

UCHIWA

A lesson for Eastwood Elementary students, ages 6-10

Designed by Loren Fawcett, Education Assistant

Time Frame: (2) 30 minute sessions

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I. Theme/Subject:

Kuma River Dance (Kumagawa Ondo)

Summer is the season when insect damage to crops and unexpected typhoons and floods are most likely to occur. Summer Festival (Natsu-Matsuri) is originally held to pray for protection against these natural disasters. Today, summer festival is held in many cities, towns, and villages around Japan and it brings community and family together.

The highlight of Summer Festival is done by local folk dance. The local people gather together in an open space and dance in a circle around Taiko. This particular dance, Kuma River Dance, is from Yatsushiro-city, Kumamoto, Japan. It is located in the center of Kyushu Island, which is located in southern Japan. Many steps in this dance refer to features of the town, such as Kuma River, rice padding, rush padding, Yatsushiro ocean and Mt. Ryuhou.

II. Objectives/Concepts:

1. Students will explore the traditions and celebrations of another culture.
2. Students will learn about a city/community in Japan.
3. Students will be exposed to traditional Japanese music as they learn several dance steps and their significance.

III. Standards:**A. National**

1. Visual Arts

- Standard #1: Understanding and applying media, techniques, and processes
- Standard #4: Understanding the visual arts in relation to history and cultures

2. Social Studies

- Culture People Places and Environment
- Individual Development and Identity

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 4A: Apply basic reasoning skills to understand why works of art are made and valued.
- Benchmark 5A: Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication. (Use visual art materials to express an idea from a song, poem, play, or story.)
- Benchmark 5B: Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.

2. Social Studies

IV. Vocabulary:

- *Uchiwa*: fan
- *Kumagawa Ondo*: Kuma River Dance
- *Natsu-Matsuri*: Summer Festival
- *Ichi*: one
- *Ni*: two
- *San*: three
- *Yon*: four
- *Go*: five
- *Roku*: six
- *Nana*: seven
- *Hachi*: eight
- *Kyu*: nine
- *Jyu*: ten

V. Materials:

For Studio Activity:

(per student)

- 1 (8.5" x 11") Sheet 80 lb. White drawing or construction paper
- 1 craft stick (3/8" x 4.5")
- Glue stick
- Scissors
- Uchiwa template
- Pencil

For Dance workshop:

- **Visiting artist Yukiko Shishikura**
- Large open space for movement/dance
- LCD projector and screen
- Laptop w/ CD drive and Power Point
- CD player
- CD with music, PP slide show
- (optional: see studio activity above) Uchiwa fans for each student

VI. Strategies and Procedures:

A. Engage (motivation):

Students will be presented with a brief Power Point slide show from artist *Yukiko Shishikura*. Students will view images from Japan while they learn about Yukiko's hometown and the Summer Festival celebration.

B. Explore:

Students will practice the dance steps (please see handout) individually and then as a group.

