

*New direction: Bringing beauty and aesthetics to  
Japanese language classroom Mieko & Kazuo*



To see this beautiful calligraphy art, click  
<http://www.youtube.com/watch?v=aQIWboY6ui4&feature=related>

# Presentation Outline

- AP New Curriculum – Examination of AP German Language and Culture -
- Japanese Sense of Beauty - Aesthetics *Bigaku*
- Case study: Miami Palmetto Senior High School's combined Japanese class (AP, J-3)
- 書道G&Bコンテスト「がんばれ日本語」

# AP New Curriculum

- 今後のAP Japaneseはどういった方向に行くのかードイツ語プログラムからの考察。
- Learning Objectivesとは何か。
- Achievement Level Descriptionsとは何か。
- Thematic Units

# What is a new approach & why?

- **German AP Language and Culture Framework**  
[http://apcentral.collegeboard.com/apc/public/repository/AP\\_GermanLangCED\\_Effective\\_Fall\\_2011.pdf](http://apcentral.collegeboard.com/apc/public/repository/AP_GermanLangCED_Effective_Fall_2011.pdf)
- **German Rationale for Course Revisions 2011**  
<http://mediasuite.multicastmedia.com/player.php?p=ar4h4023>
  - Change through “Best Practice” Research (examination on the university course syllabus); “Language for purpose” – not only what, but to whom, how, and why.
- **German Curriculum Framework 2011**  
<http://mediasuite.multicastmedia.com/player.php?p=j32d5y3o>
  - Standards based instruction; 6 primary language objectives aligned with Communication Goals; Thematic approach; ACTFL Performance Guideline at K-12 learners (Intermediate/Pre-advanced Level)
- **German Implications for Class Instructions 2011**  
<http://mediasuite.multicastmedia.com/player.php?p=px1ezv7g>
  - Focus on communication; organize instruction around themes; use level appropriate authentic resources; be ready for real world



