

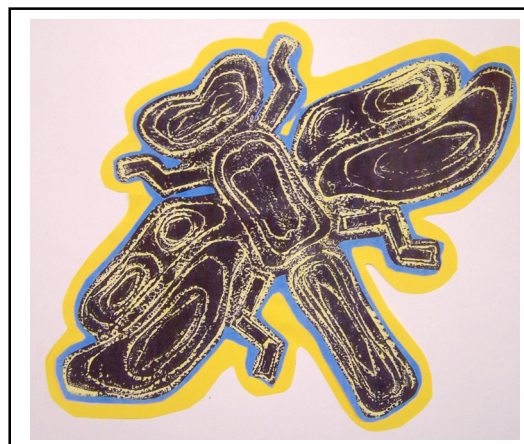


Title: Hokusai Insect Prints

GRADE: 4

TIME: 1-2 sessions

Developed by: Karen Stomberg, Art Specialist



Students will learn about the Japanese printmaker Katsushika Hokusai, best-known for his print “*The Great Wave Off Kanagawa*”. They will create Japanese children’s style prints, using insects as imagery.

KIT INCLUDES: <ul style="list-style-type: none"> •lesson plan •Hokusai bio boards (3 hinged) •insect anatomy board •Hokusai reproduction boards(9): <ul style="list-style-type: none"> ~The Great Wave (2 hinged) ~36 Views of Mt. Fuji (3 hinged) ~ Flowers prints: Peonies, Irises, Bellflowers, Weeping Cherries •process boards (3 hinged) •insects page, class set •vocabulary board •overhead transparencies (5) •books (2): <i>Hokusai: The Man Who Painted the Mountain</i>, <i>One Day in Japan With Hokusai</i> 	MATERIALS: <ul style="list-style-type: none"> • scissors, glue, Q-tip • printmaking ink, black • brayer (printmaking roller) • overhead transparency or laminating plastic to roll ink • printing papers, copier paper works--collect colors and white
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VOCABULARY: printmaker foreground background symmetrical plate brayer	ART ELEMENTS: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Line <input checked="" type="checkbox"/> Shape/Form <input checked="" type="checkbox"/> Color <input type="checkbox"/> Value <input type="checkbox"/> Texture <input checked="" type="checkbox"/> Space/Perspective 	ART PRINCIPLES: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pattern <input checked="" type="checkbox"/> Rhythm/movement <input type="checkbox"/> Proportion/Scale <input checked="" type="checkbox"/> Balance <input type="checkbox"/> Unity <input checked="" type="checkbox"/> Emphasis 	CONTENT CONNECTIONS: Science: insects Social studies:Japan Technology: printing processes THEME: World cultures
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OBJECTIVES AND ASSESSMENT CRITERIA: Students will: <ul style="list-style-type: none"> • study the life and work of Katsushika Hokusai, Japanese woodblock artist, • observe and discuss “<i>The Great Wave Off Kanagawa</i>”, Hokusai’s most famous print, • draw correlations between the printmaking advances of Hokusai’s day and now, • create a Japanese children’s type of print using insects as imagery.

PREPARE:

- Read enclosed materials to familiarize yourself with Hokusai.
- Gather printmaking materials and make a sample.
- Set up printmaking stations—see the directions in the CREATE section of the lesson plan or on the two-fold lesson board included in the kit.

ENGAGE AND EXPLORE:

Introduce students to the life and work of Japanese artist KATSUSHIKA HOKUSAI 1760-1849.

1. Show students the print “The Great Wave Off Kanagawa”. Of all of Hokusai’s thousands of prints and paintings, this is the most famous and is familiar to many of us. The image has been used by advertisers and illustrators in many ways.

a. It is interesting to imagine why this image is so famous and memorable.

Ask students:

- What is going on in this picture?
- What is the chance of survival for the men in the boats?
- Is the wave graceful? Even beautiful?
- What else can we say about the wave? Is it powerful? Deadly?
- This print tells a story, it makes us think and isn’t just pretty.

b. This print is one of a series called “36 Views of Mt. Fuji”, begun in 1828.

