

**Title:** Ukiyo-e Pictures of the Floating World

**Origin:** Japan 1618-1900 – A school of Japanese painting and printmaking, depicting subjects from everyday life.

**Japanese printmakers** – Hokusai, Ando Hiroshige, Keiighi Nishimurea, Katsusuhika Taito.

**Japanese Printmakers Red Letter language**

The Japanese printmakers from the Ukiyo-e school of printmaking produced woodblock prints for the enjoyment of the commoners. They reflected changing fashions and fads. The early images were of famous people – Kabuki actors, geisha, sumo wrestlers and supernatural beings. Later work introduced familiar landscape scenes, showing nature as a source of energy and continuous creation. The prints often featured favorite images of Japanese life, cherry blossoms, wildlife and especially Mt. Fuji.

**Schedule:** PowerPoint & discussion 10-15 minutes, art project: 40-45 minutes

**Materials & Space:** One dull #2 pencil, one strip of heavy paper 4 x 18” for each student, 1 piece of styrofoam per student, one piece of scratchpaper, choice of 5 colors of ink pads.

**Big Idea:** Printmaking is a way to duplicate images, making art available on a mass level

Student Learning Assessment

Learning Objectives <i>What I want my students to know and be able to do.</i>	Assessment Criteria <i>What I will observe in my students – traits that can be seen and/or heard.</i>
<b>1.</b> Observe the art of Ukiyo-e printmakers and introduce the history of Japanese printmaking.	May recognize or explore the artwork and artistic style of the Ukiyo-e printers and may study or discover basic historical information.
<b>2.</b> Practice printmaking skills by creating a multi-image book.	Will rehearse print by sketching on paper, then will ‘carve’ image to Styrofoam, then print with ink on paper.

<b>3.</b> Understand the concepts of fore, mid and background.	Will draw, and then print sequentially, a landscape picture.
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<b>Learning Objectives</b> <i>What I want my students to know and be able to do.</i>	<b>Assessment Criteria</b> <i>What I will observe in my students – traits that can be seen and/or heard.</i>
4. Identify horizon line in a work of art	Students will draw a clear delineation between sky and ground, or mid and background.

**Book available at your school library:** *The Great Wave* – A children’s book inspired by Hokusai, Véronique Massenet and Bruno Pilorget.

**Vocabulary:**

Uki = Float  
Yo = World  
E = Picture

**Foreground** - the ground or parts situated in the front; the portion of a **scene nearest to the viewer**

**Middle ground** - is the **middle** of a painting or the area between the foreground and the background. This is often where the main action takes place. Objects in this area look smaller than, and are often placed partially behind, foreground objects.

**Background** - the part of a scene or picture that is **farthest from the viewer**: the part of a scene that is behind a main figure or object in a painting, photograph, etc.

**Horizon line** - Horizon line/eye level refer to a physical/visual boundary where sky separates from land or water.

**Brayer** - a small roller for inking a print surface by hand, usually for making a print.

**Instructions:**

1. Introduce the concepts of foreground, mid-ground and background using Ukiyo-e landscape.
2. Have the students create the ‘pages’ of their book by folding in half (the long way) their piece of paper. Then have them divide it into four panels

by folding the front edge towards the back, and the back panel to the back (the resulting book will look like an 'm')

3. Instruct students to divide their scratch paper in 4. Have them sketch out a series of 4 quick sketches on their paper, each with more details than the last. A horizon line, then add background images, then foreground, then finally, some detail.
4. Using their pencil, have them press the first image, **the horizon line**, into the Styrofoam. Be sure to tell them to press hard with their #2 pencils (mechanical pencils are too sharp, the #2 will work best when dull) so that their mark is deep enough to resist the ink.
5. Using the brayer, the student places the Styrofoam block image side down on the ink pad and uses brayer to get a good coating of ink on the image side of the styrofoam. They can do a test image on their scratch paper. Once they are satisfied with the image, then move on to the next step. Younger students need a bit of leverage to do this, so instruct them to stand up.
6. Place the inked block on the first page of the accordion book (inked side to the paper) and use the **clean** brayer to release ink on the paper.
7. Have student draw **background** part of their image on the same Styrofoam block, building up the image/story.
8. Print second block on the second page of the book, using the process described above.
9. Repeat the drawing and printing process two more times with the **mid-ground** third, and the **foreground** last, so that the fourth image becomes the final image.

**For Kindergarten and first grade classes, students can create a single image and practice printing multiple times. They will need**

**to stand up in order to get enough leverage and press very hard on the brayers. Encourage them to use their big muscles. Stress holding the Styrofoam in place. This may be done in pairs to make things easier. Also, remind them to always use a new page for printing. They should not reprint over an existing image.**

### **Clean Up and Maintenance**

- Before the lesson, give the ink pads a spray or two of the ink refresher (in spray bottles in your bins).
- Please place tops of ink pads on securely so they don't dry out, also make sure to store the ink pads *upside-down*, this keeps the ink wetter!
- If the stamp pads have other colors on them use a paper towel to blot the ink pad to remove as much of the other color as possible.
- Wash brayers with wet wipes, or in a stand sink, to remove any ink from the roller.
- Collect any unused Styrofoam, paper strips or scratch paper and return to the box.

### **Follow Up Projects:**

1. Use colored pencils to add additional color to images in the story book.
2. 2. Make a "chop" – cut foam into small blocks, practice can be done on scrap paper. Use pencil to draw an image or design to represent your signature – let the students know that their signature will appear in reverse – can they write backwards? Take a look at their image in a mirror, to check. This mark can be used all year on projects both for Picture lab, final copies of papers or other special projects.

### **State Standards:**

EALR 1. **Visual Arts:** The student understands and applies art knowledge and skills in visual arts.

**Component 1.1 Understands and applies visual art concepts and vocabulary.**

Elements of visual arts: Line, shape, form color *value*, texture, space

Creates a landscape with three levels of value gradation to differentiate the background, middle ground, and foreground.

**GLE 1.15** Applies, analyzes and creates the elements of visual arts when producing a work of art.

Elements of Visual Arts: Line, shape, form, color, value, texture, **space**

**EOL** – plans, selects, and uses the element of space and spatial devices in various environments, in works of two and three-dimensional art, including:

- Baseline
- Over/under
- Above/below
- Beside
- Behind/in front
- Foreground
- Middle ground
- Background
- Overlap
- Size
- Placement on a page
- Detail/diminishing detail
- Color/diminishing color
- Positive and negative space/shape

**GLE 1.1.4** Remembers, applies, and creates the elements of visual arts when producing a work of art.

**EOL** – Uses printmaking techniques and assorted materials to create a variety of repeated shapes and implied texture.