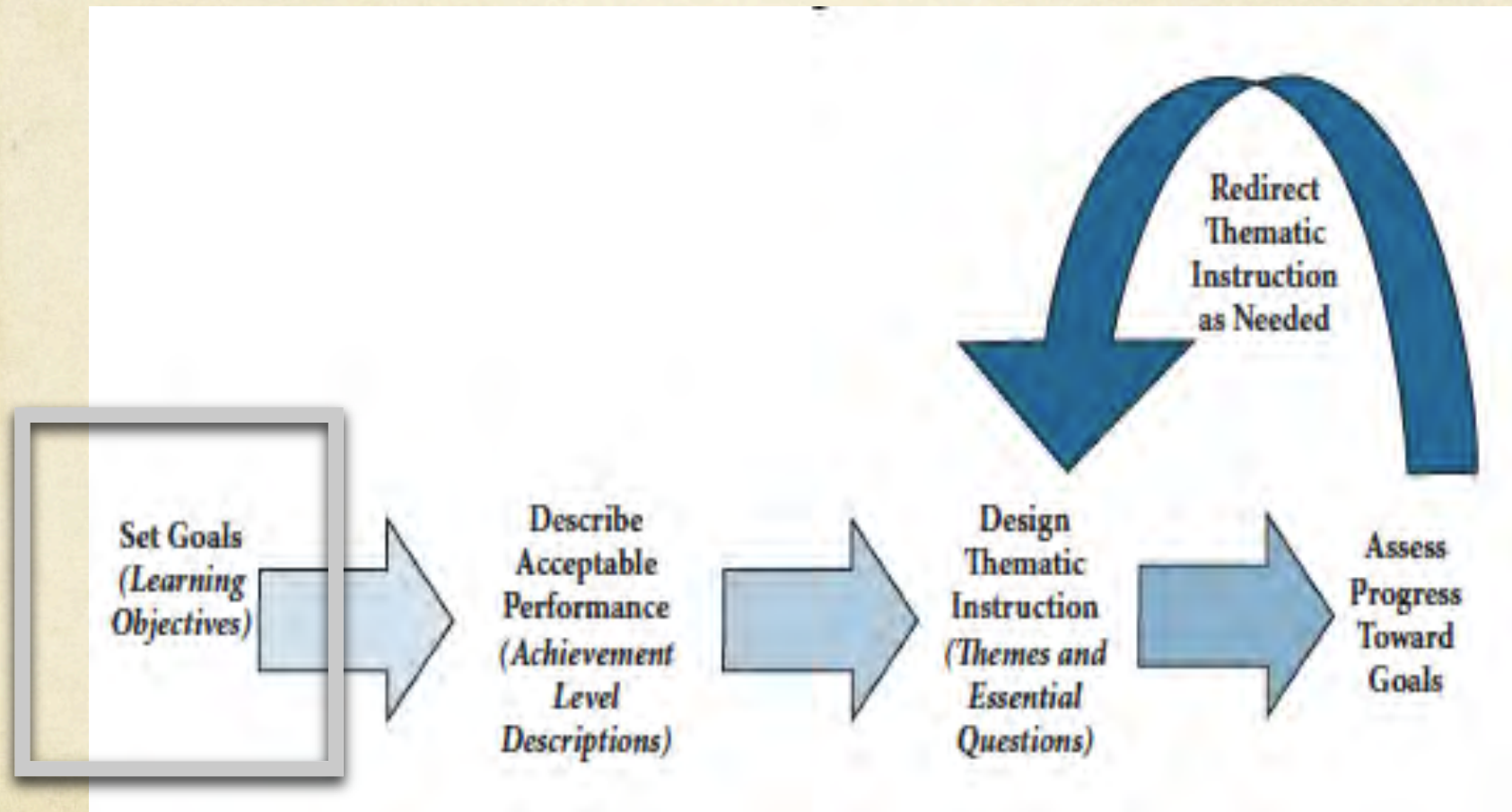
# Standards: Five C's



- **COMMUNICATION:** communicate in languages other than English
- **CULTURES:** gain knowledge and understanding of other cultures
- **CONNECTIONS:** connect with other disciplines
- **COMPARISONS:** develop insight into the nature of language and culture
- **COMMUNITIES:** participate in multilingual communities at home and around the world

# AP German Framework

## *Learning Objectives*



# Learning Objectives

Learning Objectives identify what students should know and be able to do across the three modes of communication.

## ○ Interpersonal

- Spoken Interpersonal Communication
- Written Interpersonal Communication



## ○ Interpretive

- Audio, Visual, and Audiovisual Interpretive Communication
- Written and Print Interpretive Communication

