



K I M O N O
THE LANDSCAPES OF ITCHIKU KUBOTA
A S A R T

Gyotaku (Fish Printing)

Grade Level: 6th Grade (adaptable to younger and older students)

Lesson Purpose: Students will acquire knowledge of the historical and aspects of the Japanese art form of Gyotaku. They will select a fish, research the anatomical parts of the fish, the habitat of the fish, what its commercial value is and where or if this fish can be found in the United States. The students will create a recording of the fish using a printmaking method. They will frame their work for the show.

Art Content Standard: Social, Cultural, Historical
Taking the Japanese historical technique of measuring and recording fish and using it as an art form in modern times.
Understanding and applying the technique of printmaking.
Relating subject matter Science content: the anatomy, structure and cells, and habitat of fish.

Vocabulary/ Concepts: Gyo= fish
taku= rubbing
Printmaking
rubbing/ burnishing
monoprint
brayer
ink slab
texture
rice paper/ newsprint
printer's ink

Background/ Key Ideas: Gyotaku was developed by fishermen (early 1800's) in order to record their catch.
The technique came from individuals not scientists out of need.
Everyday people can use science to find a means to their problems.
The prints of fish were brought home and hung on the wall as conversation pieces and to express the stories of their catch.

Length of Lesson: 45 minute period class (three periods)
Day 1- research/demo
Day 2- printing
Day 3- framing

Materials: Newsprint
Rice paper
Printing ink/ tempera paint
Brayers
Ink slabs
Rubber gloves (optional)
Newspaper
Rubber fish of various species
Water for cleanup
Paper towels

Procedure: *Day 1:* Using the Internet and books provided: Students will research their chosen fish.
They may do this as groups as we will have only 6-8 different types of fish.
Complete the questions on the handout and turn into the teacher.
Watch the demo on how to print.
Day 2: Apply thin layer of ink or paint fish using brayer.
Carefully lay a piece of paper over top of the fish and rub the ink into the paper.
Peel the paper off the fish leaving the ink on the paper in the form of the fish.
Hang prints to dry.
Clean up.
Day 3: Students will watch the demo on how to create a construction paper frame.
They will select their best print to frame.
They will cut and put together their own frame.

Assessment: Rubric found online at the ArtsEdge.

Enrichment Activities: The student can create a “fish tale” of how he/she caught their fish and then share it with the class.

Resources: Kennedy Center -- ArtsEdge: Gyotaku Lesson Plan
<http://artsedge.kennedy-center.org/content/3436/>

Catch of the Day

http://www.catchofthedayoregon.com/fish_pic/fish_pages/fish1.html

Virtual Eugene -- Gyotaku

<http://webmail.4j.lane.edu/partners/eweb/ve/gyotaku/gyotaku.html>

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Tools for fish printing can include brushes, sponge brushes, printmaking brayers and plexiglass squares. You can use rubber molded fish or frozen fish. Newspaper is good for keeping work areas clean.



When applying ink to the fish, be careful not to use too much. Too much ink will make the print look “squishy.”

Two examples of ways to decorate the fish prints.

