Where did he get his inspiration?  
(From his walks in Central and Wanchai, and from his observations of daily life.)

4. **Appreciation of CHAN’s works (Suggested length: 5 mins)**

Show the “Artist Introduction ppt” pp4-5



**Guide the students to appreciate in the following steps:**

- Description: Describe what do you find in the painting?  
(Fish, landscape, a tree, birds, a flag, a shore, etc)
- Formal analysis: Describe the main subject in the painting? How is it different from the real object?  
(Stripe fish. The fish is bigger than birds, the fish is swimming on the land, the fish has many patterns on its body, etc.)
- Explanation: Why did CHAN like to draw fish?  
(He often saw fish in fish tanks outside the restaurant near his home. He also liked to observe and appreciate the motion of fish in goldfish stores.)

**5. Introduce the art-making process (Suggested length: 15 minutes)**

Show the **“Supplementary Teaching Materials ppt” pp3-9**, images taken from **“Techniques Demonstration Video mp4”**



1. Pour ink in a flat dish and add an appropriate amount of water.



2. Soak a piece of crumpled newspaper with ink, press and squeeze any excess ink on waste paper, imprint marks and ink patterns lightly on watercolour paper.

4



3. Observe the patterns and look for any marks on the prints that can be associated with the form of a fish.

5



4. First, identify the eyes and mouth of the fish, and then draw the contours of the fish body.

6



5. Observe the ink prints on the fish body, and look for an image associated with human features or an animal form. Then use the prints to create characters or animal figures.

7



6. Draw a creative story plot.

8



7. Colour the drawing with watercolour paints to highlight the forms.

9

6. **Class activity (Suggested length: 90 minutes)**

Show **“Supplementary Teaching Materials ppt” pp10-16**

- The subject should be goldfish.
- Have the students observe the ink marks and make associations between the ink marks and the form of a fish and an imaginary world.
- Have the students colour their works using the ink diffusion effect with watercolours to create a fantasy dreamy effect.

7. **Appreciation of the students’ works (Suggested length: 5 mins)**

8. **Materials**

Ink, big bowl, newspaper, pencil, different size of Chinese painting brushes, watercolour paper, watercolours, mixing dish