

Title: *Haiku Tiles* (Ceramics/High School)

Introduction/Summary: Using Japanese haikus as inspiration, students will create glazed ceramic tiles with imagery inspired by specific haikus.

Duration of Lessons: Five class periods, 50 minutes each

Connection to standards/common core: Visual Arts, Grades Nine through Twelve (Ohio)

HS Beginning: **Perceiving/Knowing** -1PE: Examine and articulate the effects of context on visual imagery.

HS Beginning: **Producing/Performing** - 1PR: Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

HS Beginning: **Responding/Reflecting** - 3RE: Use appropriate vocabulary to define and describe techniques and materials used to create works of art.

HS Intermediate: **Perceiving/Knowing** -2PE: Describe sources visual artists use to generate ideas for artworks.

HS Intermediate: **Producing/Performing** - 6PR: Incorporate visual literacy as a means to create images that advance individual expression and communication.

Guiding Questions/Essential Questions: How do we translate literature into visual imagery, and how do we use techniques of Japanese ink painting to glaze ceramic tiles?

Learning Objectives: Students will understand the process an artist goes through to create imagery based on specific sources. Students will study art and literature from Japan and the concept of *wabi sabi* and how it relates to the creation of a work of art.

Materials:

- a) Haikus by Basho: <http://oaks.nvg.org/basho.html>, <http://www.bopsecrets.org/gateway/passages/basho-frog.htm>
- b) photocopies of haikus for students to use when painting.
- c) Bownas, Geoffrey and Thwaite, Anthony. *The Penguin Book of Japanese Verse*. Rev. ed. London: Penguin Classics, 2009.
- d) Okamoto, Naomi. *Japanese Ink Painting ; The Art of Sumi-e*. New York: Sterling Publishing Company, 1996
- e) Mayhall, Yolanda. *The Sumi-e Book*. New York: Watson-Guption Publications, 1989
- f) Paper, ink, brushes, ceramic clay, underglaze and glaze

Pre-Assessment: The students are asked about their knowledge of haikus, specifically the structure of a haiku. Students are also asked about their comfort level with painting., and their knowledge of creating the illusion of a foreground, middle ground and background in a landscape painting.

Lesson Activities:

1. Students prepare ceramic tiles using the slab roller. We discuss the idea of wabi sabi at the beginning of the lesson, and emphasize the idea of finding beauty in imperfection, then creating tiles that contain

intentional imperfections. We also discuss drying times of the tiles, and the drying process and shrinking and warping of clay as it dries.

2. Students listen to haikus and begin creating paintings based on the haikus by Basho. Students will look at examples of Japanese brush paintings and use sumi ink, brushed and paper. We will discuss the idea of layering and using different strengths of ink, mimicking the effect of layering glazes from very transparent to very opaque. Students will work for 3 days on the haiku paintings.
3. Once the tiles have been fired, students will use their favorite sketches to paint glazes on their tiles. They will use black and earth tone glazes to recreate the look of Japanese ink painting. We will discuss qualities and properties of glazes.
4. When tiles are finished, students will write self-assessments and choose a method of display for their tiles.

Post-Assessment: Students will write a self-assessment evaluating their work and how well the paintings translated to a glazed ceramic tile. Students will also reflect on the poems they chose to use as an inspiration for their tiles.

Students will also be graded on their tile by the teacher, using a rubric. They will be assessed on creativity and originality, craftsmanship, design, and effort.

Accommodations: Student with delayed small motor skills may use tiles pre-made by the teacher and can use a limited range of values for their paintings. They are also provided with a selection of brushes to help them be more successful.

Teacher's Notes: These videos are good to show before creating the ceramic tiles:
Teabowl with landscape rim: <https://www.youtube.com/watch?v=DN0INF8HZ1k>

Akira Satake: Throwing a Chawan (Japanese ceremonial tea bowl), slip applied.
<https://www.youtube.com/watch?v=DAGUDfJ9VUw>

Materials created by teacher:

1. Powerpoint for creating the tiles with definition of stages of clay, definition of wabi sabi and examples of Japanese ceramic art, includes links to Youtube videos.
2. Powerpoint for Japanese ink painting with examples of paintings from previous time periods as well as contemporary artists. Powerpoint also contains haikus for students to read.
3. Rubric for grading final artworks.

Extension Activities: Students can study signatures of Japanese artists and create their own signatures to be painted on their ceramic tiles. Students can create their own haikus and use those to create imagery.

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