



Art

Japanese Art

Year 4 Unit 2

Intent:

In this unit, pupils will learn about Japanese art and cultural and use this knowledge to build towards creating their own Japanese inspired artwork. They will build on their previous Year 3 exploration of painting, printing and sculpture. Throughout this unit the children will look at the history and cultural behind Japanese art and explore the different themes from which the art is created. Using basic painting, printing and sculpture techniques, alongside exploring the work of inspirational Japanese Artist, pupils will create their own Japanese inspired work of art. This will lay the foundations for future creations as the move through the school and allow pupils to start to recognise themselves as Artists.

Pupils should be taught to:

Know:

What different styles of Japanese art there are.
Who Yayoki Kusama and Katsushika Hokusai are.
How to mono print.

Be able to:

Create a piece of art in a Japanese style.
Use sculpture and printing techniques with more confidence
Combine techniques to create a final piece.

Prior learning:

EYFS	Year 1	Year 2	Year 3		
Explore and play with a wide range of media and materials	Drawing techniques/colour mixing/ simple collage	Revisiting Post Impressionism	Revisiting Pastel and drawing techniques.		

Key Vocabulary:

Core Knowledge

Contemporary Art	Contemporary art is the term used for art of the present day. Usually, the artists are alive and still making work. Contemporary art is often about ideas and concerns, rather than solely the aesthetic. Artists try different ways of experimenting with ideas and materials.
Traditional Art	Art that is a part of the culture of a group of people, skills and knowledge of which are passed down through generations.

Technical Vocabulary

Mono printing (plexiglass printing)	The monoprint is a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals.
Architecture	The art or practice of designing and constructing buildings.
Textile	Textile art is art that uses varying materials and fibres to produce decorative, artistic objects.

Misconceptions

Not true

Teach this

There are Few Subjects Aside from Nature and Women in Japanese Art.

There is no doubt that these two subjects were popular throughout the centuries, however, they were not the only subject matter. Gods and goddesses, the Buddha, stories from the religions, the Imperials, samurai, fantastical beasts, as well as street scenes and glimpses into the lives of the common folk can be found in many works throughout the Japanese art timeline.

Key Works of Art




Mushrooms, 2005, Yayoi Kusama


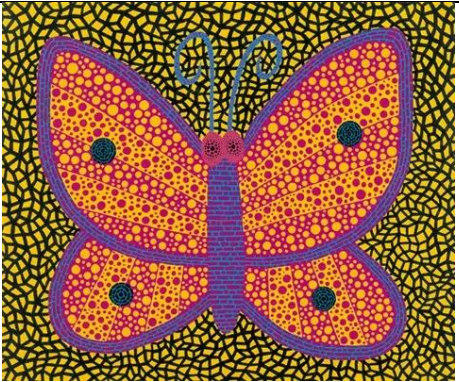






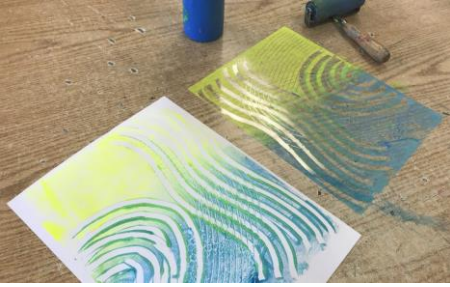
The Great Wave, 1831, Katsushika Hokusai



Traditional Japanese Architecture

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Examples/Art references
1	<p>What is Japanese Architecture?</p> <p>LO: To investigate what Japanese Architecture is.</p> <p>LO: To experiment with using natural/recycled materials to create a structure.</p>	<p>Input:</p> <p>Show pupils examples of Japanese Art and architecture art, include some of Yayoi Kusama and Hokusai art.</p> <p>Ask the children to think about what they can see in the images. How does the art make them feel? What is the artist trying to portray in their artwork?</p> <p>Task one:</p> <p>Print one or two examples of Japanese architecture and have the children annotate/appraise the piece. Using questions eg: What materials is this made from? What do you like/dislike? Why are the roofs designed like that?</p> <p>Task 2:</p> <p>Children to use the examples to sketch their own version of a Japanese house and label what natural/recycled materials they would use to make a miniature version.</p> <p>Allow the children time to collect materials from outside- sticks, leaves, grass etc, or recycled materials around the classroom, cardboard/scrap paper etc and let them have a go at constructing a Japanese house- paying attention to the roof and layers.</p> <p>Children can work in pairs/small groups.</p> <p>Take photos of their work and stick in sketch books.</p> <p>Cumulative questions 1 & 2</p>	

