

TITLE: *Japanese Furisode (Flower Motif)*

ARTIST: Unknown

DATE: Late 20th Century

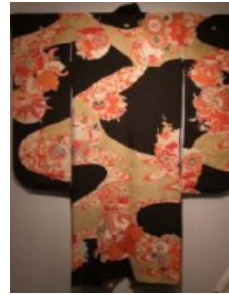
SIZE: 67 ¾ x 49 ⅞ inches

MEDIUM: Silk and Embroidery

ACQUISITION #: 2009.3

ADDITIONAL WORKS BY ARTIST IN COLLECTION?

YES ___ NO ___ UNKNOWN X



Full Kimono



Flower Detail

CONTEXTUAL INFORMATION

The kimono has been in existence for thousands of years and is of great historical significance to Japanese culture. Kimonos have been a means of symbolic expression as well as a fashion statement and an art form. This square cut robe originated in China, but eventually gained popularity in Japan. Modern trends in fashion even have kimono influences present in their designs. International retail shops sell kimonos as year round clothing accessories, while fashion magazines contain spreads dedicated to incorporating kimonos into casual daywear. Today as in the past the types of materials used, the numbers of layers worn, and the choice of patterns and motifs all vary greatly throughout kimono design. Factors like social status, gender, and age dictate these variables, as do occasion and point in history. By the 1920s kimonos began to display bright, bold colors in an attempt to appeal to the “moga” or modern Japanese girl. Also during this time new more efficient methods of dyeing fabrics were being used as well as less expensive textiles, which made elaborate kimonos more accessible to different regions and different social classes.

NATURE MOTIFS

The flowers present in the FSU MoFA kimono are consistent with a nature theme, which stems from the Shinto religion and also Buddhist practice. Both Shintoism and Buddhism revere ancient spirits that take the form of natural elements such as mountains, water, and the flowers found on this kimono. There are several different types of flowers found on the kimono, including chrysanthemums, plum blossoms, and bellflowers. Chrysanthemums are a motif common to kimono design and are used to symbolize longevity, beauty, and transformation. The chrysanthemum is especially important in Japanese culture as it is frequently used as an indicator of royalty. Additionally, chrysanthemums are the official flower of autumn and an annual festival is held on the ninth day of the ninth month to celebrate the flower bringing in the new season. Plum blossoms are among the first signals of spring and are also thought to ward off evil. The bellflower, typically depicted with five petals, is an indicator of obedience and honesty. Other nature references are found on the kimono, most notably within the gold, winding pattern. This pattern signifies a stream which stands as a signal for movement towards the future. The intricacy of the design in the kimono showcases a yearning for aesthetic excellence and also an emphasis on the importance of craft and design.



Kimono flower detail

VOCABULARY

Kimono - The direct translation to English is “thing to wear,” but refers to the straight cut robe from Japanese culture.

Furisode - A kimono with long, swinging sleeves.

Completed Summer 2017
By Madison Bryant & Sarah Painter

RESOURCES

Nomura, Shojiro, and Tsutomu Ema. *Japanese Kimono Designs*. New York: Dover, 2012.

Van Asche, Annie, "Japanese Kimono Fashions of the Early Twentieth Century." *Textile Society of America Symposium Proceedings* 799 (2000): 196-201.

<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1800&context=tsaconf>

Kimono T-Shirt Lesson Plan: (3-5)

Session Activity: The teacher will present information on traditional Japanese kimonos from the online MoFA Teachers' Packet listed below and the front page of the Object Guide. Students will design their own paper T-shirts that utilize the shapes and colors from any of the kimonos presented to them. Students will present the T-shirts they created to the class. They will compare and contrast the shapes and colors included in their pieces to those drawn from the kimonos that inspired the finished work. The T-shirts will then be hung up for display in the classroom.

Objectives:

Students will demonstrate their understanding of presented material by designing their own T-shirts utilizing the shapes and colors from Japanese kimonos; students will appreciate the shapes and colors of traditional Japanese attire, specifically the kimono.

Materials: computer access, T-shirt templates, decorative materials (markers, pens, beads, tissue paper, etc.), area to hang completed works

Activity Procedures:

1. Students will be taught information about the Japanese kimonos available in the online MoFA Teachers' Packet and from the front page of the Object Guide. They will discuss the shapes and colors they see in the kimonos.
2. Students will create T-shirt designs emphasizing shapes and colors based on the traditional Japanese kimonos presented.
3. Students will present their completed T-shirt designs to the class, describing the shapes and colors they used. Through discussion they will compare and contrast the shapes and colors they used in their T-shirt designs to those in the kimonos that influenced their designs.

Helpful Websites: FSU MoFA Teachers' Packet: *Japanese Prints and Textiles* <http://mofa.fsu.edu/learning-resources/exhibition-resources/>, T-Shirt Template: <http://www.timvandevall.com/wp-content/uploads/2014/06/blank-tshirt-template.jpg>

Sunshine State Standards (3-5): Big Idea: CRITICAL THINKING AND REFLECTION. Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. VA.3.C.1.1 Use the art making process to develop ideas for self-expression.

Analysis of Formal Elements Lesson Plan: (9-12)

Session Activity: Students will watch Sheikha Al Mayassa's TED Talk *Globalizing the Local, Localizing the Global*, be presented the images of various cultural attire from the National Geographic article listed below, and be shown the information on the front page of the Object Guide. Then they will research traditional clothing of various cultures analyzing the formal elements of clothing they find compelling. Students will create their own unique art pieces that utilize the same formal elements they described. After completing their work the students will present the finished products to the class, explaining the cultural elements and artistic decisions.

Objectives:

Students will appreciate ethnic differences and embrace cultural expression through a study of cultural attire; students will use cultural expression in attire as inspiration for the production of their own artworks.

Materials: TED Talk (see below), National Geographic article (see below), computer access, assorted artwork supplies (collage materials, paint, markers, found objects, paper, etc.)

Activity Procedures:

1. Students will be presented Sheikha Al Mayassa's TED Talk, *Globalizing the Local, Localizing the Global*, be shown images of various cultural attire from the National Geographic article listed below, and information from the front page of the Object Guide.
2. Students will then pick specific garments and describe their formal elements. This will derive from viewing the structures of the garments as well as their decorative aspects. Students will be asked to describe the following they see in the garments: shapes, spaces, lines, textures, value, colors.
3. Students will compose their own artworks utilizing the same formal elements they described. Their artworks can focus on the designs of garments or the works can be abstract.
4. Students will present their pieces to the class, indicating which cultural garments acted as impetus for their works as well as explaining the ways they used that impetus in their own designs. Students will identify two formal elements emphasized in their designs.
5. Students will explain their appreciation of the cultural expression in the original attire and ways that cultural expression inspired their own designs.

Helpful Website: TED Talk: *Globalizing the Local, Localizing the Global* https://www.ted.com/talks/sheikha_al_mayassa_globalizing_the_local_localizing_the_global, National Geographic article: *15 Pictures of Traditional Dress Around the World* <http://news.nationalgeographic.com/2015/10/151024-pictures-culture-traditional-dress-festivals-ceremonies-people/>

Sunshine State Standards (9-12): Big Idea: HISTORICAL AND GLOBAL CONNECTIONS. Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d). VA.912.H.1.10 Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.



Red Furisode