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# Japanese-Inspired Cylinder Kites



**Grade:** 1

**Medium:** Oil Pastels on Paper

**Learning Objective:** Using patterns and color, students create variety and repetition on a kite design.

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## Elements of Art/Principles of Design

**Art Concept:** Pattern/Repetition/Variation. Artists often use repeated items or patterns in order to make an interesting design for many different effects. Pattern and repetition also help create a unified composition and stability in the picture. Variation of pattern adds interest to the work of art.

**Pattern:** a principle of design; the repetition of the elements of visual arts in an organized way; pattern and rhythm are both created through repetition; see rhythm for examples of regular, alternating, random, and progressive rhythmic patterns.

**Repetition:** the repeated use of particular elements of visual arts to create a pattern, movement, rhythm, or unity.

**Variety/Variation:** the use of the elements of visual arts to create differences in an artwork for visual interest.

**Form:** an element of visual arts; a 3-dimensional object that has height, length, width, and depth.

## Materials & Supplies:

- 12" x 18" Construction Paper in Bright Colors (yellow, orange, turquoise)
- White Construction Paper
- Pencil
- Rulers
- Oil Pastels
- Single Hole Puncher
- Stapler
- String
- Crepe Paper in Various Colors
- Glue Stick
- Scissors
- Bamboo Reed or Stick
- Sheet of Sample Lines and Patterns

**Context (History and/or Artists):**

Ando Hiroshige (pronounced Hear-oh-shee-ghee) was a Japanese artist who lived from 1797-1858 and produced more than 8000 works of art. He was known for landscape works in printmaking and painting in the style of art called ukiyo-e. The best example of his artwork to use with this lesson is *The Suido Bridge and Surugadai* (a woodblock print from *100 Views of Edo*, pictured below).



**Tips & Tricks:**

Some students are comfortable drawing patterns with the oil pastels without needing to sketch them in pencil first.

Samples of lines and patterns can be passed out or demonstrated to the students.

**Discussion Points:**

Discuss the Japanese Holiday of Children's Day (formerly called Boy's Day). In Japan, this holiday is celebrated by hanging paper kites resembling fish called "carp" outside children's homes. For this lesson, these kites are meant for decoration only (they are not really sturdy enough for hanging outside).

### **Reflection Point (Assessment of Learning Objectives):**

Students will state that a pattern is a series of repeated line, shape, color, texture.

Students will take a flat piece of paper and roll it to demonstrate a cylinder form.

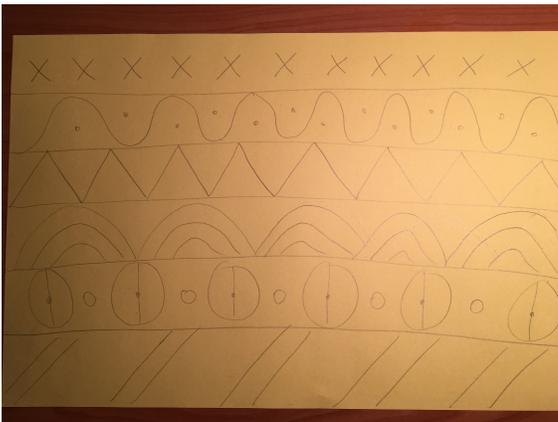
Students have created individual design choices of patterns and colors while having areas of vivid color.

### **Instructions for Lesson:**

1. Show the students how to create a cylinder by rolling a flat piece of paper. Let students know they will be creating the decorations while the paper is flat.
2. Give students scrap paper and let them play with patterns from the examples given as well as create their own. Let them practice for a few minutes before moving onto the final paper.
3. Encourage some straight-line patterns as well as curving lines, thick and thin lines and geometric or organic shapes. Show how lines can connect to make zig-zags, waves, and S-shapes. Draw some dots within your pattern.
4. Choose one pattern to repeat across each row of final work.
5. Lay construction paper on table width wise (landscape orientation).
6. Use a pencil and ruler to draw 5 horizontal lines across to create 6 rows .



7. Draw repeating patterns into rows.



- Trace back over pencil lines with a variety of colored oil pastels. Fill in some shapes to create strong areas of color.



- Cut eyes for the fish out of white construction paper (approx. 2-3 inches in diameter) and use black oil pastel to draw pupils.
- Flip paper over and glue one end of crepe paper strips (approx. 8 inches long) along the bottom longer edge of the paper.



- Roll the paper into a cylinder.
- Assist students to staple the ends of the paper along the overlap to maintain a cylinder.
- Assist students to punch a hole on either side.
- Glue eyes on either side of cylinder.
- Tie string through each hole to create a loop.

Optional – kites can be hung from a bamboo rod or a tree branch for display.



**References and Attributions:**

*The Suido Bridge and Suruga Plain* by Ando Hiroshige (Hear-oh-shee-ghee)

## Examples of Lines, Patterns, Repetition and Variation



Straight 	Straight 	Straight 	Thick 	Thin 	X's 	X's and O's 	Combination 
Diagonal 	Diagonal 	Chevron 	Parallel 	Perpendicular 	Stripes 	Lattice 	Lattice 
Curved 	Curved 	Spiral 	Wavy 	Circles 	Circles 	Flowers 	Flowers 
Zig Zag 	Zig Zag 	Zig Zag 	Stars 	Meander (Greek Key) 	Meander (Greek Key) 	Spiral Meander 	
Diamond 	Diamond 	Scale 	Scale 	Scale 	Letters 	Letters 	Letters 
Ogee 	Ogee 	Ogee 	Ogee 	Cross 	Arrow-Head 	Plaid 	Plaid 
Square 	Brick 	Half-drop 	Square 	Diamond 	Hexagon 	Triangle 	Triangle 
Hatching 	Hatching 	Hatching 	Wood Grain 	Combination 	Combination 	Combination 	Combination 
Free Form 	Free Form 	Free Form 	Combination 	Combination 	Spiral 	Lozenge 	Combination 

**Resource Image Links:**

<http://education.asianart.org/explore-resources/background-information/artist-profile-utagawa-ando-hiroshige-1797-1858>

<http://www.cfid.net/en/parents-students/academics/course-descriptions/elementary-art/glossary-art-terms-k-5/>

[http://www.incredibleart.org/files/elem\\_vocab.html](http://www.incredibleart.org/files/elem_vocab.html)

<http://arthistoryresources.net/ARTHLinks.html>

<http://arthistory.about.com/>

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**For Educators:****21<sup>st</sup> Century Thinking Skills**

Goal setting, observing, making connections, visualizing, sequencing, comparing/contrasting, problem solving, cause and effect, decision making, analyzing, evaluating.

**Habits of Mind**

Thinking flexibly, persisting, creating, innovating, taking responsible risks, reflecting.

**WA State Learning Standards**

(VA:Cr1.2.1) a. Use observation and investigation in preparation for making a work of art.

(VA:Cr2.1.1) a. Explore uses of materials and tools to create works of art or design.

(VA:Cr2.2.1) a. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

(VA:Cr3.1.1) a. Use art vocabulary to describe choices while creating art.

(VA:Pr5.1.1) a. Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.

(VA:Cn11.1.1) a. Understand that people from different places and times have made art for a variety of reasons.

**Art Integration Opportunities**

Cultural arts of Japan.

Geometry.