



TITLE: *Landscape with Scholar in a Boat*

ARTIST: Fukuhara Gogaku (1730 -1799)

DATE: 18th Century

SIZE: scroll: 65 x 19 ½ inches; image: 41 x 14 ½ inches

MEDIUM: hanging scroll

ACQUISITION #: 96.3.3

Additional works in the collection by the artist? Yes ___ No X



MoFA
Florida State University Museum of Fine Arts

Media Description:

Hanging-scrolls, or kakemono, were originally used to display Buddhist imagery and calligraphy. They were usually displayed in the tokonoma (ceremonial alcoves) of reception rooms of Japanese mansions and could be changed according to the season or to honor a special visitor. All such works were viewed seated at floor level on tatami mats. One of the compositional challenges of kakemono was to fit all the elements into a visually unified composition within the restrictive confines of the narrow, vertical picture plane.

The Japanese Nanga Movement:

Literati painting is an artistic practice of Chinese origin that became prominent during the Chinese Yuan Dynasty (1271-1368) among scholar-bureaucrats. Literati painting techniques were intended as a reaction against the academic realism that typified professional court painting in China at the time. The literati adopted a self-consciously amateur style, featuring calligraphic line-work and unrestrained use of ink washes in an attempt to tune into the rhythms of nature. Thus, these literati painting techniques gained popularity across socioeconomic backgrounds. Japanese artists imitated the lifestyle of literati as well, calling themselves bunjin and developing the Nanga Movement.

Gogaku & Taiga:

Fukuhara Gogaku was a painter from Onomichi, a city just east of Hiroshima in Japan. He studied in Kyoto under Ike Taiga, one of Japan's most prolific artists of the 18th century. Taiga was among a group of Japanese artists who fashioned themselves after the Chinese Literati, masters of painting, calligraphy, and poetry. His inventiveness and experimentation with traditional Chinese motifs and techniques fueled the emergence of the Nanga School. After his studies, Gogaku moved to Osaka to spread the Nanga, or "Southern" style painting. This scroll reflects a common Chinese subject that Taiga promoted, a scholar in a boat, which expresses the longing of scholars for escape from the unpleasant realities of social and political life.

Vocabulary:

Literati: the scholar-bureaucrats of imperial China interested in painting, calligraphy, and poetry; Japanese artists inspired by Chinese Literati developed the Nanga school of painting

Kakemono: hanging-scroll

Nanga: "Southern painting;" this distinction is not necessarily geographic; instead, it is a borrowed concept from Buddhism, which also had Northern and Southern Schools. In regards to painting, the Northern was related to formal practices and painting the worldly appearance of things, while the Southern was associated with informal or self-taught practices that sought inner spiritual realities.

References:

- <http://research.honoluluuseum.org/EdoPainting/introduction-styles-of-japanese-painting-during-the-edo-period-1615-1868/nanga-painting>
- <http://www.philamuseum.org/exhibitions/108.html?page=3>
- http://www.britishmuseum.org/research/search_the_collection_database/term_details.aspx?bioId=92441
- <http://www.metmuseum.org/art/collection/search/48989>
- <https://depts.washington.edu/chinaciv/painting/tptgyula.htm>
- <http://www.philamuseum.org/exhibitions/2007/108.html?page=2>
- <https://www.khanacademy.org/humanities/art-asia/art-japan/japanese-art/a/japanese-art-the-formats-of-two-dimensional-works>

CREATING YOUR OWN CALLIGRAPHY FOR A WALL SCROLL: K-5

Japanese Calligraphy Link: <https://s-media-cache-ak0.pinimg.com/originals/fa/31/4f/fa314fd7ca056c997f5553238c19ed71>.

Session Activity: Traditional Japanese painters like Fukahara Gogaku used calligraphy in their works. In this activity, students will create their own Japanese-style calligraphy. Students will be introduced to the process of writing Japanese kanji and creating hanging wall scrolls.

