

Japanese Carp Kites (Koinobori Windsocks)



Target Group: Grade 5-8

Goal (Terminal Objective): Painting, Fiber Surface Design

Objective: Students will become aware of fiber art generated by a variety of cultures. Students will be able to explain the significance of a Japanese holiday and make comparisons to holidays celebrated in this country. Students will utilize fabric painting techniques to create a Japanese carp kite.

National Standards:

Visual Arts Grades 5-8 Content Standard: 1: Understanding and applying media, techniques, and processes

Visual Arts Grades 5-8 Content Standard 4: Understanding the visual arts in relation to history and cultures

Visual Arts Grades 5-8 Content Standard 6: Making connections between visual arts and other disciplines

Purpose: Students will explore cultural traditions in their own country and compare and contrast life styles, traditions, and celebrations.

Vocabulary: culture, pattern, resist, fiber, symmetry, symbol, tradition, celebration

Materials:



#24-2499 Acrylic Paint



#22-1106 Metallic Acrylic Paint



#22-1506 Metallic Medium Point Peggable Carton Markers



#22-1560 Washable Fine Tip Peggable Carton Markers



#56-3101 40 ct. Flat Jumbo Brush Best-Buy Set



#22-9805 Small Flat Palette 7.75" x 9.5"

Muslin (or any fabric), water, stamps, foils, etc.

Time: This lesson may be modified from one to five hours, depending upon the size and complexity of expectations.

Introduction and Motivation (Set):

Identify Boy's Day as the fifth day of the fifth month.

View Power Point Presentation on Carp kites and the Boy's Day Celebration.

Describe how windsocks are mounted on poles at almost every house, along with a tiered stand which displays the family's collection of warrior figures and instruments of war. Nowadays, May 5th is also celebrated as Children's Day, but the older traditions of wishing boys of the family health and courage and the fortitude of a samurai still linger.

Describe the brightly colored carp-shaped banners which are made of either paper or cloth.

Discuss how the carp is renowned for its determination in swimming upstream, so therefore is thought to be a worthy example for boys to follow.

Instruction: View

exemplars.

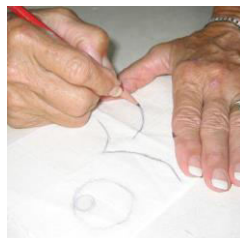
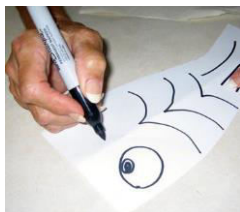
Identify and discuss what attracts the viewer's attention in each artwork. Discuss how pattern is used in the artwork.

Analyze the designs on exemplars. Discuss repetition of elements to create pattern.

Discuss how the traditional painted cloth was made into clothes for hunting or initiation rituals.

Discuss design motifs and symmetrical design and the use of bright colors.

Activities:



Draw fish design onto paper with black fine marker. Place pattern under fabric and trace design onto fabric with pencil. Use Sargent Acrylics and Liquid Metals to paint.

(1) Guided Practice:

1. Students create an abstract design on a kite pattern using pencil, utilizing pattern in the body of the design. Teacher discusses use of enlargement to create the eye of the carp.
2. Students choose a final design, going over the pencil lines with dark marker lines.
3. Students place pattern under white fabric and trace with pencil, making two copies, one for

each side of the windsock.

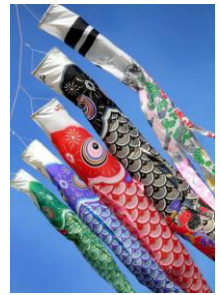
(2) **Independent Practice and Check for Understanding:** Teacher circulates among working students visually recording students demonstrating an understanding of the objectives and provides reinforcement.

1. Students apply Sargent acrylic paint to the background following with the pattern on top of background.
2. Students sew, glue, or staple the two sides of windsocks together.
3. Students shape pipe cleaner or wire into a circle. Students then tie two ends of string onto pipe cleaner directly across from each other.
4. Students tape, glue, or staple pipe cleaner circle in mouth of carp, making sure the string hangs out the front.
5. Students may add cellophane or tissue paper streamers to tail end of carp kite.

(3) **Closure:** Students record, by checklist or writing prompt, the rationale for their design. List steps for abstraction and design repetition.

Evaluation: Teacher/student critique and Individual Evaluation with a rubric.

Extension: Kites may be hung as an installation group mobile. Complete a research page listing the history, economy, or geographical location of the region.



Resources:

<http://www.proteacher.com/cgi->

[bin/outside site.cgi?id=9939&external=http://www.intranet.csupomona.edu/~tassi/children.htm&original=http://www.proteacher.com/090161.shtml&title=Childrens%20Day,%20A%20Japanese%20Holiday](http://www.outsidesite.cgi?id=9939&external=http://www.intranet.csupomona.edu/~tassi/children.htm&original=http://www.proteacher.com/090161.shtml&title=Childrens%20Day,%20A%20Japanese%20Holiday)

http://www.internet-at-work.com/hos_mcgrane/holidays/2_yuko.html

<http://www.c-able.ne.jp/~aiojhs/english/koinobo.html.html>

<http://www.asahi-net.or.jp/~ET3M-TKKW/>

http://www.erdoboy.com/kites/kites_in_japan.htm

BY JANE STRICKER
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