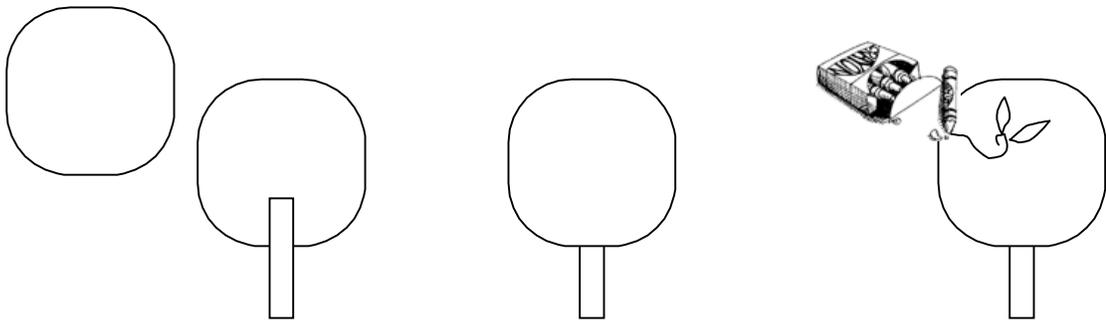
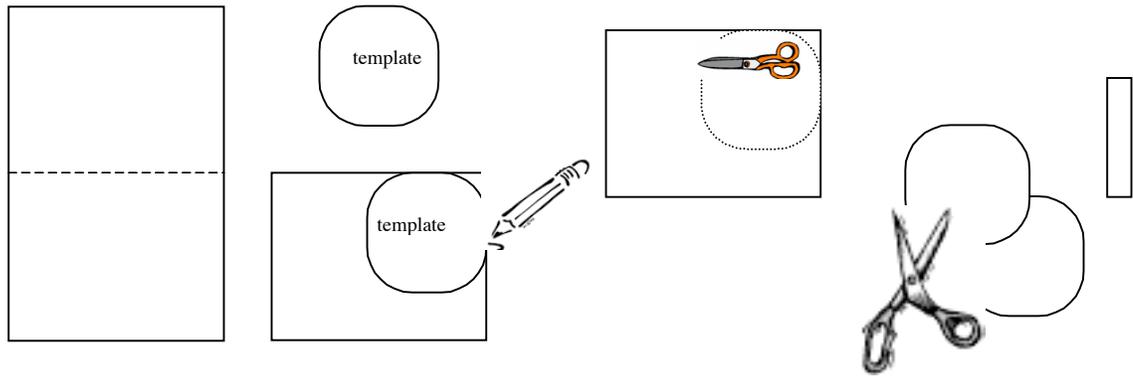
C. Create:

Students will create their own *uchiwa* fan to be used in the *Kuma River dance*.

Directions:

1. Fold white sheet in half (8.5" x 5.5")
2. Trace around edges of uchiwa template with pencil.
3. Cut out shape (while paper is folded) to create 2 equal-sized fan sides.
4. Cover one half of one side of the craft stick with glue stick. Adhere to one fan side.

5. Cover one side of the other fan shape with glue stick, and sandwich the craft stick between both fan sides. (Be sure to line up outside edges)
6. Let glue dry.
7. Decorate one or both sides of the fan using crayons or markers.



VII. Assessment:

Teacher's evaluation can be based on one or more of the following categories:

- Participation in group discussion
- Following of directions throughout the studio activity

- Behavior
- Neatness of project
- Effort

Students should practice evaluating their own work, which will also help them to develop their intrinsic motivation!

- Have students write a brief critique of their projects
- Have students generate a task checklist to hand in with their projects
- Have students participate in a class critique.

VIII. Closure:

Ending a studio project with a group discussion and evaluation of the experience is good way to monitor who has understood the subject and which students are still struggling. It also is a great opportunity to determine the success of the overall lesson and serves as an excellent method of evaluation. Some students often make the final learning connection only when they hear the opinions of their classmates and peers.

IX. Across the Curriculum:

- A. **Math:** Have students create a folding fan as well! Have students practice taking measurements with each fold. Students can learn to use an abacus and count to ten in Japanese.
- B. **Visual Arts:** Decorate the uchiwa using the Japanese art form Chigiri-e.
- C. **History:** Have students research the origin of the uchiwa and the materials used to construct the fans.

X. Resources:

A. Books:

1. Baker, Keith. *The Magic Fan*. San Diego : Harcourt Brace Jovanovich, c1989.
 - Despite the laughter of his fellow villagers, Yoshi uses his building skills to make a boat to catch the moon, a kite to reach the clouds, and a bridge that mimics the rainbow.
2. Gitter, Kurt. *Japanese fan paintings from western collections*. New Orleans: New Orleans Museum of Art, 1985
3. Heinrichs, Ann. *Japan: Enchantment of the World*. Danbury, Conn : Children's Press, 1998.

- Describes the history, geography, plants and animals, economy, language, people and culture of the island nation of Japan.
4. Shelly, Rex. *Japan*. New York : Marshall Cavendish, 1990.
 - Introduces the geography, history, religious beliefs, government, and people of Japan.

B. Websites:

1. <http://japaneseculture.about.com>
 - Japanese culture.
2. <http://www.jwindow.net/KIDS>
 - A site for kids about Japanese culture.
3. <http://www.niji.or.jp/school/teshimaj/uchiwa1.htm>
 - Background information on the Uchiwa.
4. <http://www.aisf.or.jp/~jaanus/deta/u/uchiwae.htm>
 - A brief history of the Uchiwa.