

TITLE: *Big Cranes T(Tomesode) Kimono*

ARTIST: Unknown

DATE: Unknown

SIZE: 63 3/4 x 51 1/2 inches

MEDIUM: Silk and Embroidery

ACQUISITION #: 2016.4.5

ADDITIONAL WORKS BY ARTIST IN COLLECTION?

YES ___ NO ___ UNKNOWN _X_



MoFA
Florida State University Museum of Fine Arts

The Kimono

The kimono was introduced in Japan during the Heian Period (794-1192). Before the kimono, men and women wore separate upper and lower garments. The straight-line-cut kimono became the new style as it was easy to create and wear. During the Kamakura and Muromachi periods (1185-1392) the kimono evolved resulting in more vivid color and elaborate decorations. Warriors were known to have the most elaborate kimonos, because more elaborateness brought more respect and honor.

During the Edo period (1603-1868) when Japan was divided into feudal states, bright colors dissolved and were no longer the style. Instead, the kimono became a uniform to distinguish one's allegiance to a territory or lord. From the Meiji period (1868-1912) to present day, the kimono began to be worn during special occasions due to western influences especially after WWII.

Crane Motif

A number of cultures characterize the crane as a mystical creature who lives for a thousand years. In the Japanese, Chinese and Korean cultures, the crane's legacy stems from its association with good fortune. The Japanese call the crane the "bird of happiness" because the wings were meant to carry souls up to paradise. Mothers who pray for the protection of the crane's wings for their children will recite this prayer, "O flock of heavenly cranes cover my child with your wings." Symbolism related to the crane also evokes connotations of fidelity, beauty, and longevity. This kimono's connection to fidelity comes from its function as a garment worn after marriage. The prominent inclusion of the crane serves as a token of fidelity as well as of happiness.

Related Terminology

Kimono – A long Japanese robe with wide sleeves traditionally worn with a broad sash as an outer garment by the Japanese.

Maiko – A girl who is being trained to become a geisha.

Geisha – "Person of the arts," Japanese female entertainer who acts as a hostess.

Type of Kimono: Kurotomesode

Kurotomesode 黒留袖 literally means "black kimono with fastened sleeves" (黒 kuro = black / 留 tome = to fasten / 袖 sode = sleeve), which stems from the tradition of fastening the sleeves after marriage. Kurotomesode is a style of tomesode. Tomesode means "to fasten sleeve" and comes in a variety of colors except black, thus the "kuro" designation before "tomesode" for this kimono. The shortened sleeves designate the married status of the woman. Additionally the association of black fabric and marriage contrasts with Western cultures, which typically associate bright colors with matrimonial related occasions.

The kurotomesode is regarded as an easily recognizable kimono style. Its style derives from its completely black background in the upper portions of the garment which contrast with patterns that occur on the lower half of the kimono to sweep around the front of the body. Consequently, no pattern appears at the upper body level. Subject matter of the pattern motifs include images from nature, seasonals, as well as floral themes. The patterns are often stitched with golden and silver thread, achieving an exclusive and formal feeling.



Upper Left: Kurotomesode front

Upper Right: Go-San Kiri, placed near both shoulders (Government crest)
Bottom: Kurotomesode details



When Are Kurotomesodes Worn?

Due to their extreme formality, kurotomesodes are typically worn by the mothers of the bride or groom during weddings, and during other special formal occasions. This type of kimono is forbidden from being worn in the presence of the imperial family due to the connotation of death, sorrow, and misfortune that is also associated with black.

Who Wears Kurotomesodes?

Besides married women, kurotomesodes are worn by geishas, who often wear them during performances. Maikos wear kurofurisodes – which have long sleeves.

Resources

<http://kimonogeisha.com/kimono-styles/kurotomesode-kimono/>

http://www.jccc.on.ca/origami-cranes/pdf/meaning_of_the_origami_crane.pdf

Kara, Mehmet, and Ersin Teres. "The crane as a symbol of fidelity in Turkish and Japanese cultures." *Milli Folklor* 12, no. 95 (2012): 194-201.

