

Kindergarten Kites



A lesson for Kindergarten students ages 4-6
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ALLEN MEMORIAL ART MUSEUM

I. Theme/Subject:

Japanese Children's Day (Kodomo no hi)

Carp/Koi Fish

II. Objectives/Concepts:

- Students will listen to the story *A Carp for Kimiko* and discuss its theme/lesson.
- Students will be introduced to the Japanese holiday, Children's Day, formerly known as Boy's Day.
- Students will design and create their own carp kite.

III. Standards:

A. National

1. Visual Arts

- NA-VA K-4.1: Students use art materials and tools in a safe and responsible manner
- NA-VA K-4.3: Students know the visual arts have both a history and specific relationships to various cultures
- NA-VA K-4.5: Students understand there are various purposes for creating works of visual art
- NA-VA K-4.6: Students identify connections between the visual arts and other disciplines in the curriculum

2. Social Studies

- NSS-G.K-12.1: Understand how to use maps to acquire, process, and report information from a spatial perspective (finding Japan)
- NSS-G.K-12.2: Understand how culture and experience influence people's perceptions of places and regions.

B. Ohio State Standards

1. Visual Arts

- Benchmark 1A: Recognize and describe visual art forms and artworks from various times and places.
- Benchmark 1C: Identify and describe the different purposes people have for creating works of art
- Benchmark 2A: Demonstrate knowledge of visual art materials, tools, techniques, and processes by using them expressively and skillfully.
- Benchmark 3A: Identify and describe the visual features and characteristics in works of art.
- Benchmark 4A: Apply basic reasoning skills to understand why works of art are made and valued.
- Benchmark 5B: Use the visual arts as a means to understand concepts and topics studied outside the arts.

2. Science

- Identify that there are many distinct environments that support different kinds of organisms.
- Investigate the different structures of plants and animals that help them live in different environments (e.g. gills).

IV. Vocabulary:

- *Carp*: A freshwater fish (*Cyprinus carpio*) of Europe and Asia that is frequently bred in ponds and lakes.
- *Kite*: a light structure or framework that is covered with cloth, plastic, or paper, and is designed to be flown in the air/wind at the end of a long string.
- Kodonomo hi: Japanese Children's Day; May 5 holiday that once only celebrated young boys but now honors all children
- *Koi*: Bright-colored carp of Japan and eastern Asia.
- *Koinobori*: Japanese word for Carp kites; traditionally flown in Japan to celebrate Children's Day; made by drawing carp patterns on paper, cloth, or other nonwoven fabric and then allowed to flutter in the wind; also known as satsuki-nobori
- *Windsock*: A tapered, open-ended sleeve that shows the direction of the wind blowing through it.

V. Materials:

- (1) one sheet 11 x 17 colored construction paper per student
- Scissors
- Crayons
- (1) one pencil per student
- Hole punches
- Templates (for students to trace)
- (1) one 1/4" diameter wooden dowel per student
- Stapler and staples (to be used by teacher only)

- Crepe paper and/or cellophane for tails
- Kite string or twine
- Tape

VI. Strategies and Procedures:

A. Engage (motivation):

Begin with a discussion about carp. Ask students to list characteristics about the fish that they notice. Have them notice the details and textural qualities of its scales, gills, etc.

Introduce students to the symbolism of the carp in Japanese culture. Explain that each season the carp must fight with all its might and muscle to swim upstream against the current. This is why the carp represents strength and courage in Japan and is used as a symbol, at first on Japanese Boys' Day, and now on Japanese Children's Day, and its image is made into kites that are flown outside homes, one for each child.

Talk about symbolism and ask students to compare the carp to other symbols of strength from other cultures.

B. Explore:

Read students *A Carp for Kimiko* by Katherine Roundtree. Open a discussion with students about Roundtree's story, point out that although it is now accepted that carp kites are flown for both boys and girls, Kimiko still struggles within her family to share this tradition with her brothers.

Ask students if they have ever faced discrimination, or been excluded from activities because of a physical quality they possessed and could not change. How did that make them feel? Do they think Kimiko felt the same way? Do students ever think or feel that they cannot play with certain toys because of their gender?

C. Create:

Each student will create his or her own carp kite!

Have students follow the instructions below:

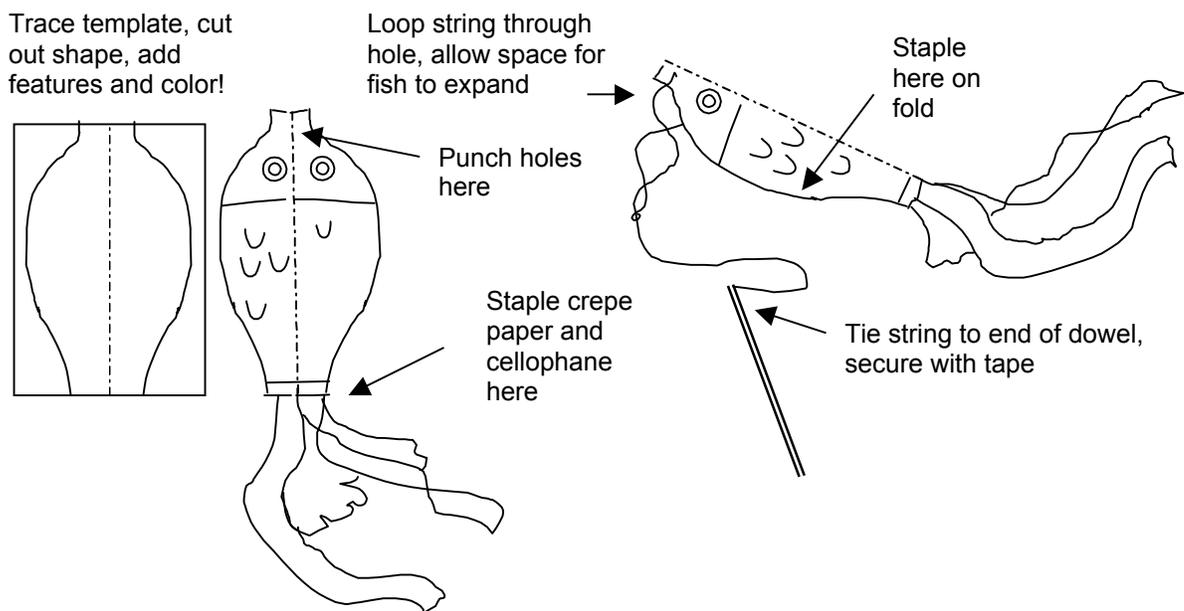
- Using a pencil, trace template of fish onto large sheet of colored construction paper (11" x 17") of students' choice. *
- Carefully cut along traced outline, cutting out the entire vase-shape and discard scrap paper.
- Fold shape in half lengthwise.
- Open shape up again and begin by drawing two (2) large circles for eyes at the top of the vase shape.
- Draw a horizontal line from one edge to the other, directly below the two (2) eye shapes.

- Draw scales on the fish below the horizontal line by making capital 'U' shapes. Stagger them or draw them scattered around the fish body. Use lots of color so that your fish stands out!
- When finished coloring, refold fish shape and take to teacher for assistance.

Teacher instructions:

- Using the hole punch, punch a hole on the folded fish shape below the eyes and close to the fish mouth so that two (2) holes are made, one on each side of the folded fish.
- While fish shape is folded in half. Roll the shape so the paper curls slightly. This will allow the fish body to expand after stapling the ends together. Unroll and unfold, shaping fish gently.
- Refold fish while keeping its rounded shape. Place a staple connecting the two bottom curves of the fish. (see diagram)
- Cut a small piece of cellophane (about 9"x 12") and fold into an accordion fan. Group accordion fold with a few crepe paper streamers (allow students to select colors) and staple between the fish tale fold.
- Cut string (about one to two yards) and loop through the two punched holes near the carp mouth.
- Tie end of string forming a V-shape below the carp mouth. Allow ample room for the fish to expand.
- Finish by tying loose end of string to dowel end and securing with ta

** Teacher should make templates prior to studio activity. Templates can be made by drawing a large vase-shape onto construction paper, preferably using a color that will not be selected by students, (such as black) and label it 'template.'*



VII. Assessment:

Evaluate student work based upon the following criteria:

- Completion of kite: Did student follow directions with little assistance?
- Understanding of Japanese Children's Day, carp symbolism, and purpose of carp kite
- Neatness of project: Did students trace template accurately? Did students cut along traced lines? Did student draw and color carp details with care?
- Use of Materials and workspace: Did student use materials, such as scissors and crayons, properly? Did student discard paper scraps? Did student put away all art materials when project was completed?

VIII. Closure:**KITE SAFETY**

**Please note that the dowel ends can be a danger to students if not handled properly. Students may be tempted to use dowels as swords or to wave kites near other children. Explain to students that kites must be handled carefully.*

IX. Across the Curriculum:

- A. Language Arts:** Have students write a journal entry about making their first carp kite or a response to hearing the story of a young girl striving for equality on a holiday typically celebrated for Japanese boys. Have they ever wanted to participate in something and not been allowed because of their age or gender?
- B. Math:** Have students draw a 1" circle using a compass. Cut out multiple circles from tissue paper and glue them onto the kite's surface to create scales.
- C. Social Studies:** Have students research other holidays that Japan celebrates. Have students make a map of Japan and label its landmarks and/or prefectures.

X. Resources:**A. Books:**

1. Billard, R. *Carp: Biology and Culture*. Springer, 1999.
2. Blasiola, George C. *Koi*. Barron's Educational Series, 1995.
3. MacMillan, Dianne M. *Japanese Children's Day and the Obon Festival*. Enslow Publishers, 1997.
4. Roundtree, Katherine. *A Carp for Kimiko*. Charlesbridge Publishing, 1996.

B. Websites:

1. http://pa.essortment.com/kodomonohijap_rnsd.htm