

Japanese Shodo

Cathy Hart, Perry Middle School

Purpose:

Big Concept:

Calligraphy is both a communication and an art form in Japan.

Essential Questions:

1. Before you study Shodo, it's important to find out: do the Japanese have one alphabet for writing like we do in English?
2. Before you study Shodo, it's important to find out: how many Kanji characters are there?
3. What is the proper technique for creating Shodo?

Rationale:

Exposure of students to Japanese Calligraphy

Materials:

1. "The Art of Japanese Calligraphy: Shodo" PowerPoint available on this site.
2. Calligraphy samples, models, and pictures of a temple book (see below)
3. Labeled picture of Shodo tools and supplies (see below)
4. Rice paper, weight, water holder, calligraphy brushes, ink, ink holder
5. Japanese calligraphy books from the school and public libraries
6. Sheet of the forty-six katakana phonetic characters to be used for activity seven.

Activities:

1. Present "The Art of Japanese Calligraphy: Shodo" PowerPoint with pictures from the schools, temples, and museums in Japan, and from the Columbus Japanese Language School.
2. Share calligraphy samples, models, and pictures of a temple book. (included below)
3. Demonstrate the technique or, if possible, have a Japanese guest demonstrator. A translator may or may not be needed. One can use water on blackboard if supplies are limited or the group is large. If no demonstrator is available, use the videos on website number six below.
4. Have students practice and make characters for display.
5. Provide books for further investigation of kanji characters. See the resource list below.
6. Share the katakana and hiragana syllabaries with the students and explain their separate purposes. Hiragana is for writing Japanese native words in a phonetic manner. Katakana is used for writing the sounds needed for foreign words and non-Japanese names. These syllabaries are used in addition to the kanji that represent whole words or ideas.
7. If time allows, provide a sheet of the katakana phonetic syllabary so that students can sound out their names and sign their work.
8. Also, one may want to extend this lesson by coloring the paper. My group decided to use dippity dye paper with watercolors. Of course, this was prepared before the writing.

Assessment:

1. Assess the student's grasp of the two Japanese syllabaries, and Kanji characters used for communication as well as the art and technique involved in shodo through informal discussion.
2. Evaluate the student's shodo on the basis of effort and quality.
3. If activity six was included, evaluate the student's endeavor to sound out his name using the katakana syllabary.

Grade Adaptation:

The target grade of this lesson is the 7th grade.

Scaling Up:

1. Include a comparison of the different styles of characters: kaisho, gyousho, and susho. In Kaisho, or "square style," the strokes in the characters are precisely drawn in a printed manner. Gyosho, or "semi cursive," is written faster and more loosely. Susho, or "cursive," is a very free, sweeping, more fluid method where the characters' strokes can bend and curve.

Scaling down:

1. Introduce shodo, but practice just one character with the students and skip sounding out their names with the katakana phonetic syllabary.

State Standards:

Arts – Visual Art

7th Grade Content Standard: Historical, Cultural and Social Contexts

1. Create a visual product that reflects cultural influences.

7th Grade Content Standard: Creative Expression and Communication

1. Apply the principles of design to construct a piece of artwork.
6. Improve craftsmanship and refine ideas in response to feedback and self-assessment.

Resources:

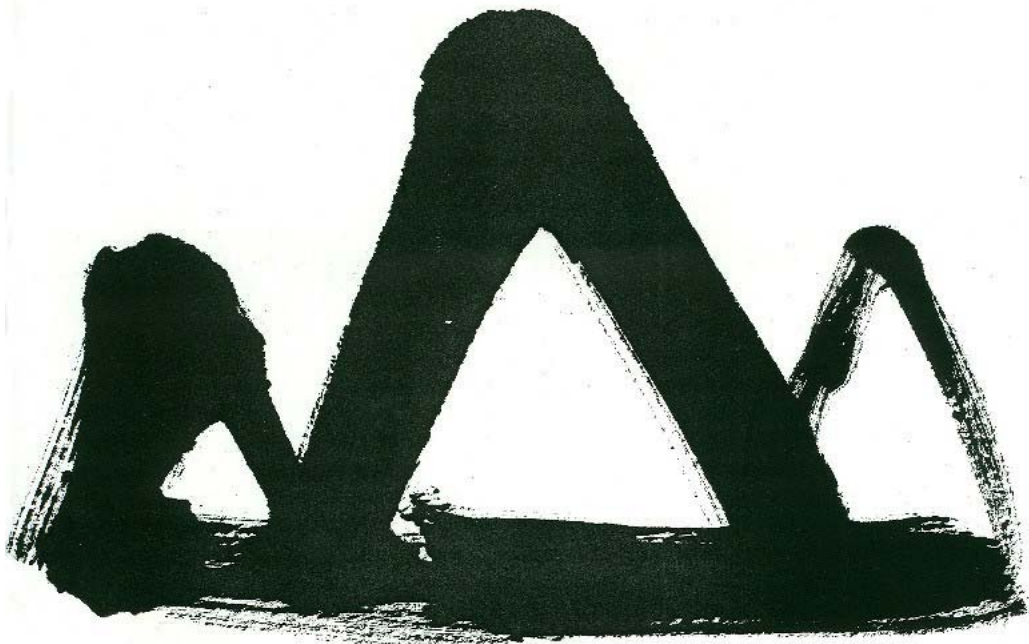
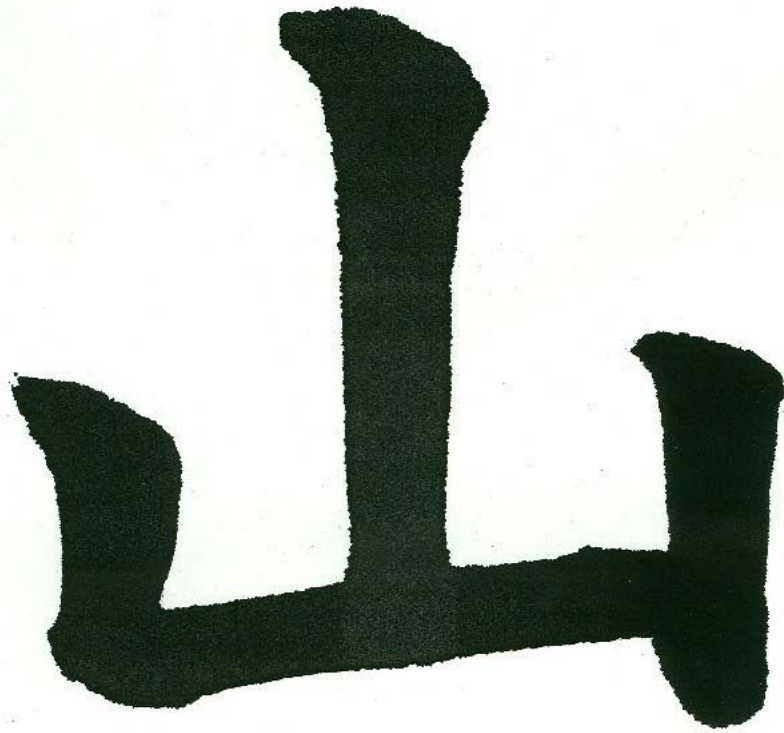
Websites

1. <http://web-jpn.org/kidsweb/virtual/shodo/shodo.html> - calligraphy (shodo) - has posture, implements, etc.
2. <http://24.129.181.194/Shodokai/YR00/CD001/> - shodo lessons, very detailed
3. <http://www.shouen.com/what.htm> - what is shodo?
4. <http://www.shododesigns.com/shodo.htm> - explanation of shodo
5. <http://encyclopedia.thefreedictionary.com/Shodo> - encyclopedia article on shodo, can't use this URL at school
6. <http://www.dartmouth.edu/~kanji/> - videos of creating characters!
7. <http://members.aol.com/writejapan/hiragana/writutor.htm> - can't see this URL at school