- Can you find Mt. Fuji in “The Great Wave”? Is it important to the painting?
- Why do you think Hokusai chose to do “36 Views of Mt. Fuji”? Can you think of a mountain Alaskan artists choose to paint frequently?

c. Show eight other “Views of Mt. Fuji”. We can learn a lot about Japan in Hokusai’s time by looking at these prints. In some of these prints, Mt Fuji is in the **foreground** and is prominent, in some Mt. Fuji is in the **background**.

2. Talk about Hokusai and the printmaking process. Hokusai was a wood-cut printer, painter, graphic artist and illustrator who made the equivalent of the posters we have on our walls today, before photography and the invention of printing presses which use photo processes and computers which use digital processes. Ask students what they know about printing from a computer.

Technically these prints are masterpieces. Each color has been carved out of a separate block of wood, inked with a different color, then printed on the same piece of paper, registered to get the color lined up in the right place. This technology of woodblock printing in multiple colors (polychrome printing) was being perfected in Japan at about the time of Hokusai’s birth because people wanted art to look as real as possible. A color printer today uses 4 transparent colors; yellow, magenta (red), cyan (blue) and black, to ‘mix’ and create the thousands of colors seen in a photo or artwork with just the click of a button.

The people of Tokyo liked to buy Hokusai’s colorful prints of Sumo wrestlers, samurai warriors, beautiful women, the actors and singers of the theater district and nature prints, called “birds-and-flowers” pictures to decorate their homes.

3. Show students the Biography board about Hokusai. Hokusai was born in Edo, now called Tokyo, Japan in 1760. At that time, Tokyo was very advanced and had 1.5 million people living in the city—about 3 times the whole population of Alaska right now. In America in 1760, about the time of the Revolutionary war, there were just thirteen original colonies with small cities and towns.

Japan was a closed country when Hokusai was born, no one could come in from outside, so the technology and culture evolved in relative purity and isolation. By the end of Hokusai’s life in the 1840’s there was trade with the outside world. Hokusai’s and other Japanese artist’s work found its way to Europe and was very influential on the development of artists there, especially the French Impressionists and artists like Van Gogh, who collected Japanese prints.

Hokusai was adopted into a family of craftsmen at about the age of 3, which was part of the Japanese system, to learn by doing, helping and apprenticing. *Dictionary definition: Apprentice: One bound by legal agreement to work for another for a specific amount of time in return for instruction in a trade, art, or business.*

Hokusai's incredible talent for drawing led to his being apprenticed to the foremost woodcut master in Edo who was named Shunro. This training, starting as a teenager, began Hokusai's long career as an artist.

4. Read the book One Day in Japan with Hokusai included in the kit. This book is illustrated entirely with prints by Hokusai.



*The Great Wave Off
Kanagawa*
By Hokusai

CREATE: Japanese Children's-style Cut-paper Prints

Japanese children learn to make prints in schools today starting when they are very young. They make cut-paper prints to learn the process for several years, and then by about fourth grade, they begin to make woodcuts using their own knives and chisels on wood.

Materials: To create insect printing plate students need:

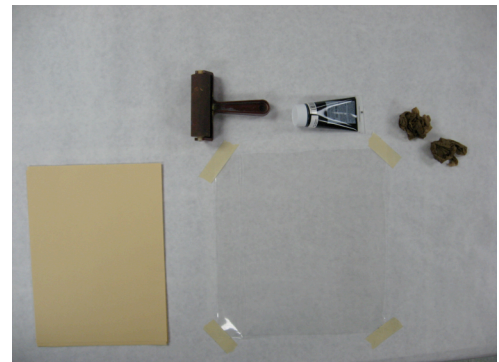
- one 8 x 8" white paper for printing 'plate' or base
- two or more 3 x 9" any color paper for insect parts
- scissors, Elmer's Glue-All, Q-tip or paintbrush

Printmaking supplies:

- printmaking ink, washable water-based black
- brayers (printmaking roller) one for each station
- overhead transparency or laminating plastic to roll
- masking tape, wet paper towels
- stack ¼ sheet newspaper or phonebook pages
- asst. printing paper--copier type--pastels, brights and white.