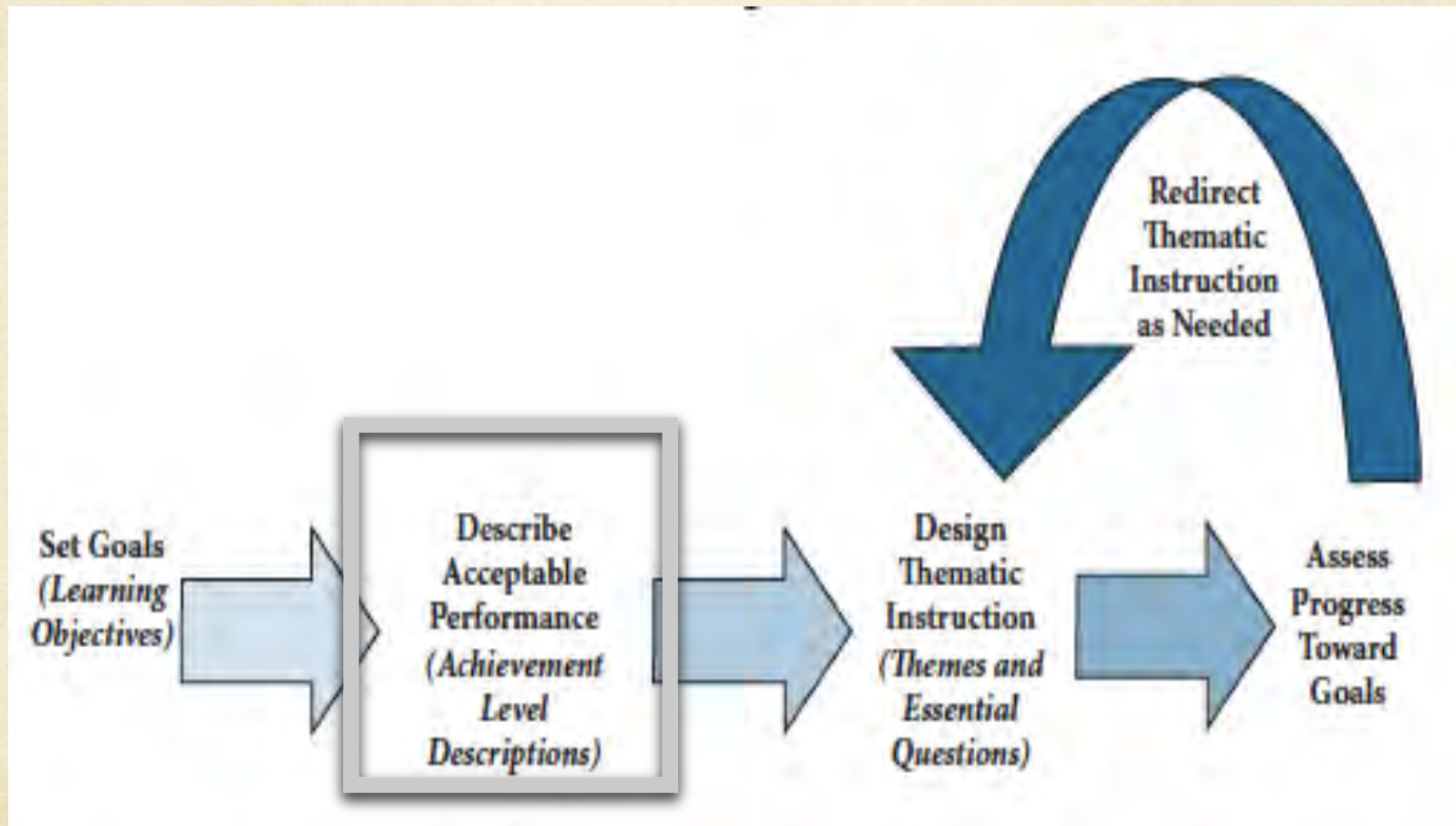


## ○ Presentational

- Spoken Presentational Communication
- Written Presentational Communication



# ***Achievement Level Descriptions***





# ***Achievement Level Descriptions***

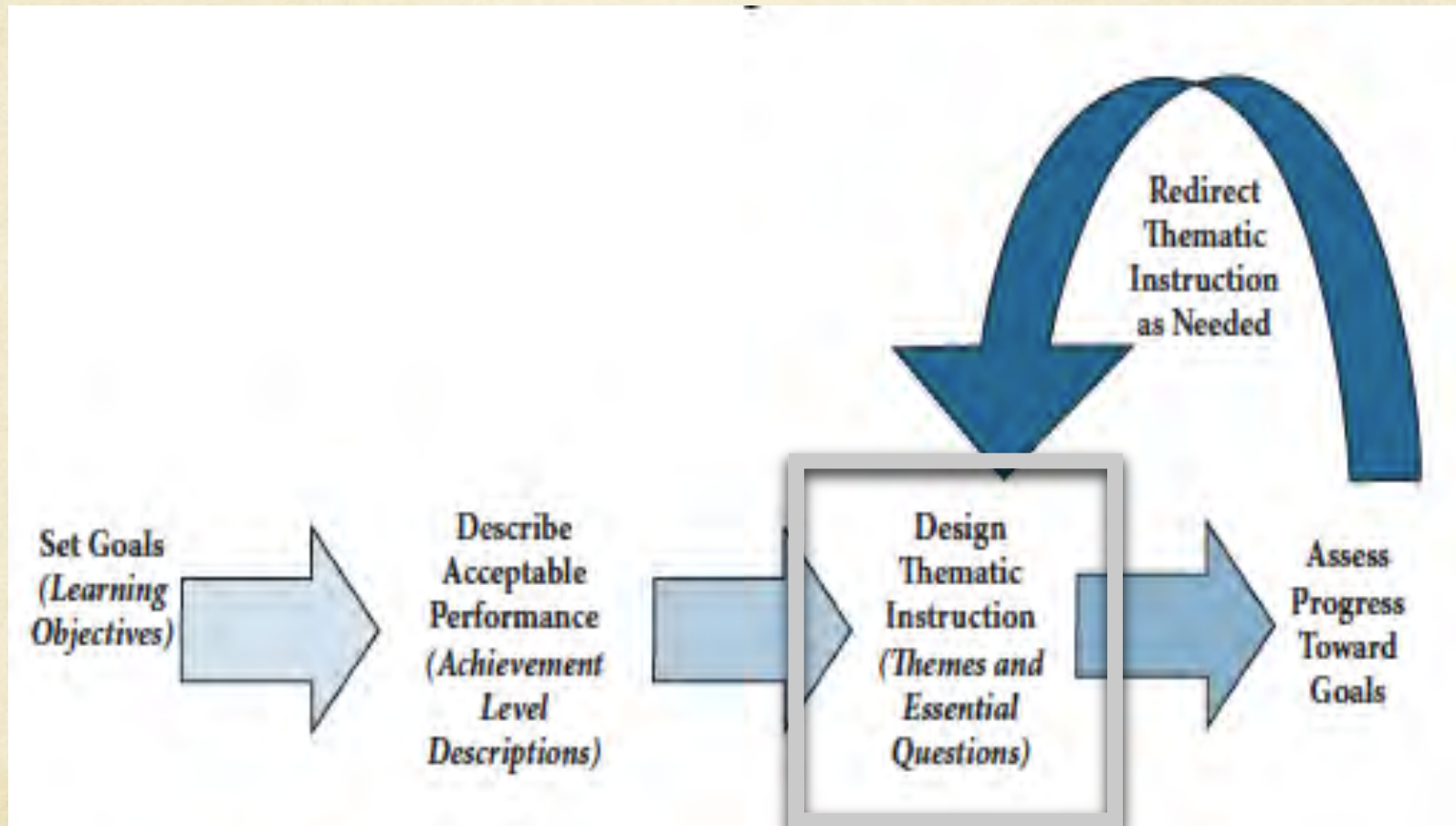
define ***how well*** students at each level perform

