

# Cherry Blossom (Sakura) Scroll Paintings

ART AND SCIENCE  
GRADE: 5 (ADAPTABLE)

## BASED ON



Hoen (Taira) Yoshiteru  
*One Hundred Birds*, Meiji Period (1868-1912)  
Hanging Scroll, ink and color on silk  
Museum Purchase: The Edwin and Virginia Memorial; 2005.610

## OBJECTIVES

- Students will develop an understanding and appreciation of Japanese scroll paintings.
- Students will develop an understanding of why Japanese artists were inspired by their natural surroundings and why nature is an important aspect in Asian art.
- Students will create a Japanese Cherry Blossom Painting inspired by the prevalence of nature in Japanese Art, and the Japanese Cherry Blossom Festival
- Students will independently research the science and history associated with the Cherry Blossom Festival
- Students will look closely at the parts of a tree and flower, in the creation of their cherry blossom paintings.
- Students will create a nature inspired haiku to accompany their painting.

## CONCEPT

Students will study the influence of nature on Japanese Art. The above scroll painting, *One Hundred Birds*, is a good lead in to the floral appearance of cherry blossom paintings, and the upcoming National Cherry Blossom Festival in March.

Students will conduct independent research on science and history behind the Cherry Blossom Festival in preparation for creating their paintings, using the worksheet provided.

Extension – students could choose their own subject from nature to depict within their scroll paintings.

### MATERIALS

- White paper (7x22)
- Black paper for scroll backing (9x24)
- Brushes / Palettes
- Black Paint
- White and Red Paint
- Markers for writing a haiku
- Printing materials for extension activity if needed

### VOCABULARY

**National Cherry Blossom Festival:** The **National Cherry Blossom Festival** is a national celebration in Washington, DC in which cherry blossom trees reach their peak bloom. The festival is held yearly to celebrate the gift of 3,000 cherry trees from Japan to the United States.

**Sakura:** Japanese term for a cherry blossom

**Peak Bloom Date:** The **Peak Bloom Date** is defined as the day on which 70 percent of the blossoms of the Yoshino cherry trees that surround the Tidal Basin are open.

**The Blooming Period:** The **Blooming Period** is defined as that period when 20 percent of the blossoms are open until the petals fall and leaves appear. The blooming period starts several days before the peak bloom date and can last as long as 14 days, however, frost or high temperatures combined with wind or rain can shorten this period.

**Tidal Basin:**

The **Tidal Basin** is man-made reservoir between the Potomac River and Washington Channel in Washington, DC. It is a focal point of the yearly National Cherry Blossom Festival.

**Haiku:**

A **haiku** is a Japanese poem of seventeen syllables, in three lines, of five, seven, and five – traditionally focusing on nature, or a sensory experience.

### PROCEDURE

Introduction:

- Show examples of nature inspired scrolls found within the CAM
- Discuss why Japanese artists were inspired by their natural surroundings and why nature is an important aspect in Asian Art
- Identify characteristics of a scroll painting – simplified design, black lines, light washes of color, nature inspired
- Discuss how seasonal changes can inspire artists – show photographs of cherry blossoms in bloom
- Show the following websites:
  - National Park Service – Cherry Blossom Festival, History and Resources
    - <http://www.nps.gov/cherry/index.htm>
    - NPS Blooming Visual:
      - <http://www.nps.gov/cherry/cherry-blossom-bloom.htm>
      - NPS Earth Cam: <http://www.earthcam.com/usa/dc/cherryblossoms/?cam=washdc>
    - National Cherry Blossom Festival – Visuals, Information
      - <http://www.nationalcherryblossomfestival.org>
      - <http://www.nationalcherryblossomfestival.org/about/bloom-watch/>
  - Students will independently search the websites above to fill out the worksheet attached.

## CLASS EXPERIENCE

- Discuss science, history, and culture of the spring Cherry Blossom Festival in Washington, DC with students after they have had an opportunity to research it independently.
- Explain to students they will be creating a scroll painting of a cherry blossom tree. If they would like to incorporate birds into their cherry blossom paintings, they may want to print photos of birds to use as a visual reference at this time.

### Getting started:

- Show a photo of a cherry blossom tree, and asks students to look carefully at their photographs, noticing the details they see.
- Identify the parts of the tree – trunk, branches, twigs, and blossoms.
- Practice drawing cherry blossom branches and blossoms.

### Creating the artwork:

- Create watercolor wash background – leave a blank circle (use a circular stencil) representative of a sun, or moon.
  - Tip: Limit students to warm or cool colors when creating their background.
  - Differentiation: All students the opportunity to add in hills / or mountains if they are inspired by the natural geography of Japan
- Color in the circle with a white / cool colored crayons (moon) or warm colored crayons to create a sun.
- All background of painting to dry.
- Draw and paint branches.
- Paint blossoms
- Write a nature inspired, sensory haiku, directly onto the painting. (See worksheet)

### Extension: Design a “chop”

Perfect for early finishers! Students can create a Japanese stamp / seal (chop), which is the signifying mark of the artist, using a foam printing plate and red ink to finalize their design. Chops are typically 1x1” – and can contain the student’s own design, or Asian calligraphy. Styrofoam plates and red tempera paint can be easily substituted.

## ASSESSMENT

Rubric Attached

## NATIONAL STANDARDS

### *Fifth Grade Common Core National Standards:*

CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-LITERACY.W.5.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

## CLASS EXPERIENCE

CCSS.ELA-LITERACY.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

*The following standards are applicable, if a critique or gallery exhibit follows this project in which students present their work:*

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

## CURRICULUM CONNECTIONS

- This lesson provides students the opportunity independently investigate a topic (Cherry Blossom Festival) using several appropriate and credible websites.
- Students will design an artwork modeled after traditional Japanese scrolls as viewed at the Cincinnati Art Museum and images gathered during their independent research.
- Students also have the opportunity to develop creative writing and presentation skills if a haiku is added to their piece and the work is discussed in a critique or gallery style setting.

## RESOURCES

- National Park Service – Cherry Blossom Festival, History and Resources
  - <http://www.nps.gov/cherry/index.htm>
- National Cherry Blossom Festival – Visuals, Information
  - <http://www.nationalcherryblossomfestival.org/about/bloom-watch/>
  - Blooming Visual: <http://www.nps.gov/cherry/cherry-blossom-bloom.htm>
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