

# I Noh How to Perform Japanese Style!



## ESOL and DRAMA/VISUAL ARTS

Grade 7

*Content Standards: WIDA ELD and Common*

Core:

ELD 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts

CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

*Fine Arts Standards:*

Visual Arts:

2.2.b. Plan artworks based on historical, cultural or social themes to communicate personal beliefs, customs, or societal values

3.1.c. Create visual images or forms from observation, memory, and imagination to convey ideas and personal meaning with attention to 2- and 3-dimensional form, proportion, qualities of surface texture, detail, and spatial relationships.

Theatre:

2.2.b. Compare theatrical conventions used in narrative and non-narrative dramatic works in a variety of historical periods and cultures

3.1.b. Identify and use dramatic narrative conventions to adapt scenes from folktales and short stories



## CONNECTED OBJECTIVES

Students learn about the art of Japanese swordsmanship and about a type of Japanese traditional theater called *Noh*. They make and paint paper maché Noh masks and perform a play based on characters represented by the masks.

## MATERIALS & RESOURCES

- [The Art of Swordsmanship](#), a folktale by Rafe Martin

## KEY CONTENT VOCABULARY

- Characters
- Dialogue
- Plot

## KEY ARTS VOCABULARY

- Mask
- Color
- Martial Arts

- *Japanese Art and Culture* by Kamini Khanduri or similar resource
- Video examples of Noh theatre
- Pictures of completed *Noh* mask
- Plastic mask forms for paper mache
- Strips of newsprint and white construction paper
- Tempera paint and brushes

## A S S E S S M E N T

- Rubric: Paper Maché masks in *Noh* style
- Performance of play revealing understanding of characters, plot, and *Noh* style.



## L E S S O N S T E P S

1. Read short folktale about Japanese culture, *The Art of Swordsmanship*, by Rafe Martin
  - Read about and discuss martial arts
  - Create a flow map/storyboard to sequence the main ideas of the story
2. Explore the arts of Japan related to the story
  - Using pictures of a Noh mask, have students complete Artful Thinking Routine- I See, Think, Wonder with mask example
  - Read aloud a picture book about Japanese culture and Noh plays: *Japanese Art and Culture* by Kamini Khanduri
  - Have students create circle maps to show what they have learned
  - Compare Noh Masks to other types of masks
  - Provide video examples of Noh theatre
3. Create a Noh style play based on the story
  - Determine and describe character and write scripts using a plot sequence organizer.
  - Design masks for the characters in the Noh style on paper
  - Provide mini lesson on working with paper mache—reminding students that last layer should be white construction paper (easier to paint).
  - Make masks and paint them with their designs

Perform “Noh” play

## EXTENSIONS & OPTIONS SOURCES & RESOURCES

- [The Art of Swordsmanship](#), a folktale by Rafe Martin in McCloskey, M. & Stack, L. (2004). *Visions B*, p. 255-259
- *Japanese Art and Culture* by Kamini Khanduri pp. 44-45

S u p p o r t i n g      D o c u m e n t