## ***Achievement Level 5***

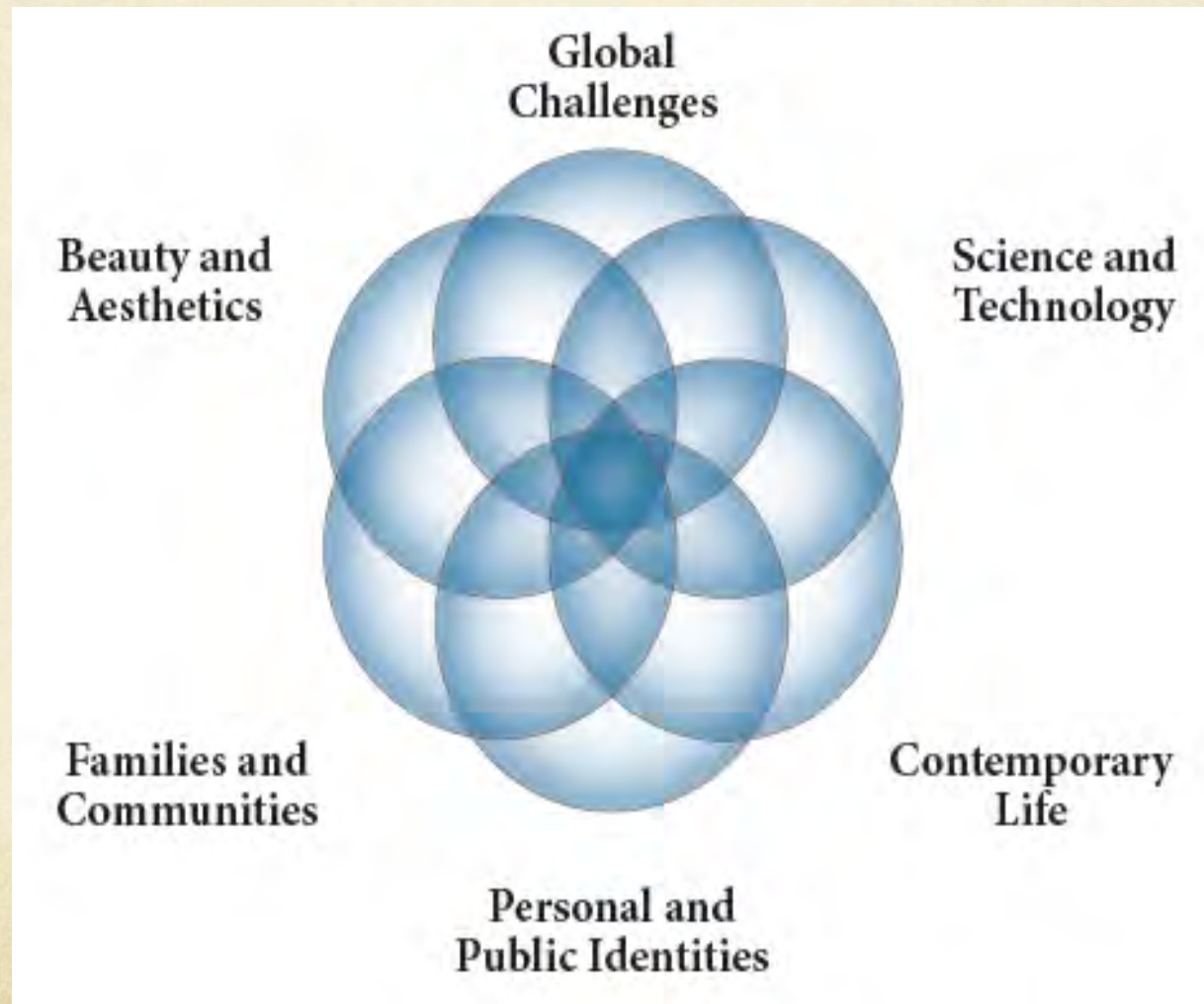
- (a) **Interaction**. Students initiate, maintain, and close conversations on familiar topics in a culturally appropriate manner most of the time.
- (b) **Strategies**. Students use a variety of communication strategies as necessary to maintain communication (e.g., circumlocution, paraphrasing, requesting clarification or information). They often use questions to maintain the conversation, use context to deduce meaning of unfamiliar words, and correct their errors by themselves.
- (c) **Opinions**. They state opinions and demonstrate some ability to support opinions on topics of personal interest.
- (d) **Language structures**. These students use a variety of sentences (simple, compound, complex sentences on familiar topics, and narrate and describe in all time frames

- (e) **Vocabulary.** They understand and use vocabulary on a variety of familiar topics, including some beyond those of personal interest.
- (f) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.
- (g) **Pronunciation.** Their pronunciation and intonation patterns, pacing, and delivery are comprehensible to an audience unaccustomed to interacting with language learners
- (h) **Cultures, connections, and comparisons.** These students identify the relationships among products, practices, and perspectives in the target culture(s) and compare them with their own culture. They compare and contrast a variety of geographic, historical, artistic, social, or political features of target culture communities.

