

Barbara Porter
East Asian Studies
March 29th, 2013
Lesson Plan: Japan

Folding Screen in the Rinpa Painting Style of Japan

Focus for Learning

Unit Goals:

Students will learn about painting styles of East Asian cultures.

Resources:

Seasonal Imagery in Japanese Art

http://www.metmuseum.org/toah/hd/seim/hd_seim.htm

Rinpa Painting Style in Japanese Art

http://www.metmuseum.org/toah/hd/rinp/hd_rinp.htm

Interiors Imagined: Folding Screens, Garments and Clothing Stands

http://www.metmuseum.org/toah/hd/fold/hd_fold.htm

Painting Formats in East Asian Art

http://www.metmuseum.org/toah/hd/pfor/hd_pfor.htm

Impey, Oliver. The Art of the Japanese Folding Screen.

New York: Weatherhill, 1998

McKelway, Matthew. Silver Wind: The Arts of Sakai Hoitsu.

New York: The Japan Society, 2012

Murase, Miyeko. Through the Seasons: Japanese Art in Nature.

Exhibition Catalogue

Williamstown, MA.: Stirling and Francine Clark Art Institute, 2009

Materials:

Assorted Paintbrushes
Raw Canvas
12 " Stretcher strips
48" Stretcher strips
Stretcher bars
Gesso
Assorted Acrylic Paints
3' hinges or equivalent manner of hinging canvases

Student Sketchbooks

Lesson Learning Targets with Standards

Ohio Visual Art Standards 9-12 Achievement Level Content Statements:

Students can:

(1PE) Examine the context details of visual imagery and explain the social and cultural influences on the images.

(2PE) Describe sources visual artists use to generate ideas for artworks.

(4PE) Analyze the work of individual artists and explain how they are influenced by cultural factors.

(6PE) Connect processes and decisions made in the design of everyday objects, environments, and communications.

(1PR) Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.

(2PR) Make informed choices in the selection of materials and techniques that relate to solving a visual problem.

(3PR) Generate a variety of solutions to visual arts problems through preparatory work.

(4PR) Establish and apply appropriate levels of craftsmanship to complete artworks.

(6PR) Expand visual literacy as a means to create images that advance individual expression and communication.

(1RE) Apply methods of art criticism when discussing selected works of art.

(2RE) Practice self-assessment to understand their progress and prioritize steps for improvement.

(3RE) Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.

(5RE) Compare and contrast various theories of aesthetics and visual culture.

(6RE) Identify the challenges various venues present to the creation of works of art.

Assessment Data

Students have been assessed by way of previous artwork and self-analysis.

Prior Content Knowledge/Sequence/Connections

Student Prior Knowledge

Students have previously developed paintings on various surfaces. Students are familiar with canvas/stretcher construction. Students have previous experience working with blending of acrylic paints.

Students are familiar with traditional botanical painting. Students are familiar with painting styles of various cultures. Students are familiar with painting vocabulary and materials. Students have experience with art criticism and self-analysis.

Student Future Learning

Students will create a multiple canvas-folding screen of a botanical piece based upon the Rinpa Painting Style of Japan.

Students in the traditional American painting class typically paint one panel imagery either on canvas, paper, or board. The image is usually displayed either mounted on a wall or an easel. Students have seen imagery in triptych or diptych form in Western Art History and may have seen screens in Eastern Art History, but rarely have had the opportunity to work in this format themselves.

For this project, students will be using traditional Western painting materials to create a multiple paneled folding screen based upon the Japanese Rinpa Painting Style.

In Rinpa Painting Style, nature plays a key part in the imagery. It is highly decorative and makes use of vibrant pigments or monochrome on a gold ground.

Students will view slideshows from the Metropolitan Museum of Art's Heilbrunn Timeline of Art History: Painting Formats in East Asian Art,

Interiors Imagined, Seasonal Imagery in Japanese Art, and Rinpa Painting Style in Japanese Art. Students will be encouraged to comment and ask questions in regards to the images they see as well as comment on the value of a moveable-folding screen as an art form. Students will be instructed to come up with ideas from nature that may be used for such a screen.

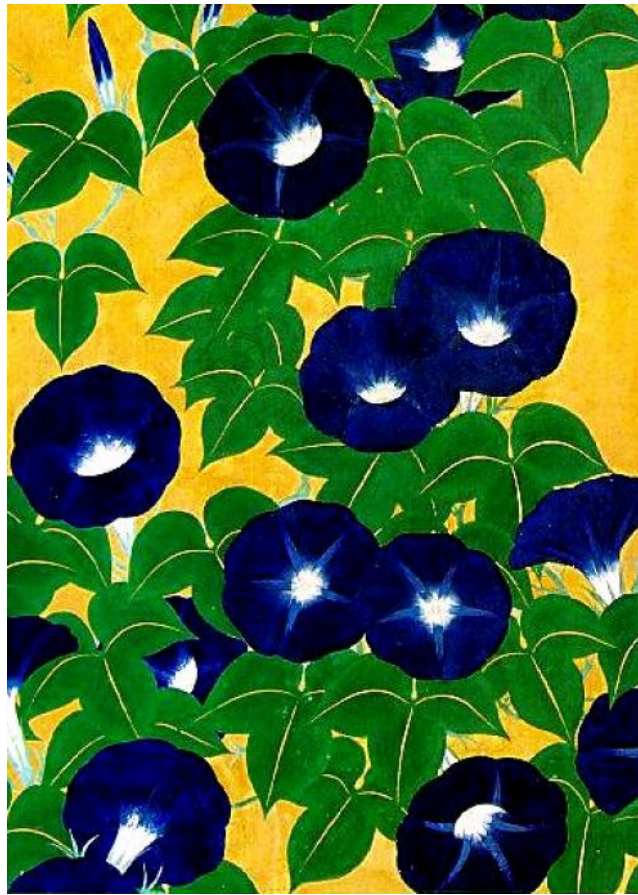
For this project, students will be using various acrylic paints on two to four 12"x 48" canvases and will choose natural images such as botanical imagery from nature or a landscape theme. Students may work either independently or in groups to create their folding screen.

Students are to sketch ideas first in their sketchbooks, and build structurally sound canvases before proceeding to the painted imagery.

The final panels will be joined together by hinges that will allow for it to be folded. It should create a consistent and stable image in its hinged and whole state. The imagery should be vibrant and attract interest from a standpoint of a finished painting and as an interior design piece that could stand as a "wall", architectural piece or furniture piece.



Waves by Sakai Hoitsu



Morning Glories by Suzuki Kiitsu



Eight Planked Bridge by Ogata Korin