For mounting finished prints:

- assortment of 9 x 12" construction paper in colors and black



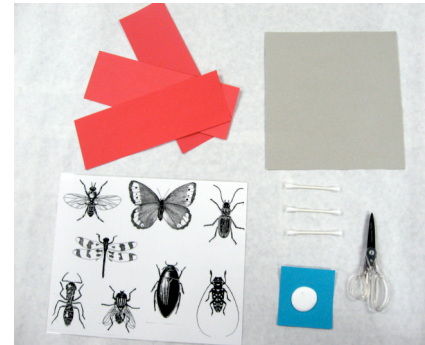
Set up printing stations like this.

A. Make Paper Printing 'Plate'

The edges of the paper create the lines in the finished print, so the more edges you have, the more interesting the print will be. Insects have many parts and patterns that make fun prints.

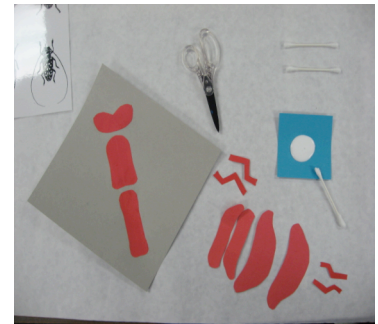
1. Study and choose an insect.

- a. Display insect boards and go over basic insect anatomy.
 - insects have three body parts, (sometimes indistinct like in beetles).
 - insects have six jointed legs that can bend in very interesting ways.
 - butterflies and many other flying insects have four sets of wings.
- b. Give students their own sheet of insects to look at and work from.



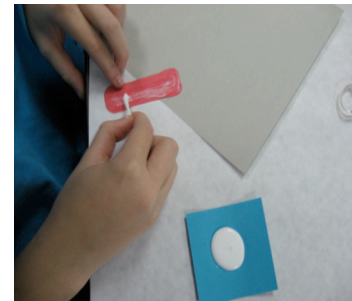
2. Cut insect parts

- a. Cut body parts from any color construction paper. If student is doing a beetle with indistinct body parts, it is fun to cut three parts anyway and overlap them to create edges. Fold paper in half for each part and cut to make parts symmetrical.
- b. Cut legs. Six little legs sticking straight out aren't dynamic. Encourage students to create interesting arrangements of legs.
- c. Cut wings. Cut out sets of wings together to make them symmetrical.



3. Glue insect parts to 8 x 8" paper print plate (base). It is important to glue all parts to the base very well. If parts aren't glued well enough, the sticky ink will pick them up on the roller. Spread glue all over the edge of each piece.

- a. Glue body parts first.
- b. Arrange and glue the legs.
- c. Glue on wings and antennae.



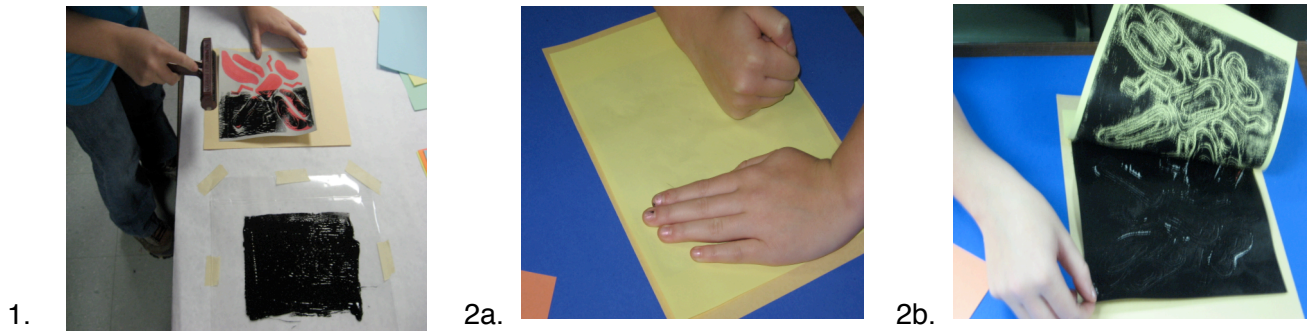
4. Cut shape patterns and details to build up two or three layers of 'edges'. Make them symmetrical! Glue down all pieces carefully!