# ***Themes and Essential Questions***

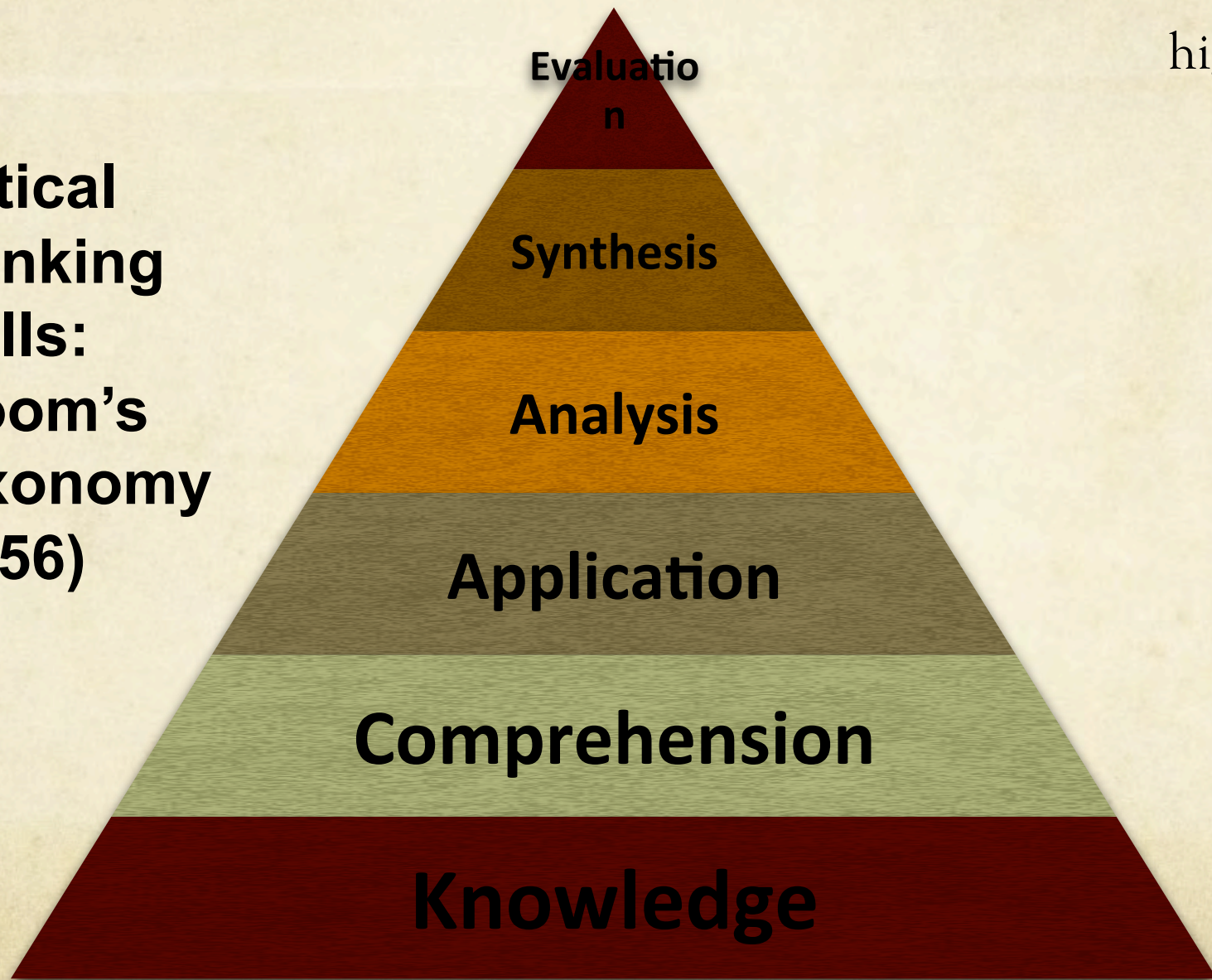


# ***Thematic approach: 6 themes***



# Demonstrate Critical Thinking

**Critical  
Thinking  
Skills:  
Bloom's  
Taxonomy  
(1956)**



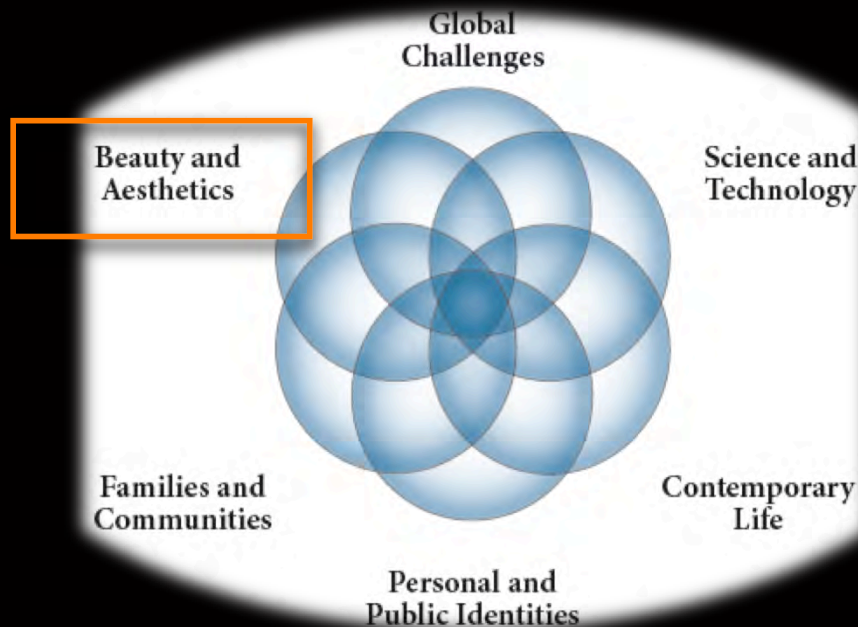
higher level



日本語と中国語のAPPカリ  
キユラムはすでにスタン  
ダーズベースじゃわい。わい、  
坂本龍馬と同じく、日本語  
教師さんらは、先見の目が  
あつたじゃか！APP維新じゃ  
わい。



# Japanese Sense of Beauty Aesthetics



「美学」とは

# Cultural Perspectives 文化的な観点



どちらの月のほうが美しいと感じますか。



# Cultural Perspectives



どちらの庭のほうが美しいと感じますか。

# Cultural Perspectives



どちらのサクラが美しいと感じますか。



# 日本の美学 「もののあわれ」

The Japanese sense of beauty is based on a concept known as **もののあわれ**, a kind of aesthetic value that comes from **feelings of sympathetic pity aroused by the pathos of things**.

Japanese art focuses NOT on what is logically considered beautiful, but **on what people feel is beautiful**. The Japanese aesthetic is very subjective, and there are no absolute criteria as to what this should be.

**あわれ** relates specifically to the Japanese feeling of appreciating something that is regarded as **worthless**. Japanese tend to be more touched and deeply moved when these blossoms are falling or beginning to wilt. A moon partially covered by clouds is more appealing than one that is full.

# 日本の美学「わび、さび」

## Simplicity and Elegance as Japanese Ideal Beauty

- わび is both an aesthetic and moral principle. Literary, わび means “to worry about, to feel sad, to feel lonely.”