<https://www.merriam-webster.com/dictionary/kimono>

<https://en.oxforddictionaries.com/definition/maiko>

http://www.haddonfield.k12.nj.us/hmhs/academics/english/sound_of_waves/13kimono.htm

Completed Summer 2017 by Julia Kershaw, Cam Ducilon



Resource for information on red-crowned crane:

<http://www.iucnredlist.org/details/22692167/0>
<https://www.kyuhoshi.com/2014/09/09/japanese-crane-in-hok-kaido/>
<http://www.supercoloring.com/coloring-pages/japanese-red-crowned-crane-by-ohara-koson>

Next Generation Sunshine State Standards (K-5)

Strand: Skills, Techniques and Processes

Enduring Understanding: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

Standard 2 #2: Follow procedures, focusing on the art-making process. (VA.3.S.2.2)

Next Generation Sunshine State Standards (9-12)

Strand: Critical Thinking and Reflection

Enduring Understanding: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

Standard 1 #4: Applying art knowledge and contextual information to analyze how content and ideas are used in works of art. (VA.912.C.1.4)



Red-Crowned Crane of Japan

Lesson Plan K-5

Session Activity: Students will be introduced to the crane motif on the *Big Cranes T Kimono*. Students will learn about the red-crowned crane; its habitat, behavior, and lifestyle. The students will create drawings of the cranes' habitat. They will then each receive a crane template to color and design as a symbol of longevity, fidelity and other good fortune. The templates will be superimposed on the students' drawings of crane habitat.

Materials: paper, drawing materials, scissors, glue, watercolor/ acrylic paint, brushes, crane templates (see resource)

Objectives:

1. Students will learn about the red-crowned crane and that it is endangered.
2. Students will learn about the organization that is protecting the red-crowned crane.
3. Students will learn the way animals are used in an artistic way to symbolize good fortunes in culture (particularly Japanese culture).

Activity Procedure:

1. Students will receive information from the teacher about the red-crowned crane from the given resource.
2. Each student will be given a crane template.
3. Each student will color and decorate a crane template with colors and designs they feel represent good fortune.
4. Each student will paint with watercolor/ acrylic, to create the cranes' habitat, then paste the finished crane template into the habitat.
5. Students will be asked to explain their drawings of a crane's actual habitat and to explain their choices of crane color and design as symbols of good fortune.
6. Students will be asked to identify the actual versus the symbolic in their finished products..

Designing Personal Logo – Lesson Plan 9-12

Session Activity: Students will be introduced to the kimono of this Object Guide and will analyze the symbols of the garment with special attention given to the colored animal motif of the kimono design. Students will create prints of personal logos with animal designs. These prints will accompany 1) pictures of the animals they selected as inspiration for their designs, 2) paragraphs detailing ways the animals demonstrate the students' various choices of cultures the students wish to reflect, 3) the students' personalities. The teacher will compile their creations in some way in the classroom to display. While analyzing and researching designs for the logos, students will mirror the way Japanese kimono designers select color and animalistic motifs and thus apply these to their own artistic inventions.

Materials: computers to research design motifs and type reflection paragraphs, paper, linoleum blocks, water-based black printing ink, linoleum cutter, pencils, various media with which to add color to prints

Objective:

Students will be able to apply color and the idea of symbolic motifs from Japanese kimonos to create symbols or personal logos of animals that reflect their personalities and embody cultural themes, similar to the way cranes depict the Japanese values of fidelity, prosperity, and good fortune in kimonos.

Activity Procedure:

1. Students will be introduced to the color and animal motif of the Japanese kimono of this Object Guide.
2. Students will research animals they can use as inspiration for the creation of logo designs and paragraphs detailing the ways these animals reflect cultures admired by the students. In addition these designs can be used as symbols of the students' own personalities. The students will select pictures of these animals to show with their final prints and paragraphs. The juxtapositions will reinforce the idea of the development of symbols/logos from actual nature.
3. Students will work independently to sketch designs and create linoleum prints of these designs, which then will become their personal logos.
4. After carving their linoleum blocks, students will use water-based black ink to print the designs.
5. After the prints dry, each student will apply color to his or her design as desired using various media.
6. Each student will write a paragraph about the reason(s) for choosing the animal and the design of the print produced. The paragraph will explain themes the design represents.
7. All work will be compiled and displayed in the classroom.