<p>2</p>	<p>What is contemporary art?</p> <p>LO: To experiment with fabric to create different textural effects.</p> <p>Will continue into lesson 3.</p>	<p>Input: Explain what contemporary art is and who Yayoi Kusama is, showing some examples of her work- focus on her paintings. Discuss the colours, shapes, patterns, use of natural objects. (Twinkl PPT about Yayoi Kusama)</p> <p>Task: Sketch a simple natural form in sketch books, like Kusama eg. Flowers, shells, mushroom, pumpkin etc. Allow children time to look through scraps of material, paper/card thinking about patterns, colours, textures that would be good to use to fill in their sketch. (If children cannot find material to suit their sketch, give them a small piece of calico and allow them to design their own) Children to cut small squares of materials and stick in sketchbook annotating where and why they would use each piece of material. - This will be their plan for the next lesson.</p>  <p>Cumulative questions 1- 4</p>	 <p><i>Butterfly - Yayoi Kusama</i></p>  <p><i>Mushrooms, 2005, Yayoi Kusama</i></p>
<p>3</p>	<p>How does Kusama use shape and colour in her work?</p> <p>LO: To experiment with fabric to create different textural effects.</p>	<p>Input: Revisit the last lessons work. Children to check they are happy with their samples.</p> <p>Task: Children to re-draw their natural sketch in sketchbooks and then start infilling each section with their chosen fabric/materials. Paying attention to cutting the correct shapes, creating different textures etc.</p> <p>Once complete, children to annotate/appraise their work.</p> <p>Cumulative questions 3- 6</p>	

4	<p>How did Katsushika Hokusai create <i>The Great Wave</i>?</p> <p>LO: To explore printing with objects.</p>	<p>Input: Introduce Hokusai's <i>The Great Wave</i>. Explain that Hokusai created this through woodblock printing. Make a list as a class of everyday items that could have been use to print with to make <i>The Great Wave</i>. Eg. Cotton wool for the clouds, cotton buds for the bubbles/foam etc.</p> <p>Task: Children will need to split their sketchbook page into 4 or 6 and in each section, let them explore using items from around the classroom/ or collect items from outside to create wave effects.</p> <p>Eg. Small twigs, leaves, string, bubble wrap, dollies, card cut into shapes etc. This will lead into the next lesson, where the children will be exploring a variety of Mono printing (plexiglass printing)</p> <p>Cumulative questions 5 - 8</p>	 <p><i>The Great Wave</i></p>
5	<p>How LO: To explore mono printing using 3 colours.</p>	<p>Input: Revisit the printing from the last lesson. Have the children annotate which items worked well, and which items didn't. Which items they will use to create their own wave print.</p> <p>Teacher info: We will use an empty tray, not plexiglass. For plexiglass printing, start by inking the entire surface of an empty tray. Then, lay down a variety of textured items like doilies, lace, leaves, etc in your desired pattern/design, (the ink will not show through where the items are when printed). Then put your paper on top of the surface and use your hands/roller to rub and press to print the design. You can also draw into the ink before printing – as shown in second picture. Peel off and your design should be printed.</p> <p>Task: Time to print! - Using up to 3 printing ink colours. Explain/ demonstrate how mono printing/plexiglass printing works. Let the children explore plexiglass printing.</p>	 

		<p>Stick work in sketchbooks and annotate.</p> <p>Cumulative questions 7 – 10</p>	
6	<p>Which techniques will I use to create my final Japanese inspired piece?</p> <p>LO: To plan a final piece.</p> <p>LO: To create a final piece using previous learning.</p> <p>This may take 2 lessons</p>	<p>Input: Recap prior learning of techniques, printing, sculpture and textile design and Japanese culture/artists. The children need to plan and create their own masterpiece using the skills they have learnt.</p> <p>Task 1: Children to plan in their sketch books how they would like their final piece to look. Children need to think about colour, shape, pattern and which techniques they would like to use. (mixed media)</p> <p>Task 2: Children to create final piece from their plan on art paper/card. Photo of final piece to be stuck in sketch books.</p> <p>Cumulative questions 9 - 12</p>	