- わび is described as “**imperfect beauty**” which was sought out by Sen no Rikyu, who accomplished tea ceremony as an art form. わび is “**elegant simplicity that abandoned extravagance and arrogance.**”
- 哲学としてのわび “in modern society, one should not be captured by current secular social values such as wealth, power, and fame, but seeks out the highest virtue beyond its time and one’s social status.”
- さび is described as “the ideal circumstance of Basho’s Haiku world,” and indicated as “**loneliness**” or “**total isolation**” and seek out some meaning of “continuously changing ruthless world.”
- さび is beauty that are free from interest of others and complicated human relationships and be coincident with the nature.

# 日本の美学 「間」

- 「間」 or empty space. It is the aesthetic sense of an artistically placed interval in time or space.
- In communication, people find unmentioned, hidden meanings and try to determine the meaning of the speaker or writer through feeling the atmosphere created by the words. The Japanese enjoy reading between lines in 俳句.
- Zen philosophers see the universe as irrational and praise asymmetrical arrangements of time and space.

# Traditional Sense of Beauty Change & Continuation



# Traditional Sense of Beauty Change & Continuation





# Traditional Sense of Beauty Change & Continuation



# 書の世界

Calligraphy



Figure 1. Standard script (楷書, かいしょ) of the kanji 世.

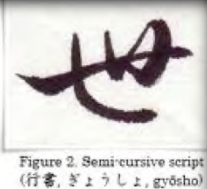
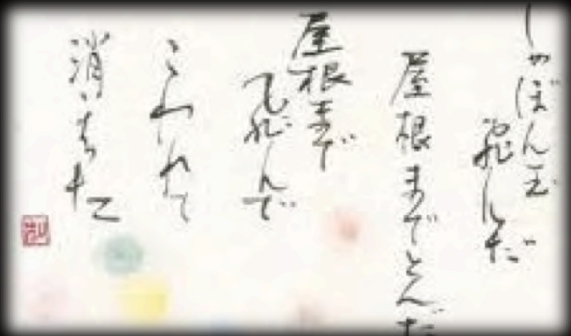
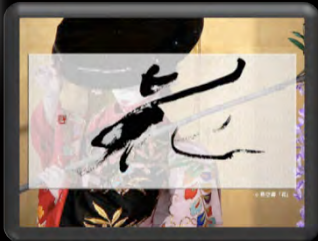


Figure 2. Semi-cursive script (行書, ぎょうしよ, gyōsho) of the kanji 世.



