

Exploring Silk Screen Printing Inspired by Yoshida Chizuko and Yoshida Hodaka

Grades

● 6–12

Teacher-In-Residence

● T. Higgs

Subjects

● Art, Language Arts,
Social and Emotional
Learning, Math

**Carnegie
Museum of Art**

Objectives

- Students will analyze the artworks *Bubbles Floating on Stagnant Water B (Utakata B)* by Yoshida Chizuko and *Windmill* by Yoshida Hodaka.
- Students will identify the art elements the artist used (color and texture) in the compositions to create the design principles of balance and variety.
- Students will use strategies of the artistic process as they are introduced to screen printing techniques.
- Students will draw upon their own experiences and create an original piece that draws inspiration from the artists.

Standards

National Core Visual Arts Standards:

- **Creating:** Generate and conceptualize artistic ideas and work.
- **Presenting:** Interpret and share artistic work.
- **Responding:** Perceive and analyze artistic work.
- **Connecting:** Relate artistic ideas and work with societal, cultural, and historical context.

PA Standards:

- **9.1.6.A** Know and use the elements and principles of each art form to create works in the arts and humanities.

- **9.1.6.C** Identify and describe similarities and differences in works of art and artifacts from various cultures, times, and places.

- **9.1.6.D** Identify and describe the intent of art-makers from different cultural, ethnic, and societal groups.
- PA English Language Arts Standards:

- **CC.1.4.6–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

- **CC.1.4.6–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.

- **CC.1.4.6–12.C** Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

- **CC.1.4.6–12.D** Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

If a presentation:

- **CC.1.5.6–12.D** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

- **CC.1.5.6–12.E** Adapt speech to a variety of contexts and tasks.

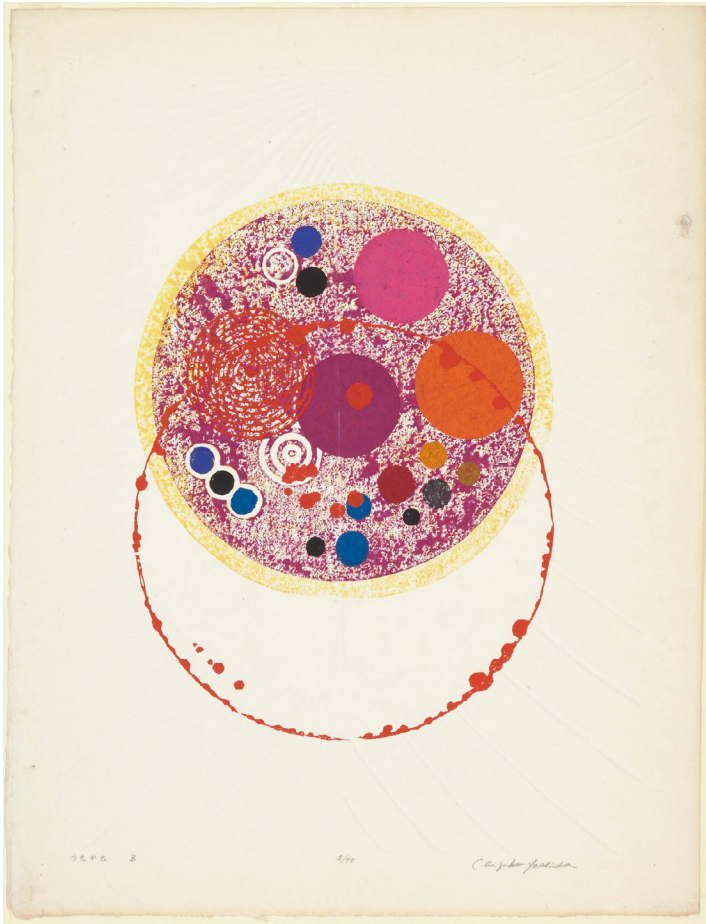
Materials

- Reproductions of *Bubbles Floating on Stagnant Water B (Utakata B)* by Yoshida Chizuko and *Windmill (Kazaguruma)* by Yoshida Hodaka
- Silkscreen printing equipment (screens, squeegees, inks, stencils)
- Printing paper or fabric for prints
- Drawing and design materials (pencils, markers, tracing paper)
- Computer or tablet for research and presentations

