

Atmospheric Landscape Painting

ART AND SOCIAL STUDIES

GRADES: 10-12

BASED ON



Hoen (Taira) Yoshiteru (dates alive), country of origin
Amaterasu, Meiji period (1868–1912)
Hanging scroll, ink and color on silk
Gift of Jeanann Gray Dunlap, 2004.1130

OBJECTIVES

- Students will skillfully sketch, draw and paint a Chinese/Japanese landscape.
- Students will identify and describe the difference between Chinese and Japanese landscape paintings.
- Students will create a painting using India ink and watercolor, with good craftsmanship.
- Students will mount their final painting on a backing board.

CONCEPT

Through this multi-part project, students will learn about the cultures of China and Japan and how landscape paintings became so popular around the world. Students will gain an understanding of the influence of Chinese and Japanese landscapes through discussion, demonstrations and practice. Using the Chinese vs. Japanese landscape informational packet as a resource, students will practice brush strokes, using a bamboo brush and India ink. After students are comfortable with the technique, they will complete a final landscape painting, through a series of steps.

MATERIALS

- India Ink (preferred) or black tempera (budget)- watered down, in a lidded container
- Bamboo brushes (preferred) or camel hair brushes (budget)
- Rice paper (preferred) or Heavy cardstock/multimedia paper (budget)- 12"x18"
- Black construction paper 18"x24" for mounting
- Watercolor palettes- to add color
- Styrofoam
- Red- Block printing ink

CLASS EXPERIENCE

- Brayers
- Water

*Chinese vs. Japanese HO/Resource Packet

*Calligraphy Packet

VOCABULARY

Atmospheric Perspective- Objects in the distance appear progressively lighter and less distinct as they get farther away.

Landscape- an area of land that has a particular quality or appearance; a picture that shows a scene depicted from nature.

Brush stroke: the mark of ink or color from a brush. A brush stroke can be long, short, thin, thick etc.

Line: A line is the brushstroke of paint. It can include flowing curved lines, straight or angled geometric lines, or free-flowing contour lines. In Chinese calligraphy, the line helps express the "feeling" of the character.

Value: Value is the high-to-low contrast that is seen in Chinese calligraphy and Japanese paintings. The flow and angle of the brushstroke creates the graded dark to light shadings found in good Chinese calligraphy and ink paintings.

Balance: Balance refers to the use of the canvas in a pleasing symmetrical, asymmetrical, or radial layout in the completed work. Chinese calligraphy and ink painting demonstrate balance through the use of shaded values in the brushstroke, shapes that are appealing to the eye, repetition of similar shapes, and use of "white space."

Composition: Composition is the sum of the principles of art that create the mass and space of the canvas into a finished work of art.

Chinese/Japanese Calligraphy: a technique of using a brush to write characters in the Chinese or Japanese style which is similar to calligraphy.

PROCEDURE

DAY 1

1. Introduction to Japanese/Chinese Landscape painting and culture
 - a. Discuss the impact that landscape painting had on the culture, talk about location of both countries
 - b. Talk about the differences between the two (handout provided- techniques, style, etc.)- PASS OUT PACKET AND GO OVER
 - c. Pass out several examples of student work- in table groups have a discussion on what is successful/needs to be improved
 - d. Look at examples of Japanese Landscapes- on the board (project images if you don't have actual examples)- discuss the qualities of the painting
2. Demonstration:
 - a. How to hold the brush
 - b. How to get thin, thick lines
 - c. Painting leaves, etc. (using the packet as a guide)
3. Students will practice brush strokes for remainder of class.

DAY 2

1. Workday- students will continue to practice strokes on the watercolor paper
 - a. Brush strokes, when comfortable practice leaves/plants, waterfalls, etc.

DAYS 3-4

1. Students will complete a sketch for their final project.

DAY 5

1. Students will LIGHTLY transfer their sketch to their rice paper.
2. Students will start painting with India Ink.

DAY 6

1. Finish their painting, with India Ink.
2. Students will start practicing, drawing calligraphy- describing their painting (using calligraphy packet)

DAY 7

1. Students will add any calligraphy elements to their painting.
2. Students design their signature stamp, then carve into Styrofoam (printmaking).

DAY 8

1. Students will print their stamp, onto their painting.
2. Add any final touches. Optional:
 - a. Add color, using watercolor
3. Complete self-evaluation
4. Mount their painting, if dry- otherwise do first thing the next day.

ASSESSMENT

Art History- Japanese/Chinese Atmospheric Landscape Painting

Name_____ Bell_____ Grade____/100

Foreground (an image on bottom of paper), **Middle ground** (image on the middle of the page) and **Background** (image near the top of the page) **are present.**

0 5 10 15 20 25

Effort: Used time wisely, remained on task, worked to achieve excellence, completed work on time.

0 5 10 15 20 25

Illustration: is clearly inspired by the Chinese landscapes studied (on the wall and in China PPT)- stamp applied.

0 5 10 15 20 25

Craftsmanship: clean/recognizable image, good use of materials.

0 5 10 15 20 25

Comments:

SELF-EVALUATION

1. How was I successful? List 3 reasons.
-
-
-
2. What can I improve upon? (Craftsmanship, effort, use of time, more practice, etc.)
3. If you could redo this project, what would you change?
4. Did you enjoy this project? Why or why not?
5. Grade yourself _____/100
6. Why did you give yourself that grade?

NATIONAL STANDARDS

National Visual Art Standards:

HS Proficient

Connecting:

VA:Cn11.1.1a- Describe how knowledge of culture, traditions, and history may influence personal responses to art.

HS Accomplished

Creating:

VA:Cr2.1.1a- Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

National Standards- Social Studies

NSS-WH.5-12.4 ERA 4: EXPANDING ZONES OF EXCHANGE AND ENCOUNTER, 300-1000 CE

CURRICULUM CONNECTIONS

Students will learn about the Chinese and Japanese culture and how influential the landscape paintings were to society and the western world. Students will also learn about the stylized form of writing called Calligraphy.

RESOURCES

Books:

Arts of Japan, 1973

ISBN- 0834827107

Emaki, Japanese Picture Scrolls, 1962

ASIN: B0000CLOZO

Source for handout ideas:

- <http://thehelpfulteacher.blogspot.com/2011/02/art-of-brush.html>
- http://www.metmuseum.org/TOAH/HD/clpg/hd_clpg.htm
- Chinese music. <http://www.ibiblio.org/chinese-music/>
- Bamboo Gallery- <http://artsedge.kennedy-center.org/multimedia/Galleries/grade-3-4/chinese-calligraphy-bamboo.aspx>

CLASS EXPERIENCE



Hoen (Taira) Yoshiteru (dates alive), country of origin
Amaterasu, Meiji period (1868–1912)
Hanging scroll, ink and color on silk
Gift of Jeanann Gray Dunlap, 2004.1130