



**Grade:** Third

**Artist:** Takashi Murakami

**Preparation:**

- There is a blue box labeled “Third Grade” in the supply closet on the 1st floor near the 4th & 5th grade classrooms with all the supplies needed for the presentation and project. The Awesome Art coordinator will go through the box to make sure that all materials are replenished.

- Each classroom folder contains:

- ✓ cardstock
- ✓ white 0.75 in. circle stickers
- ✓ colorful 0.75 in circle stickers
- ✓ 0.75 in. emoji stickers
- ✓ pastels
- ✓ construction paper
- ✓ smiley face bulletin board border
- ✓ printouts of Takashi Murakami's works and anime characters
- ✓ samples of the project

**What do parents need to do to prepare?**

- **A few days before the lesson**, read through the lesson plan and the Powerpoint. Make sure that you feel comfortable facilitating the lesson with your class. Plan with the other parent assigned to your class regarding how you will break up the content between the two of you.

- Parents will sort white stickers, colorful stickers, emoji stickers, and varying colors of construction paper strips into cups. Each material gets its own cup so you will end up with 4 cups for each group of students. Parents will make sure that each group of students that sits together has (in addition to the pastels) one cup of white stickers, one cup of colorful stickers, one cup of emoji stickers, and one cup of colorful construction paper strips. There should be more than enough in each cup so that all children in the

group can use any materials that they choose. In order to have the right number of cups, the parents will reach out to the teacher to ask about the number of children/seating arrangements.

- Parents will confirm with each teacher if glue sticks and scissors are available for use in each classroom.

- On the day of your lesson, make sure that you sign into the office before heading to the classroom. Please get there a few minutes early so that you have time to sign in and walk to the classroom, set up the materials and powerpoint beforehand, ultimately starting the lesson on time.

### **Presentation Instructions:**

**(Important Note: Please ensure that you take only about 10 minutes for the presentation so that students have time to focus on their artwork. When presenting, most of your time should be devoted to discussion regarding Slides 19-23. Go through the slides before that rather quickly.)**

#### Step 1/Slide 2: Make a personal connection to the lesson

- You will gather the students on the rug. You will ask the students to make a connection to their everyday lives by asking for examples of things that they can blend or mix, as well as what happens when they are blended/mixed.

#### Step 2/Slide 3: Introduce the artist and objective of the lesson

- After students share their answers, you will introduce the lesson by stating that today the class will learn about Takashi Murakami, a famous Japanese artist that **blends traditional Japanese art with popular culture**. In doing so, he created a distinct style that captivates audiences worldwide!
- You will explain that the class will learn about Nihonga, traditional Japanese art, as well as anime, Japanese TV animation that is usually characterized by color, energetic characters, and action. The class will analyze Murakami's works and how they are inspired by both.

#### Step 3/Slides 4-12: Present and reflect on Nihonga art

- Explain that Takashi Murakami studied Nihonga art at the Tokyo University of Fine Arts. Nihonga art is often created using silk or special Japanese paper called *washi*. It is made from the gampi tree, the mitsumata shrub, or paper mulberry. Show the video of Mr. Uda making washi (Slide 6). Next, explain that Nihonga pigments (the colors used to

paint) are made from natural ingredients, including minerals, shells, corals, and stones (such as malachite and azurite).

- As students look at Nihonga masterpieces on slides 8 - 12, ask them what they notice about the style and for any words that come to mind as they reflect on the artwork. (Remember that your time is somewhat limited so ask for student responses when you get to Slide 12.)

#### Step 4/Slides 13-18: Present and reflect on Anime

- Explain that Takashi Murakami appreciates anime, Japanese TV animation that is usually characterized by color, energetic characters, and action. Go through Slides 14-18 and ask students to quickly identify if they know who the anime characters are. Ask them what they notice about anime and any words that come to mind as they reflect on the images. (Similarly, ask for the reflection when you get to Slide 18). (Note: The answer as to which show the characters are from are in the Powerpoint notes of each slide. To reiterate, they are: Pokemon (Slide 14), Sonic (Slide 15), Kirby (Slide 16), Digimon (Slide 17), and Yu-Gi-Oh (Slide 18).

#### Step 5/Slides 19-23: Analyze Takashi Murakami's Art and how it potentially draws from Nihonga and Anime

- Reiterate that Takashi Murakami blends tradition and popular culture. One way to do that is to create art that is inspired by Nohinga and anime. As you look through Slides 20 - 23, ask students to identify how Murakami's pieces resemble Nihonga and how they resemble anime.

#### Step 6/Slides 24-25: Introduce the Activity and Transition to tables

- While one parent finishes the presentation/introduces the activity, the others will set up the tables, ensuring that each group of children has cardstock, pastels, and the cups of materials that you prepared for today. Place the images of Murakami's flowers and anime characters at each table, too. When students return to their tables, materials should be already there, waiting for them.

- Before students return to their seats, explain that it is their turn to **blend their expression with Takashi Murakami's signature colorful flowers**. Their artwork will be on cardstock. Encourage students to decorate their backgrounds using the stickers/construction paper/pastels. The background will have the students' very own colorful flowers (inspired by Murakami's flowers). Remind students that they are free to use any **or** all of the materials provided. **They** are the **artists**. **They** make the **choice!** In the forefront, students will create their own anime character. Again, they are welcome to use any or all of the materials provided. Encourage students to use Murakami's flower

art and printouts of characters as inspiration. Do not replicate. Use the printouts simply for ideas.

Step 7: Assist students as needed; Leave time for closure/reflection

- As students are working on their projects, circulate the room and see if assistance is needed.
- Leave two minutes at the end to ask students what they learned today. Welcome them to share about/talk about what they made within their small groups/seatmates.

**IMPORTANT:**

- Please be sure to have the students write their name and grade/class on their artwork. Collect the artwork and staple up on the Awesome Art bulletin boards. The Awesome Art Coordinator will prepare the bulletin board before you put the materials up.

*Thank you for being awesome and volunteering for Awesome Art!*