# **Miami Palmetto Senior High School**

## **書道 Shodo Unit**

- **Multi Level Class: Japanese III Honor and AP Japanese and Culture**
- **3 weeks ( 60 mins x 5 times each week)**
- **Japanese III – 15 students**
- **AP Japanese and Culture – 6 students**

# SUB TOPICS

- **美学**
- **Communication Arts**
- **書道の歴史とテクニック**

# Unit Plan Objectives

- The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.  
<Spoken Interpersonal Communication>
- The student initiates and sustains interaction during written interpersonal communication in a variety of media.  
<Written Interpersonal Communication>
- The student demonstrates critical viewing or listening of audio, visual, and audiovisual resources in the target cultural context.  
<Audio, Visual, and Audiovisual Interpretive Communication>
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.  
<Written and Print Interpretive Communication>
- The student produces a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance).  
<Spoken Presentational Communication>
- The student demonstrates knowledge and understanding of content across disciplines.  
<Written Presentational Communication>

# Assessment

- Interpretive Mode
- 書道についての読解テスト
- Interpersonal Mode
- 鹿児島県の交換留学生へのインタビューと意見交換
- Presentational Mode
- 書道パフォーマンス(エッセイ&オーラル)

# Day 1 : Scaffolding Activity

- Discussion on calligraphy in western and Japanese
- compare and contrast using venn diagram, J3 in English, AP in Japanese
- J3&AP Presentational writing (Compare & Contrast J3 with template, AP without template)

*Thank You*



Western  
Calligraphy

Japanese  
Calligraphy

# Day 2: Explain Project

- Introduce 「書道ガールズ」 Movie
- Explain the story while watching the short clips.
- Talk about the movie as group in Japanese (AP) or in English (J-3) and present the opinion.
- Watch actual videos of Japanese high school students' 書道 performances.
- Group of students will discuss on their project.=> Form the group and each group discuss about the project.



# 書道ガールズ clip

To view this movie clip, go to [http://www.youtube.com/watch?v=t1npa3g\\_vzs](http://www.youtube.com/watch?v=t1npa3g_vzs)



# ファイナルプロジェクト：書道パフォーマンス

[AP Japanese用：日本語 J-3用：日本語/英語]

映画、書道ガールズでは高校の書道部の女の子達が町を元気にするために、全国ネットのテレビでダンスをしながら書道のパフォーマンスをして有名になりました。

あなたは鹿児島から来てくれる留学生のみなさんにマイアミパルメット高校を書道でアピールしましょう。

- 自分の学校にどんなイメージを持っていますか。
- どの文字でマイアミパルメット高校を表現したいですか。
- どんな音楽を使いたいですか。

# Day 3: Vocabulary & Grammar



- Introduce vocabulary using flash card.
- Do drawing activity using flash card.

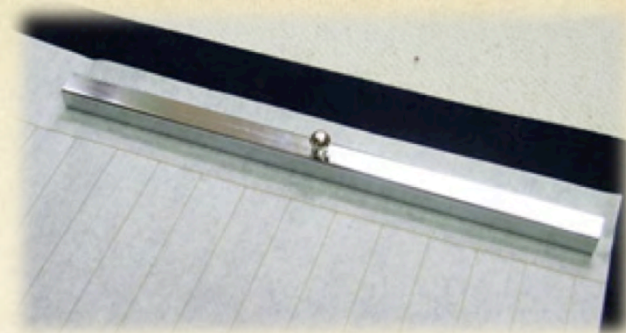


書道(しょどう)

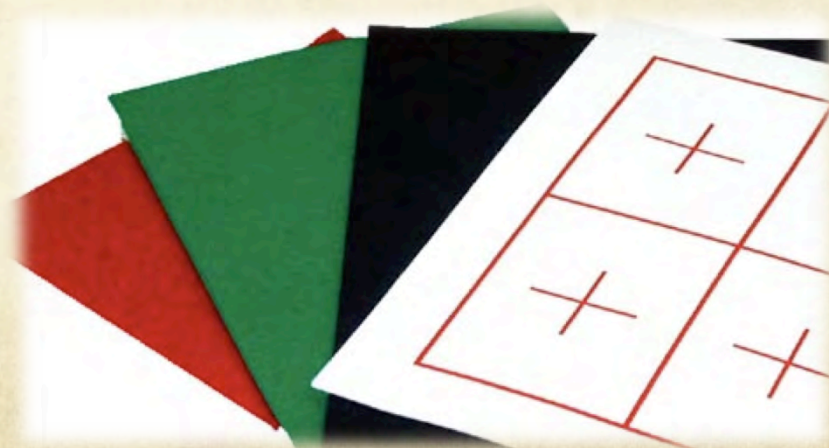
芸術(げいじゆつ)



道具  
筆 (ふで)  
墨 (すみ)



すずり  
文ちん  
半紙 (はんし)  
下じき



# 基本（きほん）





筆使い (ふでづかい)



太い 細い



線 (せん)