Vocabulary

- **Silk screening:** A printmaking technique that involves transferring ink or paint through a stencil onto a surface using a silk screen or mesh.
- **Digital print:** A reproduction of an image created using a computer and printed with an inkjet printer.
- **Transparency sheets:** Clear plastic sheets used to print images or designs that can be transferred onto other surfaces.
- **Silk screen:** A woven mesh stretched over a frame, used to create stencils for silkscreen printing.
- **Squeegee:** A tool with a flat rubber blade used to push ink or paint through the silk screen onto the printing surface.
- **Printing inks:** Pigmented substances used for creating prints, available in various colors and types such as water-based or oil-based inks.
- **Printmaking paper:** Specialized paper that is suitable for creating prints, often designed to withstand ink or paint application.
- **Reference images:** Visual sources used for inspiration or guidance when creating artwork, such as photographs or drawings.
- **Clarity:** The quality of being clear and easily understood in terms of the design or composition of a print.
- **Technical proficiency:** The level of skill and accuracy demonstrated in the execution of the silkscreen process.
- **Creative exploration:** The act of experimenting with different artistic choices, techniques, and approaches to produce unique and innovative prints.

Artworks



Yoshida Chizuko, *Bubbles Floating on Stagnant Water B (Utakata B)*, 1966, Bequest of Dr. James B. Austin, 89.28.1474



Yoshida Hodaka, *Windmill (Kazaguruma)*, 1963, Bequest of Dr. James B. Austin, 89.28.1489

Lesson

Day 1: Introduction to Yoshida Chizuko, Yoshida Hodaka, and Silk Screen Printing

1. Show students an image of *Bubbles Floating on Stagnant Water B (Utakata B)* by Yoshida Chizuko and *Windmill (Kazaguruma)* by Yoshida Hodaka and discuss their visual elements, colors, and style.

2. Introduce silkscreen printing as a technique and discuss its historical context.

3. Discuss the importance of research and how artists draw inspiration from existing artworks.

Day 2: Analyzing *Bubbles Floating on Stagnant Water B (Utakata B)* and *Windmill (Kazaguruma)*

1. Display the reproductions of the artwork and guide students through a visual analysis using the “See-Think-Wonder” thinking routine.

2. Discuss key elements such as composition, color, texture, and subject matter.

3. Have students share their observations and interpretations.

Day 3: Research and Design Inspiration

1. In the computer lab or using tablets, guide students in researching Yoshida Chizuko’s and Yoshida Hodaka’s background, artistic influences, and other works.

2. Have students select an element or style from Chizuko’s or Hodaka’s work to incorporate into their silkscreen print.

3. Students create preliminary sketches and designs inspired by their research.

Day 4: Creating Silk Screen Stencils and Printing

1. Introduce students to silkscreen printing techniques and demonstrate stencil creation.

2. Instruct students to transfer their designs onto stencils using tracing paper or directly onto the screen.

3. Demonstrate the printing process, including ink mixing and screen alignment.

4. Allow students to print their designs onto paper or fabric, experimenting with color variations.

Day 5: Reflection and Presentation

1. Have students complete a self-assessment reflection on their prints, considering their creative process, challenges, and successes.

2. Students share their prints and the inspiration behind their designs with the class, discussing how they incorporated elements of Yoshida Chizuko's or Yoshida Hodaka's style.

Assessment:

- Participation in class discussions and research activities
- Completion and quality of silkscreen print
- Reflection on the creative process and incorporation of Chizuko's or Hodaka's style
- Presentation of the final silkscreen print and its inspiration

Modifications:

- Instead of using screens, you can use stamps and watercolor to achieve similar results depending on materials accessible in the classroom.