

The Ohio New State Standards Addressed in the Lesson Plans

East Asia: Japan, Korea and China – The Drama Art Forms of Noh, Bunraku, Kabuki, Takarazuka, Chinese Opera, and *Pansori*

- **Art** – 6.3PE. Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.
- 6.2PR. Experiment with a variety of techniques and working methods when creating an original work of art.
- 6.4PR. Transform perceptions and processes into two- and three-dimensional artworks.
- 6.3RE. Explore and discuss how aspects of culture influence ritual and social artwork.
- **History** – 6.2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
- **Geography** – 6.7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
- 6.8a. Modern cultural practices and products show the influence of tradition and diffusion.
- **ELA** – SL.6. 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- S.L.6. 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

TIP for NCTA Seminar: Kathy Ward, 6th Grade, Columbus City Schools
The Drama Art Forms of Noh, Bunraku, Kabuki, Takarazuka, Chinese Opera, and *Pansori*

Lesson plan: The Drama Art Forms of Noh, Bunraku, Kabuki, Takarazuka, Chinese Opera,
and *Pansori*

This lesson will cover the following East Asian cultural dramatic formats: Japan ~ Noh, Bunraku, Kabuki, and Takarazuka; Korea ~ *Pansori*; China ~ Opera. The entire point of these lessons is to introduce middle school students to East Asian dramatic art forms, show them examples, and have them do comparison charts, make Noh masks, and write descriptions of the masks they made like you would see in an art museum. I think these would make great hallway displays. As an extension, they could even write their own short plays based on one of the art forms.

Day 1 (45 – 60 min.)

Essential Questions: What are the similarities and differences of the dramatic art forms from the East Asian countries of Japan, China, and Korea? What needs allowed these forms to prosper?

Vocabulary: Noh, Bunraku, Kabuki, Takarazuka,

Background information on Noh: “Noh is a theatrical art form that has been handed down through generations and been labeled one of the worlds oldest performing arts. It has also been designated an “Intangible Cultural Heritage” by UNESCO. Noh is a total art form comprised of drama, music and dance elements. While often compared to western opera, the differences can be quite startling. Due to the use of masks in noh masks, one can call noh a ‘mask drama.’” <http://www.the-noh.com/en/world/index.html>

Introductory Activity: Begin by showing students various character masks like Iron Man, Spiderman, etc. (Walmart) Have a class discussion about the purpose of the masks, who wears them, when they are worn, various places they are seen. Then lead the discussion to entertainment. What do we do for entertainment? What do you suppose people did hundreds of years ago to entertain themselves? Today, we are going to look at a form of Japanese entertainment that is very old, and involves the wearing of masks. And like the masks we’ve looked at from our time, the masks the performers wore would tell the audience who the characters were.

“Noh is a type of masque, which is performed by actors with masks. There are sixty basic types of Noh masks. It is said that today we have two hundred and some dozens different kinds of Noh masks.” Examples:

<p>翁面 okina Old Man</p> 	<p>This type is only used for the piece called "Okina", performed in the New Year or for special occasions. It is a kind of ritual items derived from <i>sarugaku</i>, the classic form of the Noh, and it is said that this type was already used in the late Heian era (12th Century). It predates any other types of the Noh masks.</p>
<p>尉面 jō Eiders</p> 	<p>Masks portraying elder people are called <i>Jō-men</i> (<i>Jō</i> masks). They vary in the types including <i>Ko-jō</i>, <i>Asakura-jō</i>, <i>Sanko-jō</i>, and <i>Warai-jō</i>. They are distinguishable by their hair, and generally worn by the leading actors in Part One in <i>waki-nō</i> (god plays) or <i>shura-nō</i> (warrior plays), in which they play incarnate spirits.</p>
<p>男面 otoko Man</p> 	<p>Depending on roles' social positions or situations in plays, performers choose masks from various types of <i>Otoko-men</i> (<i>Otoko</i> masks), including <i>Heida</i> portraying soldiers, <i>Chūjō</i>, <i>Jūroku</i>, <i>Hatachi-amari</i>, <i>Dōji</i>, and <i>Kasshiki</i>.</p>
<p>女面 onna Woman</p> 	<p><i>Onna-men</i> (<i>Onna</i> masks) is the most popular type of the Noh masks that first comes into people's minds. There are a number of variations including <i>Ko-omote</i> that portrays a young woman. Depending on ages or characters of roles, the type is broken into parts, such as <i>Waka-onna</i>, <i>Shakumi</i>, <i>Uba</i>, and <i>Rōjo</i>.</p>
<p>鬼神 kishin Demons</p> 	<p>This is assumed to have appeared in the early stage of the history, describing supernatural substances such as demons or <i>Tengu</i> (long-nosed goblins). It is distinguishable by its forceful and wild appearance, and roughly classified into two types; <i>Tobide</i> portraying demons or savages, and <i>Beshimi</i> portraying goblins such as <i>Tengu</i>.</p>
<p>怨霊 onryo Ghost and Spirit</p> 	<p>This is the type that portrays incarnate spirits of dead persons. They include male ghosts such as <i>Ayakashi</i>, <i>Yase-otoko</i> and <i>Kawazu</i>, and female ones such as <i>Yamanba</i> and <i>Deigan</i>. They are all regretful and revengeful of this world. <i>Hannya</i>, one of the well-known type of the masks, is also classified into this group.</p>

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From: http://www.the-noh.com/sub/jp/index.php?mode=db&action=e_index&class_id=1

See this site for a very good, and detailed explanation about Noh performances explaining characters on the stage and what the stories encompass. Use this sight and its links to inform your students with as little or as much as you'd like about the world of Noh:

<http://www.the-noh.com/en/world/forms.html>

This site on Youtube has a 6 ½ minute visual demonstration and Noh play provided by Tourism and Culture of Japan: <https://www.youtube.com/watch?v=LIVV3wWHWYU> or the Nippon Corporation has done three, one each for Noh, Bunraku, and Kabuki: https://www.youtube.com/watch?v=T5RqW8TWWY&index=1&list=PLWiiEjHG_UnmQ_NO0n9_VEcvs8BFJ0Qhz

Day 2 (45 – 60 min.)

Background information on Bunraku:

https://www.youtube.com/watch?v=4TKt67ouaqM&list=PLWiiEjHG_UnmQ_NO0n9_VEcvs8BFJ0Qhz&index=2 Bunraku is the use of puppets (a puppet master and two black-enshrouded junior apprentices to work a puppet) for telling stories.

Day 3 (45 – 60 min.)

Background information on Kabuki and Takarazuka: Kabuki ~

https://www.youtube.com/watch?v=F3IHdm2Tf8g&index=3&list=PLWiiEjHG_UnmQ_NO0n9_VEcvs8BFJ0Qhz Kabuki is a highly popular form of drama in which the all-male actors use thick make-up and elaborate costumes to portray characters through song and dance.

Takarazuka ~ <https://www.youtube.com/watch?v=8gqm3wn9Sqc> (You will need to skip the ad at the beginning of this. It's very short, only about three minutes long, but it introduces the Takarazuka Troupe.) Women were banned from performance in Japan until the early 1900's when an all-female company was formed by the railroad entrepreneur, Kobayashi Ichizo (see Ebrey and Walthall, p. 397) This company performs western romance musicals with women playing all of the roles, just like men play all the roles in Noh, Bunraku, and Kabuki.

Day 4 (45 – 60 min.)

Background information on *Pansori* and *Chunhyang*: According to Ebrey and Walthall, p. 260, *Pansori* (PAN-sori) developed from an oral song tradition. It became very popular in the 18th century. A drummer would accompany a singer who usually chanted the story. Variations in rhythm would set the mood for each section of the story. The famous singers were marvelous at improvisation. In the beginning, many of the songs made fun of the *yangban* (Korean aristocrats), but eventually, Chinese phrases were added to the songs so that the *yangban* would find enjoyment in the *Pansori* as much as the commoners did.

