

### **How the “Opening” of the West Influenced Japanese Art by Sara Beardsley**

Students will use a guided approach to closely analyze images. They will develop a deeper understanding of historical context, gain critical thinking skills, increase observation and interpretive skills and understand how visual art can represent political and historical shifts. Teacher will need to hold some discussion around the term “Opening” and the term “Imperialism” in order to help the students understand that Japan had been interacting with other cultures and also to understand the context of whether or not this was an Imperialistic move. This lesson is part of a larger unit that should cover these terms *before* this lesson.

The lesson will focus on understanding the Edo period art for the purpose of understanding how art changed during the Meiji Period.

**Time:** Allow 1-2 class periods

**Essential Questions:** What can visual arts teach us about the impact of Imperialism(see Ohio standards) on a nation’s culture?

#### **Guiding Questions:**

If the instructor has not worked with visual arts, the following is a link to questions to help guide the discussion:

<https://artclasscurator.com/82-questions-to-ask-about-a-work-of-art/>

A few general questions to talk about art:

*What does the picture tell us about people’s lives, customs, family relationships, and technology? What is the artist’s perspective on the people or actions in the picture?*

*Which of the people in the picture does the artist sympathize with?*

*What do you think the people shown in the painting are saying?*

*Why are certain people in the center of the painting and others on the margin?*

#### **Learning Standards:**

**Ohio’s Learning Standards:** Modern World History

TOPIC: AGE OF REVOLUTIONS (1750-1914) The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale. CONTENT STATEMENTS: 7. The American and French Revolutions influenced Latin American revolutions for independence. 8. Industrialization had social, political and economic effects on Western Europe and the world. TOPIC: IMPERIALISM (1800-1914) The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. **This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.** CONTENT STATEMENTS: 9. Imperial expansion had political, economic and social roots. 10. Imperialism involved land acquisition, extraction of raw materials, **the spread of Western values and direct political control.** 11. The consequences of imperialism were viewed differently by the colonizers and the colonized.

**Overview:** Teacher will direct students in understanding the changes that happened in Japanese Art following the Opening of the West by Commodore Matthew Perry. The lesson will do background on traditional art of the Edo period and will then teach the differences between Yōga art(洋画 , literally “Western style pictures/painting”), implemented as Japan sought to embrace western ideals, and the counter-movement, Nihonga (日本画), which sought a return to more traditional Japanese art forms.

**Context:** This is part of a larger unit on Imperialism. Students will have already been introduced to Western Imperialism. This lesson will emphasize the spread of Western values on culture in Japan. At the beginning of the year I did some training on looking at art, so they will enter the lesson with some existing knowledge.

**Learning Strategies:**

Pair and Share, Guided Group Discussion, Group discussion, exit slip

**Notes:** Before presenting the lesson the teacher should become familiar with the artwork presented as well as a general background to the characteristics of art of the Edo period and art of the Meiji period. Links are provided in the notes of the slide presentation and additional resources are at the end of this lesson.

**Materials:** Powerpoint presentation, copy of chart handout and handout for small groups, slips of paper 1-100 to correspond to art (or whichever numbers teacher chooses), access to digital device to view assigned art, small dry erase boards for “game” of identifying which style of art

**Teaching the lesson:**

Teacher will remind students about Imperialism and the “Opening” of the West. Teacher will then explain a general background of what Japan was like during the Edo period. (isolationist, class divisions, samurai, etc). Teacher will provide students with chart handout (alternatively teacher could have students use the handout as “fill in the blank” interactive note taking strategy) and then begin powerpoint explaining the basics of Edo period art. Teacher will lead students in an interactive discussion identifying the noted characteristics of Edo period art. Once teacher arrives to slide 16, students will draw a slip of paper that will correspond with a ukiyo-e print from series “One Hundred Famous Views of Edo.” (Tokyo) Students will complete activity and will then present their findings to the larger group with teacher projecting the group’s delegated artwork onto the screen. Following this discussion the teacher will lead the group in discussing the differences between Yoga and Nihanga art using the artwork in the presentation. Students will share a dry erase board with their “seat” partner and use it to guess the style of presented works. Following the teacher led game, the students will conclude by answering the exit question on their own paper.

**References:**

<https://www.terraamericanart.org/tools-for-teachers/discussing-art-and-common-core-anchor-standards/>  
<https://www.facinghistory.org/>  
<http://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies>  
<https://www.nationalgeographic.com/culture/2018/07/japanese-artist-single-stroke-painting-dragon/>  
<https://www.nga.gov/content/dam/ngaweb/Education/learning-resources/teaching-packets/pdfs/edo-teach.pdf>  
<https://www.comuseum.com/painting/schools/four-masters-of-the-yuan-dynasty/>  
<https://www.theartstory.org/movement-nihonga.htm>  
<http://resources.primarysource.org/japan>  
<https://japanobjects.com/features/nihonga>

Understanding How the “Opening” of the West Influenced Japanese Art Name \_\_\_\_\_

<b>EDO PERIOD ART 1603-1868</b>	
<b>Edo Period Art Specific Styles:</b>	Rinpa, Kano, Nanga
<b>Materials:</b>	Screens, Fans, Lacquerware, Ceramics, Kimonos, Woodblock prints
<b>Subjects:</b>	<ol style="list-style-type: none"> <li>1. Daily Life</li> <li>2. National Literature</li> <li>3. National Myths</li> <li>4. Cultural Symbols (nature)</li> <li>5. Traditional Life</li> </ol>
<b>Brushstrokes</b>	Singular brushstrokes, mixed colors and used precious materials like gold/ pearl

<b>New, Westernized</b>	<b>Meiji Style 1868-</b>	<b>Traditional</b>
<b>Yōga</b>	<b>Element</b>	<b>Nihonga</b>
canvas	<b>Material</b>	Washi (Japanese paper), silk, screens, scrolls
Oils, pastels, watercolors	<b>Paint</b>	mineral pigments
create realism, shy away from distinct lines	<b>Brush Strokes</b>	create REPRESENTATION of reality, no need to exactly replicate things (strong lines through mist/fog)
Western themes and styles (Fauvism, Impressionism, Cubism, Naturalism) , Artist interprets society with own voice/ opinions	<b>Subject</b>	Nationalistic: sacred places and Japanese themes of daily life, nature symbols

Real life, view /interpretation of the artist	<b>Perspectives</b>	Singular plane, aerial views
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**Small Group Work** : Assigned Painting # \_\_\_\_\_ **Name** \_\_\_\_\_

1. One member of your group set the timer for two minutes.
2. Each individual should look closely. Write down 5 things you notice about the print, looking for the characteristics of Edo art:
  
3. Now, with your team, discuss your observations.
4. Why do you think the artist included these elements? What is the artist showing? Why?
  
5. What questions do you have about what you see?

Be prepared to share your findings with the class! If time permits, choose another painting from the series to explore.