

Unit 4: Japanese Art

Content Area: **Art**
Course(s):
Time Period: **Full Year**
Length: **8 Weeks**
Status: **Published**

Unit 4: Japanese Art

Unit Rationale

The purpose of this unit is to...

- Teach students that the art of Japan is different in nature from Western Art; being it is less focused on self expression and more focused on tradition and a harmonious view of the natural world.
- Introduce students to a beautiful art form different from our own.
- Develop students' eye-hand coordination through the Japanese Sumi-e ink painting brush handling technique.

Essential Questions

- What are the essential qualities of Japanese Art?
- In what ways is it different from Western Art?
- How can varying pressure on a brush change a lines quality?

Pre-Assessments

The students will be asked to do a few practice marks on a piece paper with the India ink and Sumi-e brush. The educator will examine the students' natural grip and ink application on the paper to assess the students' prior knowledge of brush holding techniques.

Instructional Plan

See description below for Lesson 1.

Lesson 1: Creating a Sumi-e Painting

Student Learning Intentions or We are learning to/that ... (WALT)

- Much traditional Japanese brush painting is monochromatic and focuses on the natural world. The subject

matter includes landscapes, landscape elements (plants, flowers, trees, etc.) and animals.

- There is a focus on economy of effort (less is more) and is attained by practice and striving for perfection.
- There are traditions for painting each natural form.

Student Success Criteria ... “I can statements”

- Use and care for bamboo brushes.
- Vary the thickness and quality of their brushstrokes by applying light and intense pressure.
- Vary the value the painting in order to create contrast.
- Use subtle elements of color.

Instructional Strategies and Activities

Creating a Sumi-e Painting

- Students will be handed a piece of practice paper to learn how to use bamboo brushes and India Ink.
- Students will vary the thickness of their brush strokes.
- Students will vary the shade (value) of their painting by adding water to the ink to lighten it.
- Students will paint a variety of plant forms in. Prior to this occurring, the educator will review various plant forms the students can paint.

- The educator will demonstrate how to use both India Ink and watercolor in the Japanese Sumi-e tradition.
- Students will finish their painting by adding additional details to their natural objects in the Sumi-e tradition.

Formative Assessments:

Throughout the process of creating a Sumi-e painting, students will be observationally evaluated using the following criteria:

- Do students follow directions in the care of bamboo brushes?
- Do students know how to vary line thickness by increasing or decreasing pressure on the brush?
- Do students know how to vary the shade of black by adding water.
- Do students use watercolor correctly (by adding water)?
- Can students attain a degree of representational accuracy in their painting?

Instructional Materials and Resources

Student Supplies: Paper, India ink, bamboo brush, water cup, paper towel

Educator Materials: Sumi-e painting lesson sample, paper, India ink, bamboo brush, water cup, paper towel

Reflections and Suggested Modifications

To be reflected upon by the educator at the completion of the unit.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and

there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

New Jersey Student Learning Standards: Content Area

VA.K-2.1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
VA.K-2.1.5.2.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.K-2.1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

Integration of Diversity, Equity, and Inclusion:

Students will create a Sumi-e painting inspired by the Japanese culture. Each student will be utilizing the painting techniques of the Sumi-e painting tradition to paint natural objects. Through this lesson, they are getting accustomed to cultures that vary from their own.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP6	Demonstrate creativity and innovation.
WRK.9.1.2.CAP	Career Awareness and Planning

Integration of Computer Science and Design Thinking

CS.K-2.8.2.2.ITH.4

Identify how various tools reduce work and improve daily tasks.

21st Century Life and Career

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

ELA.SL.PE.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.