

Renee Silva
ED130 Final Project
Summer 2022
Lesson Plan

Japanese Landscapes: Understanding Space in Drawing



OVERVIEW & PURPOSE:

- Learn drawing skills from a non-western perspective via the study of Japanese murals, scrolls, and paintings
- Understand using mark-making to create space
- Use personal narrative, interests, and culture to learn technical drawing
- Practice drawing on large paper
- Experiment with different materials

ESSENTIAL/GUIDING QUESTIONS:

- How can we apply themes, concepts, and styles of traditional Japanese art to our own work that still represent our own lives and cultures?
- What can we learn from how artists in Japan consider and represent space on a page?
- What can we learn from how Japanese artist use materials to produce different marks for different effects?
- What is the relationship between mark making and space in a drawing?

LEARNING OBJECTIVES:

- Identify key traits in Japanese drawing and painting
- Understand how an example of non-western art approaches space
- Apply Japanese art themes to their own drawings in order to create a personalized space
- Further previous experimentation with mark making and materials
- Contextualizing art in a context of decoration and interior design

MATERIALS /RESOURCES:

- Reading: the Ma and Ka (Japanese ideas of space and spirituality)
- Slideshow: trends in Japanese art including Kanō Eitoku's castle murals, Yamato-e landscape paintings of the Muromachi period, and Nihonga artists
- Large drawing paper
- Rice paper
- Ink
- Ink brushes
- Charcoal

ASSESSMENT/VERIFICATION:

- Checklist: Did the student identify which Japanese period, theme, or genre they were influenced by? How did the student apply this influence to creating space and using mark making? Did the student apply their own imagery and ideas to the piece? Did the student put in their best effort?
- Final full group share: students write haikus in response to each work, describing the space created
- Students pass in reflection answering essential questions above, describing their work and what they learned

ACTIVITY/PROCEDURE:

- Presentation and discussion on Japanese traditional art
- Students choose a type of drawing / period from Japan to use as reference for approach/style
- In class and homework work time
- Mid-drawing small group critique: identify what type of drawing they've chosen to follow and explain their choices, get feedback from peers on direction
- Final full group share, haikus, and final reflections