Books

1. Bernabe, Marc. Japanese in MangaLand: Basic Japanese Course Using Manga. Tokyo: Japan Publications Trading Co., Ltd., 2003.
Includes katakana and hiragana explanations, syllabaries and stroke order for each character, pgs. 14-29
2. Heisig, James W. Remembering the Hiragana: A Complete Course on How to Teach Yourself the Japanese Syllabary in 3 Hours. Tokyo: Japan Publications Trading Co., Ltd., 1987.
3. Hadamitzky, Wolfgang and Mark Spahn. A Guide to Writing Kanji and Kana: A Self-Study Workbook for Learning Japanese Characters. Boston: Tuttle Publishing, 1991.
Includes two kana syllabaries (hiragana and katakana) as well as stroke order for hundreds of kanji characters
4. Japanese Characters. [Tokyo, Japan]: Japan Travel Bureau, 1995.
5. Kuisseko, Ryokushou. Brush Writing: Calligraphy Techniques for Beginners. New York: Kodansha International, 1988.
6. Kuratani, Naomi. A New Dictionary of Kanji Usage. Tokyo, Japan: Gakken, 1982.
7. Takenami, Yoko. The Simple Art of Japanese Calligraphy. New York: Sterling Pub., 2004.
8. World Explorer: the Ancient World. Upper Saddle River, New Jersey: Pearson Prentice Hall, 2003.
Textbook used in 7th grade, Worthington Schools
Pg. 126 – writing
Pg. 145 – paper

Mountain



Child



Horse

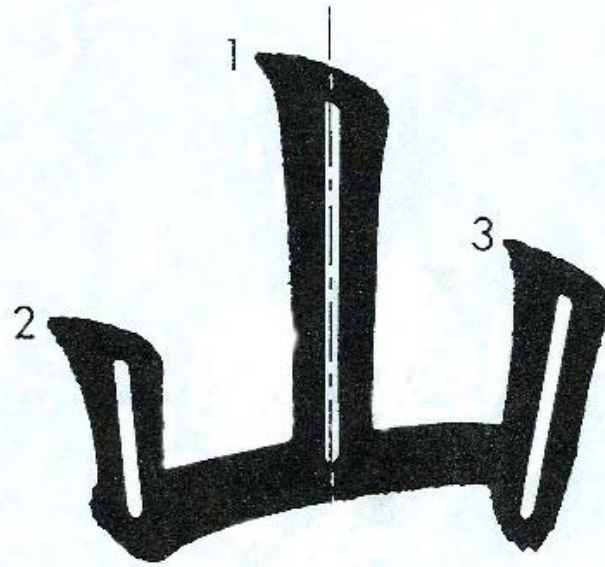


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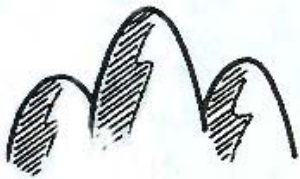
(A sample name and grade are written along the side. This is to show where such information is to be placed.)



