

Hachimaki & Japanese Shibori



A lesson for LANGSTON MIDDLE SCHOOL
Students ages 11 to 13, grade 6
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ALLEN MEMORIAL ART MUSEUM

I. Theme/Subject:

Hachimaki
Arashi Shibori

II. Objectives/Concepts:

- Students will learn about a Japanese dyeing method, Arashi shibori, its history and its process.
- Students will learn about hachimaki and make their own to wear.

III. Standards:

A. National

1. Visual Arts

- NA-VA 5-8.1: Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
- NA-VA 5-8.3: Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.
- NA-VA 5-8.4: Students know and compare the characteristics of artworks in various eras and cultures.
- NA-VA 5-8.5: Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.
- NA-VA 5-8.6: Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.

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. Social Studies

- Describe the cultural practices and products of people on different continents.
- Demonstrate skills and explain the benefits of cooperation when working in group settings.
- Demonstrate self-direction in tasks within the school community.
- Obtain information from oral, visual and print sources.

2. Math

- Use mathematical strategies to solve problems that relate to other curriculum areas and the real world; e.g., use symmetry in artwork.

3. Visual Arts

- Benchmark 1A: Recognize and describe visual art forms and artworks from various times and places.
- Benchmark 1B: Use historical artworks such as paintings, photographs and drawings to answer questions about daily life in the past.
- Benchmark 2B: Establish and communicate a purpose for creating artworks. Identify, select, and use art elements and principles to express emotions and produce a variety of visual effects.
- 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 2B: Identify, select and use art elements and principles to produce a variety of visual effects.
- Benchmark 4A: Apply basic reasoning skills to understand why works of art are made and valued.

IV. Vocabulary:

- *Arashi*: the Japanese word for storm; pole-wrapped resist shibori dyeing; patterns are diagonal since the cloth is shaped on the bias; typically achieved in 4 steps: folding a long narrow cloth lengthwise into halves or quarters; rolling the cloth from one end of the pole to the other; binding the cloth tightly to the pole at varying intervals; and dyeing.
- *Hachimaki*: Thin towel or strip of cloth tied around crown of head; according to Japanese legend, hachimaki strengthen spirit and repel evil spirits. Commonly worn during festivals, martial arts
- *Shibori*: Commonly translated into English as “tie-dye;” shaped resist dyeing or patterning process of manipulating 2-dimensional cloth surface into 3-dimensional shapes before compressing them to dye.

V. Materials:

Per student:

- (1) One 90cm strip of white cotton fabric with rolled edge hem*

- (1) One 2 foot long section of 1.5 to 2" wide PVC piping**
- Various colors RIT dye
- Waste buckets or containers at least 1 foot deep and no wider than 1.5'
- Paper towels
- Drop cloth
- Masking tape
- Clothesline or heavy rope/twine
- Clothespins or clips
- Nylon, twine, or heavy yarn
- Aprons or art smocks
- Latex (or vinyl gloves for those students who have a latex allergy)
- Hot water
- Mixing cups (heavy plastic cups)
- Spoons
- Access to sink

** Cotton can be purchased in bulk off 30 or 60" bolts and cut into 3" strips. Edges can be stitched into rolled-edge hems along the lengths of the fabric strips. One and one-half (1.5 yd) yard of 30" fabric will create approximately 9 hachimaki (allowing for error).*

*** PVC piping can be purchased and cut at local hardware stores. One full length pipe usually comes ten feet long, and can be cut down into (5) five sections. Alternatives to using piping can be used and include items such as cylindrical bottles, plastic tubing, etc.*

VI. Strategies and Procedures:

A. Engage (motivation):

Begin the lesson by showing students examples of different types of shibori. Explain what Arashi shibori is and how it was used in Japan during the Edo period. Discuss the history of shibori itself, and how its exact origin hasn't been determined but there are many different theories. Show students examples of Japanese woodblock prints that illustrate commoners working in the dyeing district to create enormous lengths of kimono cloth. Explain how shibori is related to indigo dyeing.