こい うすい



かすれ



強い 弱い

# 甲骨文（こうこつぶん）

- 紀元前17世紀（17B.C.）  
に中国で占いに使われた  
漢字です。
- 甲骨文は、一番古い漢字  
です。
- 日本は縄文時代でした。



# Examples: Other Vocabulary

正しい	○ correct
間違い	○ incorrect
以上	○ Or more; that's all
～(で)作られた	○ to be made of ~
単純(たんじゆん)	○ simple
複雑(ふくざつ)	○ complex; complicated
説明(せつめい)	○ explanation
材質	○ material
表現力(ひょうげんりよく)	○ expressiveness
個性(こせい)	○ individuality



# Day 3: Grammar

- Grammar J3-Comparison

「Aの作品の線の**ほうが**Bの作品の**より**太い。」

- AP-Passive form

「この作品には、たくさん漢字が**書かれている**。」

# Day4: Group Activity

- J3- Making of personal seal
- AP- Read NHK高校講座script, prepare presentation to J3

# J3 activity: はんこ作り



# AP - NHK高校講座スクリプト

Go to <http://www.nhk.or.jp/kokokoza/tv/art/>  
You can find Calligraphy lessons in the web page.

Handoutを見てください。NHKの高校講座ではむずかしい言葉を使っている  
ので、スクリプトはAP用に書き換えてあります。

# **Day 5: Watch NHK「高校講座：書の世界～芸術としての書への入門」**

- **Day 4 – AP students watched the video**
- **As whole class watch the video, AP students will explain the details to J3 in English.**

# Day 6: Calligraphy Practice

1. AP demonstrates the making of the ink and how to use the brush in Japanese calligraphy.
2. Practice basic use of brushes.
3. Making the character 「永」 to practice basic strokes.
4. Create a calligraphy work with one kanji from the student's Japanese name. Student stamps his/her personal seal.
5. Comment each other's work in Japanese (Interpersonal mode).



# One Kanji from their name





# Day 7: Reading Activity

- Read **アートと書道 (J3)**
- **芸術としての書道の見方 (AP)**

**(Please see the handout)**

- **Discussion on what the beauty in Japanese calligraphy using PPT.**

# 表現力（ひょうげんりょく）



# Day 8: Calligraphy Practice

- Experiment using different tools for calligraphy(toothbrush, makeup puff, mop, rope, etc.)
- Practice own design with a tool of student's choice, then make the design on good paper.
- Students critique each other's work in Japanese.





# Day 9: Project Presentation



# Day 10: Reflection

- Interview to Japanese students.
- Students write reflections.



# 書道「ガールズ」コンテスト 「がんばれ日本語」の書道アートを作ろう

- 歌に合わせて、壁にはった紙に3組ずつパフォーマンスしてもらいます。
- 初音ミクのファイト☆ソング-夢追人応援歌を聞きます。  
<http://www.youtube.com/watch?v=qyQQrSQXiXs>
- パフォーマンスの打ち合わせ／準備 - 10 min.
- パフォーマンス時間は1分30秒！
- ルール
  - 字数（20字以上）
  - 「元気のある」書道
  - 音楽に合わせて、グループの3人以上がパフォーマンス
- 皆さんが感動したパフォーマンスをひとつ選んで、「拍手」してもらいます。そのグループが「winner」です！（☆景品あり☆）



# おわりに

- New framework + thematic approach “*Bizaku*”
- Teaching approaches for multi-level courses using “*Bizaku*”
- Shodo – calligraphy art, possibility to combine the art with music.
- Collaborative teaching and learning (team performance).
- Connection
  - work with art teachers -> sumie + calligraphy (promote Japanese language art)
  - Work with drama teachers => (izumo no okuni) + calligraphy (「歌舞伎」 「出雲のお国」)

# Resources & Materials

- English calligraphy <http://www.youtube.com/watch?v=C79OAzezsWQ&feature=related>
- Japanese calligraphy 楷書、行書、草書(禪)
- 「無」 [http://www.youtube.com/watch?v=-wilHv\\_TGnM&feature=related](http://www.youtube.com/watch?v=-wilHv_TGnM&feature=related)
- 映画『書道ガールズ!!-わたしたちの甲子園-』予告編 <http://www.youtube.com/watch?v=aAXdywXd2uc>
- 書道ガールズ Reincarnation (最初の5分) <http://www.youtube.com/watch?v=Yee3oIYQC5E&feature=related>
- 書道ガールズ甲子園出場！松本蟻ヶ崎高校書道部  
<http://www.youtube.com/watch?v=xxf9ObeAk1o&feature=related>
- 松本蟻ヶ崎高校書道部の書道ガールズ 涙の卒業式  
<http://www.youtube.com/watch?v=kcFNVio7IPE&feature=related>
- NHK高校講座 [http://www.nhk.or.jp/kokokoza/tv/art/archive/art\\_sho01.pdf](http://www.nhk.or.jp/kokokoza/tv/art/archive/art_sho01.pdf)  
<http://www.nhk.or.jp/kokokoza/tv/art/>
- ウェブR25 <http://r25.yahoo.co.jp/fushigi/report/?id=20090402-90006586-r25&page=2>