

Edo Avant Garde

What is Modern?

FEATURED ART

[Screen with Scattered Fans by Tawaraya Sōtatsu](#)



Screen with Scattered Fans by Tawaraya Sōtatsu

Objective One

Students will be able to examine a work of art to identify specific characters and objects.

Objective Two

Students will be able to use descriptive vocabulary to express the feelings visualized in a work of art.

Objective Three

Students will be able to construct a poem inspired by the stories being told in a work of art.

Recommended Readings for Teachers

1. [Excerpts from “The Miracle of Edo Painting” by Kobayashi Tadashi in *The Flowering of Edo Period Painting: The Feinberg Collection*](#)
2. [Leighton Longhi interview excerpts](#)

LESSON PLAN

Objective One

Students will be able to examine a work of art to identify specific characters and objects.

On [Google Slides Page 1](#)

Image	Screen with Scattered Fans by Tawaraya Sōtatsu
Video	Modernism: Scattered Fans
Worksheets	Screen with Scattered Fans Worksheet 1 Screen with Scattered Fans Worksheet 2 Screen with Scattered Fans Worksheet 3 Screen with Scattered Fans Worksheet 4

Introduce students to the format of a folding screen by showing them the video *Modernism: Scattered Fans*. Ask students to examine *Screen with Scattered Fans* and count the number of fans they see.

Give each student one of the four Scattered Fans Worksheets. Ask them to identify what they see in the fan on their worksheet and answer the questions, sharing their answers when they are finished.

As explained in the video, this screen retells the story of the founding of a famous shrine painted on a handscroll. In this work, the artist repeats characters or objects as they would in a handscroll or Western-style book.

Discuss the unique way the artist has chosen to retell this story, not by placing the scenes in chronological order but by “scattering” parts of the story on different fans across the screen. Does this arrangement make the story on the screen unique? Why or why not?

Objective Two

Students will be able to use descriptive vocabulary to express the feelings visualized in a work of art.

On [Google Slides Page 2](#)

Image	Whose Sleeves?
Video	Modernism: Painting within a Painting
Worksheet	Flower Worksheet

Show the video *Modernism: Painting within a Painting* and challenge students to look for the screen painted on the left screen. Challenge them to think about how the screen is being used in the room.

Explain that screens were used to both divide and decorate a room. Tell the students that in many works of art there is more than meets the eye and that it is the task of the viewer to investigate, just like they did with Sōtatsu's *Screen with Scattered Fans*. As they examine *Whose Sleeves?*, list five characters and objects they see as nouns on the board. Either independently using the worksheet or collaboratively on the board, draw a circle around each of the nouns and five lines out from each circle to create a flower diagram. Have students fill in the lines of each flower petal with adjectives describing the noun in the circle.

Show the video *Modernism: Painting within a Painting* again and allow students to add any additional adjectives to their worksheets. Invite students to share some of the descriptive vocabulary they used to complete their worksheets. How do some of these words help express the feelings that we see in the animals shown on this screen?

Objective Three

Students will be able to construct a poem inspired by the stories being told in a work of art.

On [Google Slides Page 3](#)

Images	Whose Sleeves? Whose Sleeves? Detail #1 Whose Sleeves? Detail #2 Whose Sleeves? Detail #3 Whose Sleeves? Detail #4
Video	Modernism: Painting within a Painting
Worksheet	Four Gracious Plants

Demonstrate how to construct a descriptive five-line poem (or lyrics to a song) using something featured in Details #1 through #4. Select one of the objects, write a list of five adjectives, and construct a sample line of poetry using one of those adjectives.

Now students will use one of the example flower diagrams from the worksheet to write their own poems. If students are working independently, they can focus on the noun in the middle of the flower and write one poetic line using each of the five adjectives they listed. If working in groups, challenge them to divide the petals of their diagrams among the group members and have each student write one line describing the noun using that word. Encourage students to reexamine the details of the screen by watching the *Modernism: Painting within a Painting* video if they need help in developing their lists. Have students arrange these five lines in various ways, explaining how their arrangement and rearrangement of these lines changes the feeling or mood of the poem/song.

Once students are finished, have them share some of the works. Relate this process of being creative and selective to that of the artists painting a screen.

CROSS-CURRICULAR CONNECTIONS

Language Arts

Ask students to return to the featured screen, *Screen with Scattered Fans*, and select one fan. Using a new flower worksheet, have students write their own poem about the scene depicted on their chosen fan.