

Lesson Title: The Ukiyo-E/Manga Connection

Class and Grade level(s): Art 9th-12th

Goals and Objectives -

- Explore a familiar object from a new viewpoint.
- Use color theory and color schemes to create a painting that evokes an emotional response.
- Use a limited palette to create unity with color.
- Use a variety of lines, values, texture, contrast, and emphasis in a personal narrative.
- Explore a variety of techniques including slab and thrown pottery, gesture and contour drawing.
- Demonstrate the use of correct facial proportions from model, self and/or photo.
- Set, pursue, and adjust art making by recognizing new possibilities and adapting.
- Complete criticism worksheets.
- Use aesthetic scanning to describe analyze, interpret, and evaluate artwork.
- Discuss historical themes in artwork.
- Discuss and classify a variety of art.

Time required/class periods needed: 15 hours

Primary source bibliography:

“The Floating World.” <http://home.earthlink.net/~ostmark25/ukiyo-def.html>

Hokusai Katsushika. <http://www.ukiyo-e.se/arthok02.html>

Ukiyo-e Woodblock Technique. <http://education.asianart.org/explore-resources/background-information/ukiyo-e-woodblock-printing-process>

Sullivan, Michael. *The Book of Art: Chinese and Japanese Art*. London, Grolier Incorporated, 1965.
<http://www.amazon.com/Book-Art-Vol-Chinese-Japanese/dp/B000UE2WCK>

Other resources used:

Assorted Images Including:

Thirty-six views of Mount Fuji, Katsushika, Hokusai

http://www.hokusaionline.co.uk/code/36_views_mount_fuji.html

Sudden Shower over Shin- Ohashi Bridge, Hiroshige, Ando

https://www.brooklynmuseum.org/opencollection/objects/121666/Sudden_Shower_Over_Shin-Ohashi_Bridge_and_Atake_Ohashi_Atake_no_Yudachi_No._58_from_One_Hundred_Famous_Views_of_Edo

Otani Oniji III as Edohei, Sharaku, Toshusai <http://www.metmuseum.org/toah/works-of-art/JP2822/>

Required materials/supplies:

- linoleum block
- paper
- brayers
- burnishers
- knives
- ink
- assorted paper
- carbon paper

Vocabulary:

- *ukiyo-e*
- block printing
- burnish
- brayers
- linoleum
- raised surface print

Procedure:**Background for Mini-lecture**

Ukiyo-e literally translates to “floating world picture.” Floating in the Buddhist sense means transient—the world of everyday life and especially of pleasure, theatre, dancing, love or festivals. This style of artwork describes the prosperous and extravagant world of the Edo period (1601-1867). During this time, Japanese society was divided into 4 distinct classes: Nobles and Samurai, highest; farmers next; artisans, and, lastly, the merchant class. Though the merchants were the lowest class, they possessed the greatest wealth and spent much of their wealth on comfort items, and art. This in turn popularized the *ukiyo-e* school of art. *Ukiyo-e* was described as common art which was meant to be hung on a wall without frames or mats. *Ukiyo-e* art covered a variety of subject matter including the theme of common people which depicted dancers, actors, and geisha in the ideal form.

Ukiyo-e popularized wood-block printing as an art form rather than just a means of producing multiple copies of popular pieces. These prints had sharp, clear lines and flat patterns. Originally, the prints were only black and white, but artists slowly began adding rich color by hand after the print run. This form is known as “primitives.”

Eventually, the process of producing full-color prints with multiple blocks developed. This technique allowed for even greater detail and color variation. After this, the subject of landscapes grew in popularity. The master of landscape was the prolific Katsushika Hokusai (1760-1849). He called himself the “old man mad about drawing” and created over 30,000 prints in his lifetime. He drew his inspiration from tradition, legends, and the lives of the common Japanese people.

He began his art career when he was 5 or 6 years old. In a culture where individuals rarely moved more than once, he changed residences a whopping 93 times. In addition, he also changed his signature name on his artwork about 20 times.

In his 50's, he began publishing his art in a series of 15 "*manga*"-type sketchbooks creating another connection with today's popular *manga* comics.

Key Idea:

Many modern *ukiyo-e* artists developed their work and, with the addition of text, this led to the popularization and reproduction of magazines known as *manga*.

Ukiyo-e and *manga* comics were both popular in Japan during the Edo period. Each one had an effect on the popularity of the other: wood block printing led to the mass production of images and text, which in turn led to the production of images for the sake of art. The merchant class popularized these images.

Lessons:

1. Review or introduce the use of ink block printing equipment and terminology.
2. View a variety of *ukiyo-e* prints from the Edo period. Discuss the process and qualities of these early prints.
3. Gather information to determine evaluation criteria for quality technical prints and composition.
4. Select one image from comic layout to use for block printing. NOTE: The print will be reversed in the process, so do not select an image that is reliant on words. We will not be using words.
5. Create optional color overlays on vellum.
6. Trace image area onto block using carbon paper.
7. Carve the surface using the lino cutters. (Remember, what you remove will remain white.)
8. Apply ink to inking mirror, and roll over it with the brayer to smooth it out.
9. Roll the brayer over block going in several directions to insure a good, clean coat. Don't put the ink on too heavily: this will result in blurry lines when what you want are sharp, clean lines.
10. Center paper over block and use a burnishing tool to rub over the entire paper with even pressure. Keep paper steady.
11. Create a series of at least five good prints. (Clean lines, no clumpy ink.)
12. Select four prints to hand color using a brush and ink.
13. Display.
14. Produce a written evaluation of own work based on criteria established for rubric.

Assessment/evaluation: Students will be assessed on the following:

- Rubric based on 5 successful prints and established criteria from group discussion
- Written self-evaluation of work.

Extend This Lesson: Have students create a *manga* comic page using wood block printing technique adding text by hand after the printing is done.