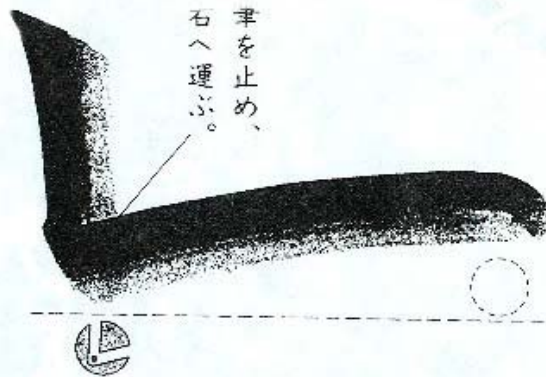
Mountain



たて画の長短



おれの書き方



筆を止め、
石へ運ぶ。

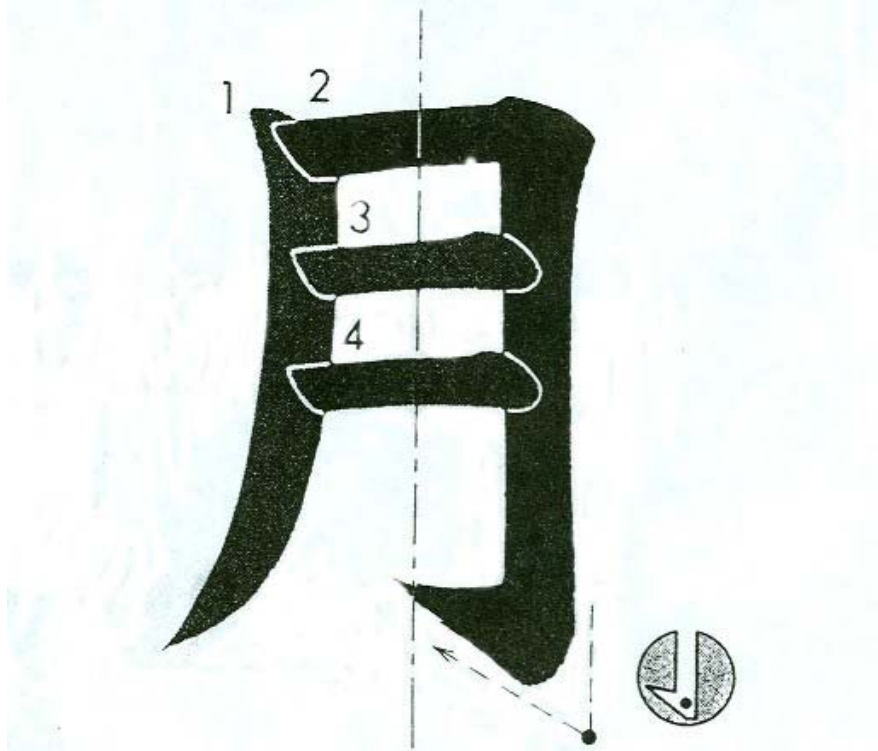
たて画の終筆を横画の始筆に
して書くと、「おれ」になる。

Moon

(A sample name and grade are written along the side. This is to show where such information is to be placed.)

