



TITLE: *Black Iridescent Japanese Uchikake (Wedding Kimono)*

ARTIST: unknown

DATE: late 20th century

MEDIUM: silk and embroidery

ACCESSION #: 2009.2

Additional works in the collection by the artist?

Yes No Unknown X



REFERENCES:

Faukner, Rupert. *Masterpieces of Japanese Prints*.

Kodansha International: Tokyo, 1999. Print.

<http://fashion-history.lovetoknow.com/clothing-around-world/japanese-textiles>

<http://www.windwhisperwest.com/History.html>

HISTORICAL CONTEXT:

Despite the fact that the country of Japan was involved in many 20th century affairs including both World Wars, competing and losing to western forces, Japan experienced a miraculous revival. Within a few decades Japan emerged as one of the world's wealthiest democracies.

Traditional wedding kimonos in the Showa Period (1926-1989) were becoming almost obsolete since these gowns took precision, concentration, artistic rendering, and most of all money to create. Despite an affluent society and due to western influence many Japanese brides turned to a simpler gown rather than having to indulge \$5000 for a traditional *uchikake*. Originally from China, the kimono was reinterpreted by Japanese artists. The leisure class of the past wore the traditional kimono, which was intricate, expensive and delicate. The wedding kimono exemplified wealth and elegance. Today, kimonos are usually worn for tea ceremonies, a traditional Japanese practice.

MEDIA DESCRIPTION:

Traditional *uchikake* are created out of silk and may be brocaded, embroidered, or painted. They are cut very long and are not worn with an obi sash around the waist, but rather are left open and trailing, their heavy padded hems holding the robe outward in the back. The traditional *uchikake* is usually white or red with colorful decorative motifs. This Japanese wedding kimono is unusual as it has a black silk exterior that is stitched or embroidered with iridescent thread. This iridescent façade is created to accentuate the fine embroidery and design motifs of cranes and chrysanthemums. The Japanese prefer flowers like chrysanthemums that drop their petals one by one rather than flowers that drop their petals in one clump. This represents good luck or fortune and a long life, appropriate for a wedding kimono.

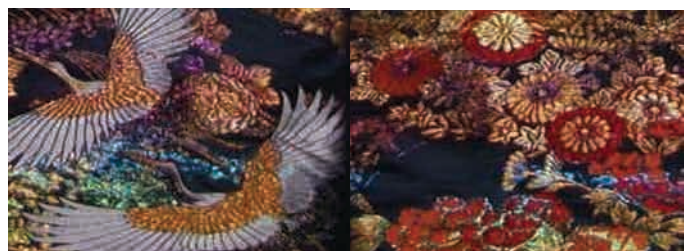
RELATED TERMINOLOGY:

Kimono: "thing to wear"

Uchikake: outer layer of wedding kimono, usually rounded at the end

DESIGN MOTIFS:

The two main design motifs that are presented in this kimono are white cranes and blooming flowers. Cranes represent a long life and fidelity, appropriate for a wedding kimono. The chrysanthemum represents longevity mirroring the eternal love and life of the couple.



Completed Spring 2017 by Annette Bohn

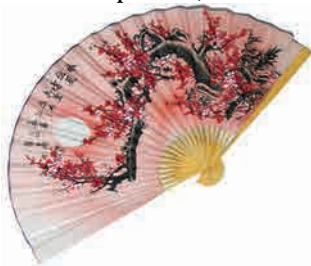
“Symbolic Object Show and Tell Day” Lesson Plan K-5

Student Activity and Objectives:

1. Students will learn the way different places in the world convey different values through objects and their motifs.
2. Students will learn about various design motifs the Japanese use to symbolize values of life. For example, the motif of chrysanthemums represents longevity and eternal love.
3. Students will choose Japanese as well as western items with motifs that represent themselves and bring either images of the items or actual objects to class on a designated “Symbolic Object Show and Tell Day.”

Activity Procedures: Students will research traditional design motifs used on Japanese objects or commercial products with the help of their teachers. They can either check out books from the Media Center in their school, or look up information on computers in their classroom. The students will choose Japanese items with motifs that most accurately represent them. They will also bring representative western items with western motifs from home. On the “Symbolic Object Show and Tell Day” they must explain the meaning behind the western objects and motifs and the eastern objects and motifs they chose and the way these objects represent themselves. Students will also tell one way their objects and motifs are alike and one way they are different.

Materials: Computers, books from Media Center, an object of their choosing



Fan and umbrella with cherry blossom motif



Japanese lantern and vase with koi fish motif

Next Generation Sunshine State Standards (K-5):

Big Idea: CRITICAL THINKING AND REFLECTION. Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret and create with artistic intent. VA.2.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem solving, and decision-making skills, is central to artistic growth.

Next Generation Sunshine State Standards

(9-12): Big Idea: CRITICAL THINKING AND REFLECTION. Enduring Understanding 1: Cognition and reflection to appreciate, interpret, and create with artistic intent. VA.912.C.1.1 Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.

Presenting Individualized Symbols Lesson Plan 9-12

Session Activity and Objectives:

1. Students will conduct research on Japanese motifs and each will chose one motif to represent him/herself. A worksheet called “Japanese Designs & Their Meanings” can be found at this link <http://mofa.fsu.edu/learning-resources/exhibition-resources/> under Learning & Resources— in the *Japanese Prints and Textiles* Teacher Packet on page 23.
2. Each student will create an artistic representation of a symbol or motif based on a Japanese motif but the student will creatively change it to represent him/herself. Each student will present an explanation for the design. This presentation can be verbal or written or part of his/her design.
3. This activity will aid students in self-awareness and identity meanwhile allowing them to become familiar with design motifs traditionally used in Japanese art work. Japanese motifs include things like chrysanthemums, cranes, fans, bamboo, cherry blossoms, koi fish etc.

Activity Procedures: Students will view the “Japanese Designs & Their Meanings” worksheet provided on traditional Japanese design motifs. Students will conduct research on Japanese symbols or motifs that represent them. They will choose various ways they would like to present their motifs. Each can print or draw an image, create a poem, make a PowerPoint, etc. In their presentations (written, verbal, etc.) students must explain the meaning of their symbols or motifs, and the way these motifs represent them.

Materials: “Japanese Designs & Their Meanings” worksheet, computers, choice of watercolors, color pencils, crayons, markers etc.