

New direction: Bringing beauty and aesthetics to Japanese language classroom

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More information: <http://www.csus.edu/indiv/m/masuyama/apshodo.html>

Recently, AP German and French Language and Culture curriculum implemented a new framework by aligning with National Standards, focusing on communication, and incorporate a thematic approach. This session first introduces new AP German curriculum guideline, and compares it with Japanese. Then, the presenters introduce Japanese language curriculum on *Shodo*, using a thematic approach (the selected theme is “beauty and aesthetics”).

< German AP Language and Culture Framework >

http://apcentral.collegeboard.com/apc/public/repository/AP_GermanLangCED_Effective_Fall_2011.pdf

Three Videos to explain about the change

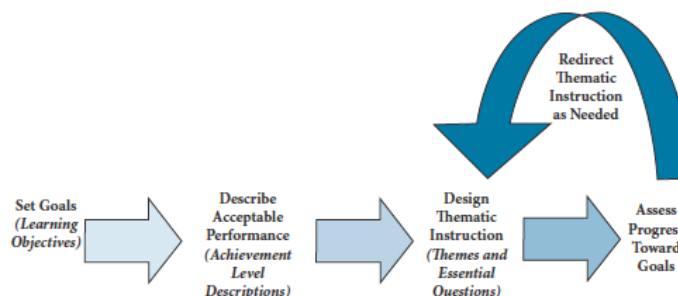
- German Rationale for Course Revisions 2011 <http://mediasuite.multicastmedia.com/player.php?p=ar4h4023>
- German Curriculum Framework 2011 (Video) <http://mediasuite.multicastmedia.com/player.php?p=j32d5y30>
- German Implications for Class Instructions 2011 <http://mediasuite.multicastmedia.com/player.php?p=px1ezv7g>

* Learning Objectives

* Achievement Level Description

* Thematic Units

* Reflection



< Learning Objectives for Spoken Interpersonal Communication >

Example - Primary Objective: The student engages in SPOKEN interpersonal communications.

- ▶▶The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations.
- ▶▶The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.
- ▶▶The student elicits information and clarifies meaning by using a variety of strategies.
- ▶▶The student states and supports opinions in oral interactions.
- ▶▶The student initiates and sustains interaction through the use of various verbal and nonverbal strategies.
- ▶▶The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- ▶▶The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
- ▶▶The student self-monitors and adjusts language production.
- ▶▶The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- ▶▶The student demonstrates knowledge and understanding of content across disciplines.

< Achievement Level Descriptions for Spoken Interpersonal Communication >

Achievement Level 5

(a) **Interaction.** Students at Achievement Level 5 initiate, maintain, and close conversations on familiar topics in a culturally appropriate manner most of the time. They understand and usually use culturally appropriate expressions and gestures.

(b) **Strategies.** Students at this level 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 and use context to deduce meaning of unfamiliar words. They often recognize errors and self-correct.

(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 simple and compound sentences and some complex sentences on familiar topics, and they narrate and describe in all time frames, with a few errors that do not impede comprehensibility.

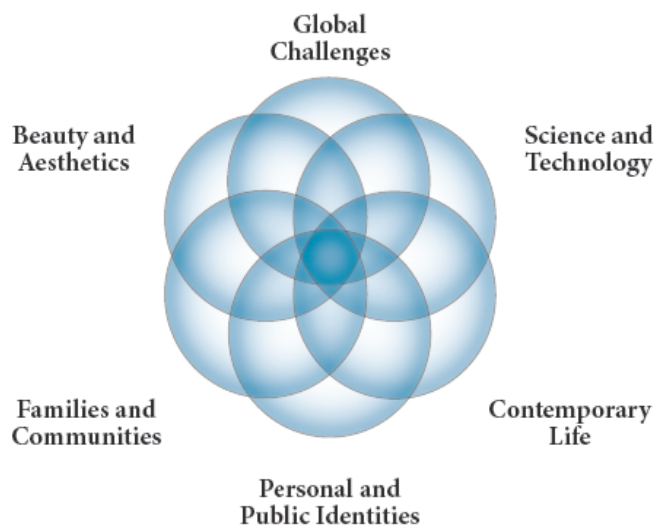
(e) **Vocabulary.** They understand and use vocabulary on a variety of familiar topics, including some beyond those of personal interest.