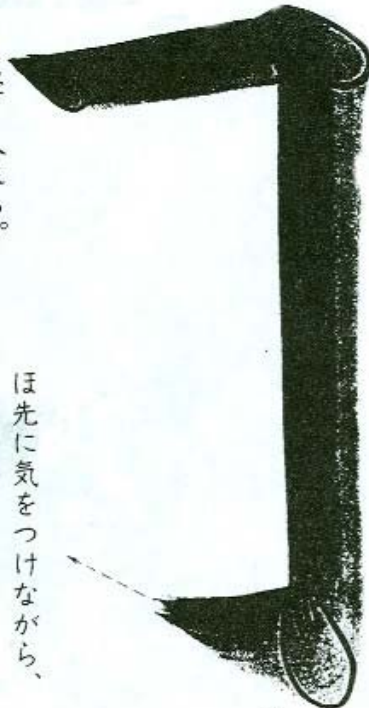


Moon



軽く入れる。

ほ先に気をつけながら、
左上へはねる。

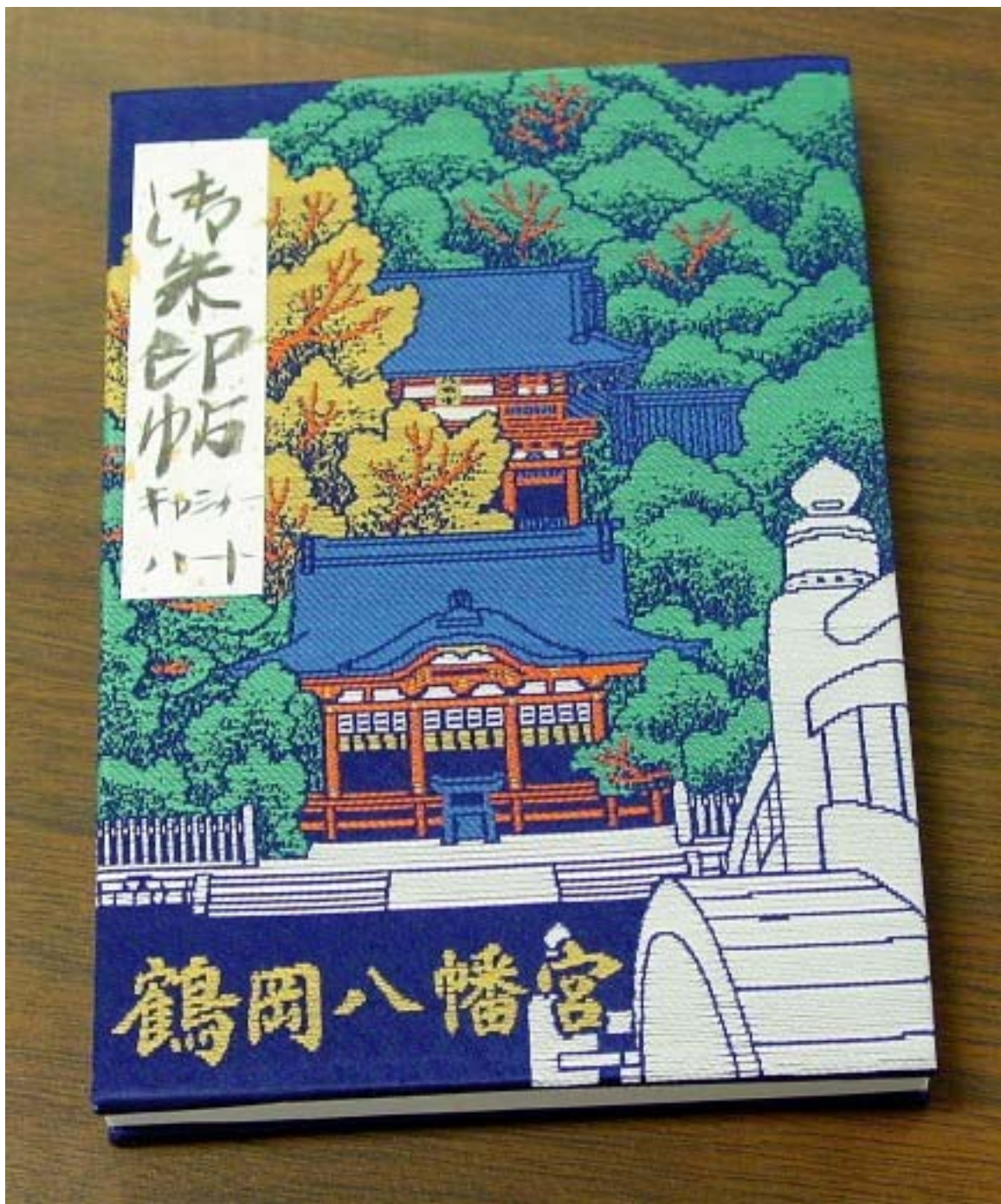


おれ

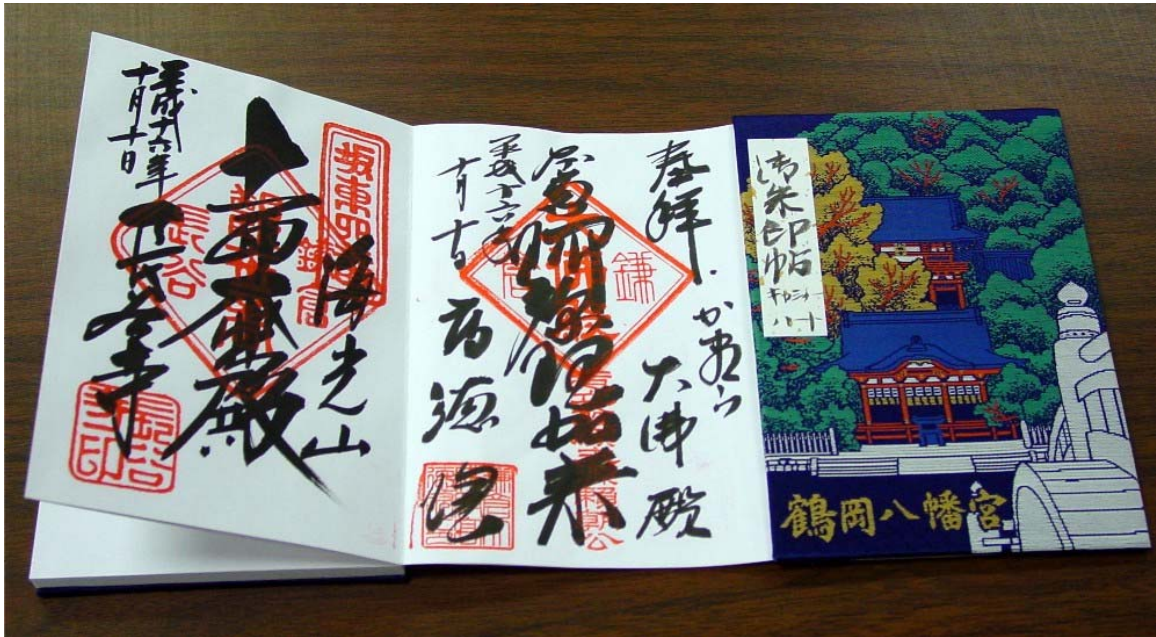
はねの書き方

はね

Temple Book



Opening the Temple Book



Temple Book fully open



Implements

Model (for the person across the table)

Sumi (black ink)

Bunchin (paperweight)

Suzuri (ink stone)

Shitajiki (soft writing pad)

Hanshi (calligraphy paper)

Fude (brush)