5. Blot finished paper print 'plate'. Cover the whole paper print 'plate' with scratch paper or paper towel and rub over entire surface to remove excess glue and bond the pieces well to the 'plate'.



B. Print!

Let the students print their own plates. Students choose their printing papers with clean hands and bring them to their desks before inking their print plates. They ink their plates at the printing station; wash their fingers with a wet paper towel at the station, then return to their own desk to print.



1. At the Printing station:

a. Put printing plate on newsprint stack.

b. Roll a line of black ink on the taped plastic with the brayer (roller). The idea is to get a smooth layer of ink on the brayer to transfer to the printing plate.

c. Hold plate with one hand and roll ink onto it, rolling in one direction only, applying a bit of pressure to force ink into edges. Try not to get too much ink on the plate.

d. Pick up plate and throw away inky newsprint under it. Clean fingers then carry plate on clean newsprint back to desk.

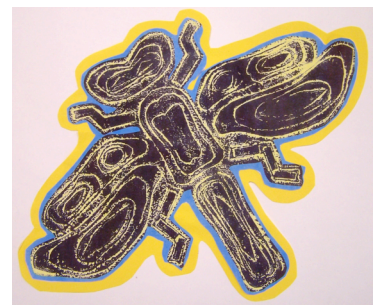
2. At student desk:

a. Place printing paper on top of inked plate and hold with one hand while rubbing all over with other hand. Apply even pressure and rub away from body.

b. “Pull Print.” Print a ghost. If there is enough ink still on plate after first “pull”, place another paper on top of plate without re-inking it to make a ‘ghost’ print. Sometimes the ghosts are more interesting and have better detail than the first “pull”.

3. Repeat this process, use different colored papers to create many prints. Allow prints to dry.

4. Mount prints. The copier weight paper needs to be mounted for strength. This can be done in many ways. See below for some ideas.



Hokusai Insect Prints by Debbie Richard's Fourth Graders at Badger Road School, Fairbanks

CLOSE:

- What was interesting about the printmaking process?
- What did you find difficult?
- If you printed on more than one color of paper, what did you notice about the finished print?
- Which prints up on the display are “ghosts?” How can you tell?
- How does the mounting affect the finished artwork?
- How are our prints like Hokusai’s prints? How are they different?

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____
			Grade_____ Date_____ Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)
			1. Did you include all the parts of the insect in your art? (K)
			2. Can you tell me who Katsushika Hokusai was? (K)
			3. Did you cut your insect parts and glue them securely to the plate? (S)
			4. Did you print your insect so that the lines next to the shapes show? (S)
			5. Did your insect have a unique look? (C)
			6. Did you listen carefully and follow directions?(A)
			7. Did you try hard during this lesson?(E)

Teacher self-critique

8. My teaching of this lesson:

1	2	3	4	5	6	7	8	9	10
needed improvement							was highly successful		

9. What would I do differently next time?

ALIGNMENT:	Alignment of Standards: Art: A1,2,3,4,7; B2,3,4,6; C2a,b,c,d,e;D4,5,6. English: C, D History: A,B Geography: E,F Science C,F,G	Alignment of GLE's: Science: SC1, SC2 SE1,SE2,SE3

CREDITS:
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