(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; their pronunciation is consistent, with few errors that do not impede comprehensibility.

(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.

< Thematic Units >



日本の美学：「もののあわれ」「わび・さび」「間」

Case Study マイアミパルメット高校 ファイナルプロジェクト：書道パフォーマンス

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。

Your group will perform calligraphy and dance to express about your high school to Japanese exchange students.

Your performance should be longer than 3 minutes but shorter than 5 minutes. The size of the paper or cloth that you write will be bigger than 6x6 feet. You are free to use any tool for calligraphy.

Your calligraphy has to be at least 20 words or longer.

All the group members use the tools of their choice, and perform calligraphy with music. The performance and music suppose to be synchronized.

Before the performance, as an individual essay (minimum 350 words, type written)

Group member 1 & 2 will write how you perceive your school image, and the appropriate words for your performance,

Group member 3 & 4 will write about your performance procedure,

Group member 5 will write about your choice of music

Group member 6 will write about performance costume

Group member 7 will write about tools for your performance

After the performances of all the groups, you will critique other group's performances.

You also write your reflection about your performance.(minimum 350 words, type written)

Extended activity: Perform at Japanese Hoshuko or show the performance video to Japanese Hoshuko students. Exchange opinions.

Performance rubric

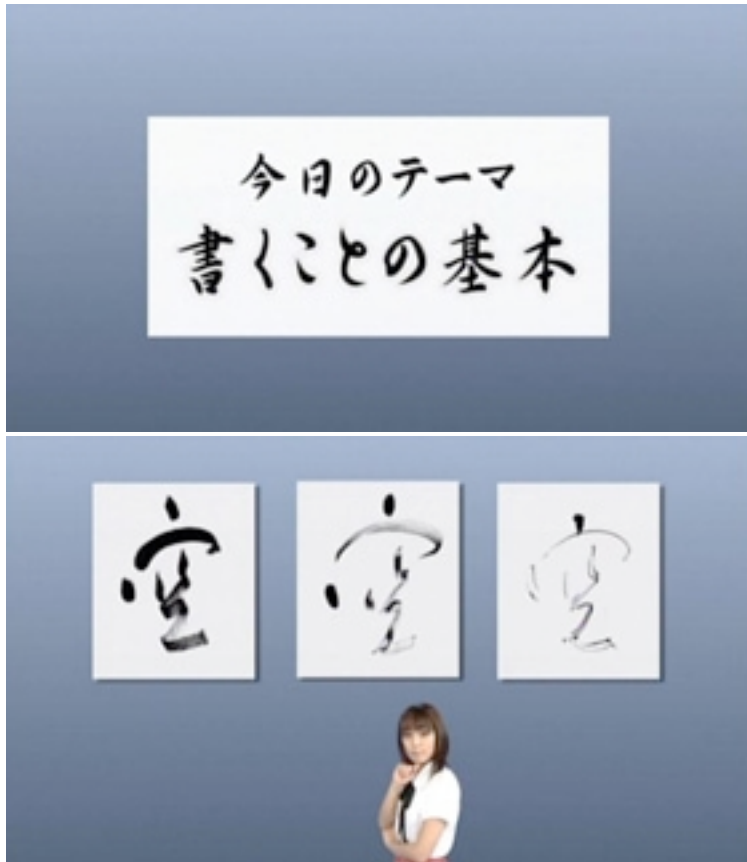
	4 Superb! にんきもの	3 You Made it! ともだちいっぱい	2 Getting there あと少し	1 Need more effort もっとがんばって
Task Achievement x 3	5 tasks completed with elaboration	5 tasks completed	3-4 tasks completed	2 or less tasks completed
Vocabulary x 2	Very little lacks needed words; virtually accurate usage,	Occasionally lacks needed words; generally accurate usage,	Often lacks needed words; Fairly Insufficient, inaccurate usage	Lacks needed words; insufficient, inaccurate usage.
Fluency x 1	No hesitation with confident	Hesitant but few	Hesitant occasionally	Hesitant throughout
Comprehensibility x 1.5	Understood without difficulty	Mostly understood with slight difficulty	Hard to be understood	Not to be understood at all
Performance x 2	Excellent use of tools, music match to the message very well, Very audible.	Proper use of tools, music match to the message well, adequately audible.	Little use of tools, music match to the message somewhat, little audible.	No use of tools. No music match to the message, Inaudible