Objectives:

With this activity, students will learn about Japanese calligraphy, which is one of the most popular fine arts of Japan. Calligraphical works are appreciated not less than other fine arts products. In the simplest understanding, calligraphy is the art of writing beautifully. Students will be introduced to another world culture and various art forms.

Materials:

White drawing paper, paintbrush, watered-down black tempera paint, small dish, images of scrolls. Use this website for examples of Gogaku's work:

<http://www.loc.gov/pictures/related/?fi=name&q=Yajima%2C%20Gogaku%2C%20active%2019th%20century>

Vocabulary:

Kanji: Japanese characters that stand for whole words

Calligraphy: decorative handwriting or handwritten lettering.



Activity Procedures:

1. Have students look at Japanese scrolls and notice the calligraphy. Show the example by Gogaku. Tell students the purpose of the calligraphy on the scroll.
2. Provide students with examples of kanji—"love, dream, heart, etc."
3. Ask them to choose one to three words to reproduce on paper.
4. When finished, each student will show his/her work and explain the reason for choices of characters. Like a Japanese artist making a scroll, ask each to describe the image he/she would like to include with the character/characters chosen.

Next Generation Sunshine State Standards (K-5)

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES. VA.K.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

Next Generation Sunshine State Standards (9-12)

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS. VA.912.H.2.5 Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.

JAPANESE PAINTING AND CALLIGRAPHY ON SCROLLS: 6-12

Lesson Plan Link : <http://cgs.la.psu.edu/k12-resources/cgs-k-12-curricular-materials/high-school-level-8-12/japanese-painting-and-calligraphy-on-scrolls-1>

Session Activity: In the tradition of Japanese artists like Fukuhara Gogaku, the students will make a hanging scroll which includes calligraphy and painting. As often did the artists of the Nanga School, the student will base the work on poetry. Comparisons and contrasts will be drawn between the imagery and feelings of these Japanese artists, who wished to get away from urban life, with contemporary work of artists today.

Objectives:

Students will be able to identify common elements of Japanese scrolls, as well as implement those elements in an artwork themselves.

Materials:

Watercolor paper, sumi-e ink, brushes, PVC pipe, painters tape, scroll backing, glue, brush-up paper dowel rod, soap eraser, x-acto knife, printing ink, tape, research material (links below show examples of Japanese paintings, Japanese characters, scroll building, and continued history of the art style):

- <http://www.wikihow.com/Make-a-Scroll>
- <https://www.jref.com/media/categories/traditional-japanese-painting.6/>
- <http://richard-hooker.com/sites/worldcultures/ANCJAPAN/ART.HTM>
- <https://www.artelino.com/Default.asp>
- <https://s-media-cache-ak0.pinimg.com/originals/9f/1c/ba/9f1cbaf9b767e9ef04741ff6f865b-ba9.jpg>

Vocabulary:

Haiku: a traditional form of Japanese poetry. Haiku poems consist of 3 lines. The first and last lines have 5 syllables and the middle has 7 syllables. The lines rarely rhyme.



Fukuhara Gogaku, *Painting of the Deity Hakutaku*, 1785, scroll.

Activity Procedures:

The teacher will introduce imagery by Fukuhara Gogaku and the Nanga School of painting. The teacher will also present information and examples of haiku. Finally, the teacher will describe the production and sections of a scroll using images and/or examples. Teacher will lead a discussion on comparison and contrast with contemporary work of artists today.

Then the students will:

1. Do some personal research on Gogaku and the Nanga School.
2. Individually research haiku.
3. Write a haiku that reflects the feelings of these Japanese artists.
4. Do several watercolor sketches based on the poem.
5. Build a scroll (link provided) and transfer image to it.
6. Select one word that represents the haiku – find the Japanese character that matches the word and inscribe it on the scroll.
7. Present scroll to class (with explanation of haiku and process).