

# **Japanese Headbands**

## **Mindy Wolfe, Marietta Middle School**

### **Purpose:**

Make a headband or belt with a decorative design using some Japanese symbols as a motif.

### **Academic Content Standards:**

#### Visual Art

##### *Historical, Cultural and Social Contexts*

*Benchmark A: Compare and Contrast the distinctive characteristics of art Forms from various cultural, historical and social contexts.*

*Benchmark B: Create a work of art which incorporates the style of characteristics Of artwork other than their own.*

*Benchmark D: Research culturally or historically significant works of art and Discuss their roles in society, history, culture or politics.*

##### *Creative Expression and Communication*

*Benchmark A: Apply knowledge of materials, tools, media, techniques and Processes to communicate subject matter, themes or ideas in a variety of visual Forms.*

*Benchmark B: Create two-and three-dimensional original artwork that demonstrates personal visual expression and communication.*

*Benchmark E: Identify and explain reasons to support artistic decisions in the Creation of artwork.*

##### *Analyzing and Responding*

*Benchmark A: Apply the strategies of art criticism to describe, analyze and Interpret selected works of art.*

*Benchmark C: Establish and use criteria for making judgments about works of art*

##### *Connections, Relationships and Applications*

*Benchmark D: Use words and images to explain the role of visual art in Community and cultural traditions and events.*

### **Grade Level:**

Target grade level 7 with all levels and abilities. (can be used with Middle Sch. Grades)

### **Time Line:**

(Five – 40 min. periods)

Day 1: give overview, discuss and take brief notes, show video clips of Japanese drumming

students decide if they are going to make a headband or belt, teacher distribute cloth strips

Day 2: add a few more notes, do rough draft of design idea in sketchpad

Day 3 & 4: work on creating the finished project

hang or lay on shelf to dry  
Day 5: pass back finished projects, allow slower working or absent students to finish their projects

(Note: if used in conjunction with another project allow 7 to 10 days)

**Materials:**

- sketchpad
- strips of white cloth or white sheets (pre-cut to 1 1/2in. x 32in. long for headband, 1 1/2in. x 48in. for belt)
- permanent markers or fabric markers
- black acrylic paint or fabric paint
- sponge applicator ( for applying paint to stamps)
- rubber stamps (Japanese motifs)
- computer and projector
- overhead projector (optional)
- map of Japan
- patterns of Japanese symbols & calligraphy (same width as headbands, laminated for durability)
- CD of Japanese drum music
- Paintstik fabric decorating kit and extra paintstik (if funds available)

**Vocabulary:**

Taiko – drum

Hinomaru –sun or rising sun

Shodo – Japanese calligraphy

**Activities:**

- Day One
1. Read and discuss some brief information on Japanese art history.
  2. Students take a few notes and do sketches in sketchpad to reflect topics discussed.
  3. Start discussion with the history of Japanese art began around 5000 B.C. In 552 A.D. the ruler of the nearby kingdom of Korea sent the emperor of Japan a gift. The gift was a bronze statue of Buddha. Along with the statue Came priests to spread the Buddhist teachings. They were taught different ways of making art and for the next 250 years Japanese art would show strong traces of Korean, Chinese and other Asian influences.
  4. Show map of Japan and its proximity to China and Korea on overhead projector or computer and projector
  5. Introduce vocab. word Taiko – which means drum in Japanese  
Headbands are worn when performing this art combining rhythm and music  
With martial arts philosophy.
  6. Teacher use computer and projector to go to Youtube to show sample clips Japanese drummers performing (previously viewed by teacher)  
Students decide which project they want to do (headband or belt) teacher pass out cloth, students place in sketchpad as bookmark of Japanese notes and sketches until tomorrow.

- Day Two
1. Have students get out sketchpads and add to their notes.
  2. Review briefly topics discussed on day one.
  3. Then begin discussion of Japanese symbols. Use board or overhead projector to make lists that students come up with.
  4. Add vocab. word shodo – Japanese calligraphy
  5. Next make a circle on the board or overhead and ask students if they know what this symbolizes in Japan. The answer is the sun.
  6. Add vocab. word himomaru – sun or rising sun
  7. Next in sketchpad have students make a horizontal rectangle 1 1/2in. x 8in. long. This represents the center front of headband or center back part of belt. (belt may require additional embellishing)  
In this space have students use laminated symbols available or other Resources to start a sketch of their design idea.

*While students work on pre-sketches teacher can set up three large work areas (work stations) for students when they begin work on their cloth.*

Station 1 & 2 – Set up with laminated symbols for students to place under cloth and trace or freehand  
Permanent or fabric markers  
Paintstik paints (optional)

Station 3 – Rubber stamps with Japanese motifs  
Sponges (to apply paint to stamps)  
Black fabric or acrylic paint  
Paintstik paints (optional)

- Day Three
1. Students with finished pre-sketches may go to a station and begin Embellishing their choice of headband or belt on cloth
  2. Teacher can play Japanese Drumming CD while students are working.
  3. At stamping table black paint should be applied to stamps with sponge. Then stamps can be pressed on cloth where desired.
  4. Paintstiks if available can be placed at all stations and work best for rubbings over stamps or texture plates.
  5. Hang or lay on designated shelves to dry

Day Four (same as day three)

- Day Five
1. Pass back finished bands (to be worn during our international day)
  2. Unfinished students may continue working on this day to finish up.

**Assessment:**

- A letter grade or points can be assigned to the project
- Students must finish and design must have a Japanese influence
- A grading rubric can be created

T.I.P

Students can wear their headbands or belts to the International Festival to represent a part of the culture.

**Variation of Design Technique:**

Place watered down tempera or acrylic paint (dyes will also work) in muffin tin, fold cloth, dip into watered down paint and cloth will absorb paint for a tie-dye effect. Let this dry overnight then add contrasting marker and stamping.

**Resources:**

Websites

<http://www.japanesegift.jp> - Japanese caps and headbands

<http://www.tribalshapes.com> - free Japanese tattoo designs and symbols

<http://www.youtube.com/watch> - Mitsubishi Taiko Commercial

<http://www.youtube.com/watch> - Taiko Medley (Japanese drumming)

Books

Ragans, Rosalind. Understanding Art: Teachers addition. Glencoe Division, Macmillian/McGraw-Hill, 1992. 66-79.