何点満点???

書の世界 ～芸術としての書～



みなさんこんにちは！ 高校クラス、芸術、今日は“書道”です。アシスタントは日笠陽子（ひがさようこ）さんです。高校の書道では字を正しく書く以上に書の表現や見方を勉強することも大切です。つまり「書はアート！」なのです。それでは、いっしょに書の世界を見ていきましょう！



今日のテーマは「書くことの基本」です。「空」という、一つの文字を書くときにも、いろいろな表現があります。例えば、太い線や細い線、墨の濃い線、かすれた線など。筆だけでいろいろなフィーリングを出す事ができるのです。今回は、筆使いなどの基本を勉強してみましょう。



今回の“書の書き方”をするのは、静岡県にある浜松高校の美術コースと書道コースの生徒。教えてくださるのは、NHK高校の川合（かわい）先生と、千葉県の林先生です。

日本語3 Reading : アートと書道

書道はアートです。書道のテクニックは文字を美しくクリエイティブに書いて、自分のパーソナリティやきもちを見せることです。

作品を見るポイントが色々あります。

一つ目は墨（すみ）の濃さ（こさ）。墨の色はグレイから黒まで色々あります。グレイはどんなきもちですか。黒はどんなきもちですか。色の濃さで書いた人の心が分かると思いませんか。

二つ目は線とレイアウト。線の太さや長さにパーソナリティがあります。また、文字のレイアウトはたいせつです。線のくろと紙の白のバランスも大切です。紙の白が見えなくて、線の黒ばかりの作品はどうですか。

三つ目は表現力（ひょうげんりょく）。線からどんなパーソナリティが分かりますか。たとえば、水のような線は悲しいイメージ、丸い線はやさしいイメージがありますよね。

書道は線のアートです。文字を読まないでください。そして、まずモノトーンの絵を見るフィーリングで作品を見てみましょう。

Questions

1. What is the artistic part of Japanese calligraphy?
2. What do you understand from the shade of the ink?
3. What are important points in lines and layout?
4. How does line express individual personality?
5. What does the author suggest how to look at calligraphy works?

AP日本語 読解教材：芸術としての書道の見方

芸術としての書道とは、文字を美しくクリエイティブに書いて、自分を表現するテクニックです。

どのように作品を見るかはいくつかのポイントがあります。一つ目は墨の濃さ(こさ)。墨の色はグレイから濃い黒まで色々あります。あなたはどんな気持ちの時にどの色を使いたいですか。色の濃さで書いた人の心が分かると思いませんか。二つ目は線とレイアウト。線の太さや長さで書いた人のパーソナリティが表れます。また、文字のレイアウトや線の黒と紙の白のバランスも大切です。紙の白が見えなくて、線の黒ばかりの作品はどんな感じがしますか。三つ目は表現力。線でどのように個性を表現しているかを見てください。たとえば、涙のようににじんだ線は悲しいイメージ、丸い線はやさしいイメージを持ちますよね。

書道は線の芸術と言われています。最初は文字を読まないで、まずモノトーンの絵を見るフィーリングで作品を見てみましょう。

Questions

1. What is the artistic part of Japanese calligraphy?
2. What do you understand from the shade of the ink?
3. What are important points in lines and layout?
4. How does line express individual personality?
5. What does the author suggest how to look at calligraphy works?