

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 differentiate between various painting formats popularly used in East Asia.

Objective Two

Students will be able to unscramble a series of illustrations to create a linear narrative.

Objective Three

Students will be able to break down an artwork and reorganize its components to tell a new story.

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](#)
3. [Introduction to What is Modern?](#)

LESSON PLAN

Objective One

Students will be able to differentiate between various painting formats popularly used in East Asia.

On [Google Slides Page 1](#)

Image	Screen with Scattered Fans by Tawaraya Sōtatsu
Video	Modernism: Scattered Fans

Introduce students to several formats of Edo painting, including scrolls, screens, and fans, by exploring artworks from all the lessons on this website’s Art Page. Ask students to compare and contrast the physical formats of each type of art. How can different formats be used to change the way a story is told?

Watch the video *Modernism: Scattered Fans*. Discuss the places in which these works are seen, specifically noting the display and the function of a folding screen. How does this differ from that of a scroll or a fan? Refer to the information provided in this segment’s Introduction and in “The Miracle of Edo Painting” to help guide this discussion.

Objective Two

Students will be able to unscramble a series of illustrations to create a linear narrative.

On [Google Slides Page 2](#)

Images	Screen with Scattered Fans by Tawaraya Sōtatsu Screen with Scattered Fans Detail #1 Screen with Scattered Fans Detail #2 Screen with Scattered Fans Detail #3 Screen with Scattered Fans Detail #4
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

Examine the featured work *Screen with Scattered Fans* by Sōtatsu through a close-looking activity. Ask students to select one of the four details and describe what they See, Think, Wonder about this image. After discussing See, Think, Wonder, ask students to summarize how the detail makes them Feel and why.

Challenge each student to select one particular fan to continue to decode, using the four Detail Worksheets. Ask them to summarize events taking place in a specific scene. After students have developed some ideas and summarized the story on their fan, have them work with other students examining the same fan. Ask students to share their ideas within their group and develop a one-sentence summary of the story.

Objective Three

Students will be able to break down an artwork and reorganize its components to tell a new story.

On [Google Slides Page 3](#)

Images	Whose Sleeves?
Video	Modernism: Painting within a Painting
Assigned Reading	Leighton Longhi interview excerpts

Ask students to identify the main characters and describe what is happening in *Whose Sleeves?* Explore the concepts of “a painting inside a painting” and “a story within a story” through large and small-group discussions. Watch *Modernism: Painting within a Painting* to see more of the details in this work. As a large group, ask students if they can describe what is happening in the painting inside this painting.

Breaking the class into smaller groups, ask them to discuss the possible “stories within stories” by developing three story starters: one story explaining where the person whose robe is hanging over the inside screen has gone, a second that explains what the cats on either side of the screen are doing, and a third of what the cat playing with the dice is thinking about. Ask students to write an opening line for each of these stories.

Invite students to be “like Picasso and Sōtatsu” by breaking down this screen, reorganizing its components, and changing the story. What characters would they move and what objects might they change? After rearranging the components, challenge students to write the story describing their reorganized screen.

CROSS-CURRICULAR CONNECTIONS

Social Studies

To further develop the second objective, work collaboratively with one representative from each group to see if students can piece together the story behind the screen, creating a chronology of the events behind the founding of the Kitano Tenjin Shrine. Ask students to share their summary with other group representatives and line up chronologically according to the way in which they believe the story of the shrine might be told.

Art History

Working with the third objective, read the excerpt from the Leighton Longhi interview and ask students to explain how *Whose Sleeves?* might have been considered “innovative” when it was painted in the eighteenth century.

Social Studies

While examining *Whose Sleeves?*, take the opportunity to further explore this work, its provenance, and learn more about what attracted Charles Lang Freer to this piece by exploring the [NMAA's website](#).