**Japanese aesthetics lesson plan**

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| **Name:** | Rosemary |
| **Lesson Title:** | Japanese art history |
| **Grade Level:** | 9th-12th |

**Aesthetics, Art History, Interdisciplinary Connections**

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| **Artist/Culture/Movement**  Japanese culture. Japanese aesthetics and art. Buddhism. Confusianism. | **Interdisciplinary Connections**  Japanese history, |
| **Aesthetic Concepts**  What is considered art in Japanese culture? | **Elements/Principles of Art:**  Line  Color  Proportion/balance |
| **Art Vocabulary:**  Zen Buddhism. Amida Buddhism, esoteric Buddhism,Shintoism, Confucianism. Haiku, tanka | **Media and Materials needed:**  Paper, paint brushes, green tea, water, cups, towels |

**Content Standards (choose 2/3)**

**Learning Objectives (related to standards)**

1. Students will learn about the history of Japanese Buddhism and the aesthetics of that culture.
2. Students will be able to critique artwork with Japanese aesthetic values in mind.
3. Students will learn to use green tea to paint a monochromatic ink painting.

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| **Anticipatory Set:** guided meditation  A quick 5 minute guided meditation to relax students before learning and to help them focus on the next task, also to inspire them for their artwork. The point of this is to have the students experience a meditation, like the Japanese, for themselves.  Another anticipatory set will be to write a haiku in the first ten minutes of class. |
| **Big Idea:** What does the word “zen” mean to you? |
| **Essential Question:** What is considered art in Japanese aesthetics? Why can nature be an inspiration to artists? How can we use readily available materials to make art? How can art have a function even if it is just a painting? |
| **Objective/Purpose:** In this lesson, students will understand how art is a big component in Japanese cultures, and the functions that art has. students will create their own monochromatic ink painting, like the ones used in Zen Buddhism. |
| **Model:** There are several things I would model in this lesson: i will demonstrate how to dilute the tea to make the color stronger or fainter. I may also demonstrate different brush stroke techniques that can be used for line variation |
| **Check for Understanding:** after giving students directions i will ask for a volunteer to tell the class what are the directions,  if student says the directions correctly I will ask for students to give a thumbs up if that's what they heard, too, or thumbs down (to see if everyone understands) if most students don’t understand explain again.  as students are working I will go around and give one-on-one directions to those who need more explanation on directions. |

**Step by Step Instruction of Lesson**

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| **Instructional Strategies** | **Student Activities** |
| **Day 1**: when students first get to class I will have them settle down and relax. Then they will begin the 5 minute meditation  After the meditation, students will take notes on the power point  At the end of class, as a class we will critique a work by Takashi Murakami  Homework will be to rainstorm ideas of things that make students “Zen.” | **Day 1:** At the beginning of class I will ask students to relax and get comfortable as I guide them through a 5 minute meditation  After the meditation I will guide students through the power point on Japanese Aesthetics  At the end we will critique, analyze, and talk about an artwork by Takashi Murakami and supreme through the lens of Japanese aesthetics. VTS will be used during discussion. |
| **Day 2:** At the beginning of class I will briefly explain to the students what a Haiku and a Tanka is  Students will then be given 10 minutes to write a Haiku OR Tanka, their choice.  Students will share their poems if they wish.  After we share the poems, Students will be introduced to their green tea painting projects, the rest of the class will be to brainstorm. | **Day 2:** I will explain a Haiku and a Tanka  While students are writing their poems I will write my own, and/or walk around to see if anyone needs help or just to see what students are writing.  I will ask if students want to share their poems.  After poems are shared, I will introduce the project and give time for brainstorming, encouraging students to use their poems as inspiration. |
| **Day 3** Students will watch as I demonstrate  Students will begin painting, planning out their paintings. | **Day 3:** I will demonstrate to students how to use the materials, green tea as a paint, and how to use the brushes to get a variation in line.  I will walk around the room to see if any students may need help. If students do not need help, I will work on my own painting, but still be available for students to call out to me if they need help. |
| **Day 4** work day | **Day 4** work day  I will walk around the room to see if any students may need help. If students do not need help, I will work on my own painting, but still be available for students to call out to me if they need help. |
| **Day 5** critique day. | **Day 5:**  I will lead students into a critique of everybody’s work through VTS, with Japanese Aesthetics in mind. |

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| **Critique/Discussion:**  Students work will be placed around the classroom in a gallery style. Each work will be critiqued in turns. I will choose the order that each piece is critiqued and everyone but the artist will have a chance to make comments, express their likes and interpretations. After, the artist will then have a chance to explain and express what they liked and may have changed. |