

Title: *Japanese Printmaking* (Grades 6 and 8)

Introduction/Summary: Students will learn the history and origins of Gyotaku: (gyo=fish, taku=impression) is an ancient Oriental art form which uses actual fresh-caught fish to create lovely one-of-a-kind art prints on cloth or paper (<http://ed.ted.com/lessons/gyotaku-the-ancient-japanese-art-of-printing-fish-k-erica-dodge#digdeeper>) This is an introduction to relief and collagraph printmaking. Students will make their own version of Gyotaku using everyday objects from their own life as well as creating their own block for printmaking.

Duration of Lessons: Eight, 60 minute lessons

Connection to standards/common core:

Visual Arts, Grade Six (Ohio)

Perceiving/Knowing - 1PE: Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.

Perceiving/Knowing - 3PE: Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.

Perceiving/Knowing - 5PE: Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.

Producing/Performing - 1PR: Demonstrate technical skill and craftsmanship in the use of materials, tools and technology to solve an artistic problem.

Producing/Performing - 2PR: Experiment with a variety of techniques and working methods when creating an original work of art.

Producing/Performing - 3PR: Generate ideas and engage in thoughtful planning when solving a visual art problem.

Responding/Reflecting - 1RE: Explain what makes an object a work of art using a range of criteria.

Responding/Reflecting - 3RE: Explore and discuss how aspects of culture influence ritual and social artwork.

Responding/Reflecting - 4RE: Defend artistic decisions using appropriate visual art vocabulary.

Responding/Reflecting - 5RE: Assess personal progress to improve craftsmanship and refine and complete works of art.

Visual Arts, Grade Eight (Ohio)

Perceiving/Knowing - 1PE: Identify how an artist's choice of media relates to the ideas and images in the work.

Perceiving/Knowing - 2PE: Develop awareness and articulate various functions of art.

Perceiving/Knowing - 5PE: Discover how culture, age, gender and background influence audience perception of art.

Producing/Performing - 1PR: Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art.

Producing/Performing - 2PR: Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three-dimensional artworks.

Producing/Performing - 4PR: Present personal artworks that show competence in the use of art elements to create meanings and effects.

Responding/Reflecting - 1RE: Examine various qualities in artworks to understand how an artist's choice of media relates to the images and ideas in the work.

Responding/Reflecting - 2RE: Explain and defend their artistic decisions using visual art vocabulary.

Learning Objectives:

- Students will experiment and learn how relief printing works.
- Students will create their own personal collagraph.
- Students will compare and contrast different types of printmaking from Japanese culture.
- Students will learn the history, purpose, and impact of Gyotaku.

Materials:

- a) Objects with texture
- b) Variety of color paper
- c) Printing ink
- d) Images of Gyotaku, collagraphs, & other types of printmaking examples
- e) Cardboard
- f) Glue
- g) Varied objects with texture

Pre-Assessment: Verbal assessment: What is a printmaking? What is its purpose? What do you know about printmaking? Have you heard of gyotaku?

Lesson Activity Day 1

1. Introduction: Ask the students did something of excellence or greatness? Students answers will vary then lead to: How did you document this moment of excellence or greatness? Answers will vary, but this will lead you into the introduction of Gyotaku. Show the students an example of Gyotaku; ask them what they see and ask why would a person create this kind of image? Do you

think it is an example of greatness? Why or why not? Then give a brief explanation of what is Gyotaku and/or watch YouTube video: *Gyotaku: The ancient Japanese art of printing fish*
https://www.youtube.com/watch?v=k_mG-Ka4mv8.

2. Discussion: What do you think about Gyotaku? How do you think the print was created? Now that you have learned more about Gyotaku do you now think it is an image of greatness/excellence? What made you change your mind? Why or why not do you think it is an image of excellence/greatness?
3. Introduce & DEMO the project: Students will pick an objects with texture. Tell the students that it will be used for printmaking (aka getting ink on it) so they need to make sure it is ok if it is ruined.

Lesson Activity Day 2-3

1. Review information
2. Demo: Printmaking, students will print the individual objects to get an understanding of how the printing process works.
3. Studio time
4. Clean up

Lesson Activity Day 4-5

1. Review
2. Introduce next step: COLLAGRAPH. Students will create a personal image or an abstract artwork with the textured objects they brought in. Discuss what makes a good composition.
3. Demo: how to make a collagraph; gluing the different textured objects onto the cardboard.
4. Studio time
5. Clean up

Lesson Activity Day 6-7

1. Review
2. Demo: how to print a collagraph – video for tips can be found here
3. Studio time
4. Clean up

Lesson Activity Day 8

1. Review & reflect – what was learned, what would students do differently if they were able to do the project again?
2. Class critique and sharing of personal image.

Post-Assessment: Rubric; Art Criticism Activity: Have students write a reflection on the most success postcard and them explain why using art vocabulary.

Information Resources:

- <http://natureprintshawaii.com/history-of-gyotaku/>
- <http://cdn.dick-blick.com/lessonplans/collagraph-printmaking/collagraph-printmaking-collagraph-printmaking.pdf>
- Video, visuals, and handouts <http://edtech2.boisestate.edu/mollibrown/506/printlesson3.html>
- Ted Talk <http://ed.ted.com/lessons/gyotaku-the-ancient-japanese-art-of-printing-fish-k-erica-dodge#digdeeper>

Extensions:

- Social Studies – Geography, tradition, & culture
- Science – Animal study
- Extension:
 - Create stamps
 - Math: repetition (patterns), rotation, reflection & symmetry.

Lesson plan written by: Kristen Pyshora, National Board Certified Teacher, Columbus Preparatory Academy, Columbus, Ohio