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Chunhyang movie: <https://www.youtube.com/watch?v=PvG8y3bNmgg> This is a famous *Pansori* tale set to motion picture by the famous Korean film director, Im Kwon-taek. He interspersed the traditional singer and drummer with a cast of memorable characters. He made the movie so that young Koreans would be proud of their own heritage. The story is about a young, beautiful girl discovered by a young *yangban* who came to visit his father, the governor of the girl's district. Secretly, he marries the girl, but is sent to Seoul by his father to finish studying for and take the civil examinations. While he is gone, a new governor comes to the district, and tries to take the young wife as his mistress. She refuses since she is already married. In rage, the cruel governor tries to break her, but she holds on long enough to be rescued by her husband who comes in disguise to rid the district of corrupt rulers. This *Pansori* is known as *The Song of the Faithful Wife*, Chunhyang being the faithful wife. There is some brief side nudity, so you may wish to edit this film before showing it to younger students.

Day 5 (45 – 60 min.)

Background information on Chinese Opera and *Peony Pavilion*:

Chinese Cracker: The Making of the *Peony Pavilion* (costs \$169.95 for the DVD at this site ~ <http://www.films.com/id/1737>) The entire story of how this opera was made captivated me. Chen Shi-Zheng, a Chinese born director, took it upon himself to revive the 19+ hour opera of *Peony Pavilion* to show in Paris and New York. He had to find old masters of the traditional crafts to make the beautiful costumes and staging since so much was destroyed during the Cultural Revolution. All set to take the show to Paris and New York, the Chinese government refused to let him go. Finally, he was allowed, and *Peony Pavilion* came to the Europe and the USA.

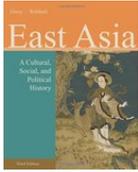
This story was written in 1598 by Tang Xianzu. It is about a girl who falls asleep and meets a handsome young man in her dreams. Upon waking, she is lovesick for this man that she eventually dies of despair, not able to find him in this world. She becomes a ghost, and returned to earth by the god of the underworld, she is found by the young man of her dreams who falls in love with her. 19 hours later, as the opera would have it, the young girl returns to earth as a human and marries the young man she'd first met in her dreams.

Extensions:

- Work in conjunction with the art teacher and have students make a Noh mask that mask of his/her choice. Once they are finished, have the students make “Museum entries” about the masks that a museum goer would read for each mask on display.
- Have the students work in groups to write a short scene to perform in one of the styles studied. This would be an in-depth project as they would need to design staging, costumes, lines, “singing”, and movements. Although not pure in form, it would definitely challenge the students to think outside of their “USA” box. Each group would need to perform for the other groups as well as another class.

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Resources for Lesson Plan



- *East Asia: A Cultural, Social, and Political History*, by Patricia Ebrey and Anne Walthall
- Noh – <http://www.the-noh.com/en/world/forms.html>
- Noh Masks - http://www.the-noh.com/sub/jp/index.php?mode=db&action=e_index&class_id=1
- **Youtube :**
Noh - <https://www.youtube.com/watch?v=LIVV3wWHWYU>

Noh -

https://www.youtube.com/watch?v=T5RqW8TWWY&index=1&list=PLWiiEjHG_UnmQ_NO0n9_VEcvs8BFJ0Qhz

Bunraku -

https://www.youtube.com/watch?v=4TKt67ouaqM&list=PLWiiEjHG_UnmQ_NO0n9_VEcvs8BFJ0Qhz&index=2

Kabuki -

https://www.youtube.com/watch?v=F3IHdm2Tf8g&index=3&list=PLWiiEjHG_UnmQ_NO0n9_VEcvs8BFJ0Qhz

Takarazuka - <https://www.youtube.com/watch?v=8gqm3wn9Sqc>

Chunhyang movie - : <https://www.youtube.com/watch?v=PvG8y3bNmgg>

- Chinese Cracker: The Making of *Peony Pavilion*, DVD, order from <http://www.films.com/id/1737>

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