B. Explore:

Let students look at the results of different Arashi shibori techniques. Show them how different patterns can be created by:

- Wrapping fabric in different directions
- Folding fabric vertically or horizontally before pole wrapping
- Wrapping string in different directions
- Wrapping string tightly or loosely
- Wrapping string closely together or far apart
- Using different thicknesses of string or different types

- Leaving poles in dye vats for shorter or longer amounts of time
- Not presoaking fabric versus wetting fabric before emersion
- Doing stitch work before wrapping fabric around pole
- Using different pole widths

C. Create:

To create the dye vats, teachers will need to:

1. Prepare materials on top of drop cloth, near working sink and clothesline.
2. Have dye vats (waste buckets) labeled with designated colors to avoid confusion—liquid dyes do not always appear as end result colors.
3. Add dry powdered mix to one cup of hot water in large plastic mixing cup and stir for one to two minutes.
4. Add hot water dye mix to waste bucket.
5. Add cold water to waste bucket.
6. Agitate for another one to two minutes.

Students will follow the following procedures to create their Arashi shibori hachimaki:

- Have each student gather all needed materials and decide which color dye they will use
- Students should work in pairs as they pole-wrap: Have students take turns; one may wrap the pole while the other holds the pole and secures the cloth.
- Start by taping one corner to the top of the pole so the cloth is on its diagonal.
- Continue to wrap the cloth snugly around the pole until the entire cloth has been wrapped. (If cloth is longer than pole, you may proceed to next step and then return to the remaining cloth after the first portion has been compressed).
- Once fabric is wrapped snugly and secured, begin to bind the cloth with chosen material (rope, twine, yarn, etc.) Tie a knot at top and begin wrapping twine around cloth-wrapped pole, leaving varying intervals of space. Follow the pattern you chose to create the desired effect. Tie another knot to secure the end of the twine.
- Once pole is completely wrapped and twine is secure, push down on fabric so that it compresses into accordion-like folds. Continue compressing until the resulting length of compressed fabric is equal to or shorter than the depth of the dye vat.
- At this time, students should put on art smocks and gloves, remove watches or any wrist jewelry, and tie hair back.
- ALWAYS RINSE YOUR WRAPPED FABRIC (WHILE ON POLE) IN COLD WATER BEFORE SUBMERSING IN DYE VAT!!!
- Submerge into dye vat so that all fabric is covered.
- Let soak until desired shade is reached.

- Remove carefully from dye vat and rinse under cold water until water runs clear.
- Fabric can either be removed while wet and hung to dry or allowed to dry on pole and then removed. (Letting the fabric dry on the pole creates added texture)

VII. Assessment:

Evaluate students' work based on the following criteria:

- Did the student follow directions?
- Did the student work well and respectfully with others?
- Did the student require little to no assistance?
- Did the student use materials properly?
- Did the student clean his/her work area completely?
- Did the student require little to no discipline?

VIII. Closure:

Have students model their hachimaki!

IX. Across the Curriculum:

- A. Social Studies:** Have students research the history of the hachimaki. Find out what its original purpose or use was and how its functionality changed over the years.
- B. Science:** Have students study how the process of indigo dyeing works. How does oxidation play a factor in this art form?
- C. Math:** Have students create geometric patterns using different folding techniques.

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

1. Abiko, Bonnie. *Arimatsu Shibori: A Japanese Tradition of Indigo Dyeing*. Rochester: Oakland University Meadow Brook Art Gallery.
2. Wada, Yoshiko Iwamoto. *Memory on Cloth: Shibori Now*. Kodansha International, 2002.
3. Wada, Rice, and Barton. *The Inventive Art of Japanese Shaped Resist Dyeing*. Kodansha International, 2002.
4. Wada, Yoshiko Iwamoto. Paper: "New Twist on Shibori: How an Old Tradition Survives in the New World When Japanese Wooden Poles Are Replaced by American PVC Pipes." Presented at the Fowler Museum of Anthropology, University of California, Los Angeles, the Annual conference of the Textile Society of America.

B. Websites:

1. <http://www.shibori.org/>
2. <http://en.wikipedia.org/wiki/Hachimaki>