

*East Asian Studies Teachers’
Mini-Grant Application*

Asian Rhythms
By
Sally White Hartman

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DESCRIPTION

My project is clearly self-selected. The specific issues include a couple of subjects that I wish to explore within a central Asian theme. These subjects include drumming, calligraphy, and the culinary arts. The focus is on drumming and calligraphy.

There is a need in my classroom to experience other cultures. Appreciation of another culture will give my students a greater respect for their own culture. Students in the North Country often have a limited view of the world that they live in. Compounding this is a negative of being young, and that the lack of experience underscores the lack of understanding for culture in general. If the parents do not introduce their children to culture in the home, then any cultural experience is limited to whatever the child finds in school or as a result of their own wanderings. Furthermore, it is often easiest to bring an exotic culture into the classroom and just experience it. The key, I think, is to make that 'exotic' culture resonate in the student's individual culture. If this happens, then the experience becomes personified and more personal, and secondly, there is an 'anchor experience' to possibly map out future cultural experiences and journeys.

I have entitled the unit Asian Rhythms because there is a rhythm in percussion instruments, in the spoken language and, in the lyrical strokes of calligraphy.

My unit will introduce all three of these disciplines, drumming, calligraphy and the culinary arts to my high school Media Class. Furthermore I will use the performing arts and culinary arts to enrich the visual art component.

I have designed the unit to take advantage of local talent, and opportunities. The Community Performance Series (CPS) annually brings a variety of performing arts programs to the North Country. This year, Portland Taiko is one of the touring groups. Portland Taiko practices the ancient art of drumming. "Taiko is the Japanese word for drum and is a dynamic and evolving form of art combining rhythm, movement, energy, and culture." Worthy of note is that the roots of Taiko can be found in China.

After the performance we will have lunch at the Asian Buffet and Manchurian Grill in Potsdam. There, the students will fill out a work sheet (to be developed) and plan two or three Asian dishes that they 'think' they can prepare to present later when Dr. Anne Csete visits the classroom.

In the classroom we will study Chinese calligraphy and word forms. Using a bamboo brush and ink the students will practice the dot and the line and the stem-branch characters.

Dr. Anne Csete will be invited to visit our classroom to introduce Chinese Poetry and specifically discuss the four intonations of the Chinese language. The students will learn more about the connection of symbolism to the written Chinese language and how the calligraphic brushstroke combines elements to make up each Chinese word. (NOTE: I have taught this lesson two times in previous years and it works quite well.) The students will create a poem, and with the help of a computer translation program they will copy the poem in Chinese onto paper and then illustrate it.

Dr. Csete will be invited back for a presentation of the poems, and celebration of the student work. Students will prepare Asian refreshments. The Home & Careers teacher Mrs. Williams will be used as a resource person in the preparation of the refreshments.

As an additional class activity, the students will construct a Taiko Drum in class. Heuvelton Band instructor, Mr. Keith Shult, will be asked to give the students an overview of drumming rhythms and one of the band students will be invited to demonstrate. Mr. Shult will be our quality control person in this area.

To culminate the activity, Jennifer Barwood-McClosky will be a visiting 'artist-in-residence' for a morning and show the students how to conduct a drumming circle. (We will be able to do this with three different classes.) This activity will illustrate to the students that ancient cultures have qualities in common with local cultures and that rhythm is a pattern of life

Finally, in a discussion about this grant application with my Superintendent, I have been asked to present a short program to the Board of Education. This will occur if the application is successful and after the unit is completed. The students will prepare and participate in this final presentation. The students could develop a PowerPoint to help organize the information. To share this experience with other districts, articles will be written for the local school newsletter, and local newspapers.

TIMELINE

The Anticipatory Set

April 5th Field Trip to see Portland Taiko - 10 a.m. Hosmer Hall
SUNY Potsdam

- * Lunch at the Asian Buffet & Manchurian Grill.

The Learning Curve

Step 1 Students will be introduced to Chinese calligraphy and practice the elemental brush strokes which create the word phrases of the language.
April 6-7 and April 18-21.

Step 2 Guest Professor Dr. Anne Csete (TBA end of April beginning of May)
* First Visit Introduction to Chinese Poetry
* Second Visit Presentation and celebration of work.

Step 3 Drum Construction Week - creation of Taiko Drum May 1-5
Short lecture by musician Mr. Keith Shult

Step 4 Artist-in-Residence Jennifer Barwood-McClosky – ‘Drumming Circle’
Week of May 8-11

Closure

- Student presentation and program for the Board of Education. It will include a demonstration and presentation of our calligraphy and a short performance of a drumming circle. May or June 2006.

Assessment

- * The rubric will be used for final evaluation of the students.

BUDGET

Planning	* \$6.25 hours	\$250	Sally Hartman
Resources	Books and Video Tapes Cook Books Postcard Books Calligraphy Books Portland Taiko CD	\$300	Work with HCS Librarian Joan Fischer, to order reference books for the students to use
Portland Taiko	15 students admission \$5 ea	\$75	CPS
Asian Meal	15 students @ \$7 ea	\$105	Asian Buffet & Manchurian Grill
Bus Transportation	No Charge		<i>In Kind Service</i> Heuvelton Central School
Dr. Anne Csete	2 visits	no charge	Dr. Anne Csete
Drum making supplies Food supplies (if not donated)		\$65	Sally Hartman
Visiting Artist	1/2 day @ \$125	\$125	Jennifer Barwood-McClosky
	TOTAL	\$920	

* I have spent three hours already, setting up the tentative scheduling and planning. I also would like to take advantage of using a SLU tuition waiver to work with Dr. Csete, Dr. Shuman, or a selected professor.

And finally.....adapted uses

This unit is an example of several strong educational components. There are both ‘in school’ and ‘out of school’ field trip experiences with several interactions with professionals in various media. There is student work in three disciplines, written, cooking, and drumming. Local in-school professionals will be assisting with these activities.

The students learn skills that have real life implications, and have two venues in which to perform. The first venue is with Dr. Csete in an informal setting, and the second is a formal setting in front of the Heuvelton Central School Board of Education. The efficacy of the students will be tested when the students present a short program to the Board of Education. The students will introduce the subject, present, perform, demonstrate, and respond to questions.

Asian Rhythms Grading Rubric

Class Participation, Field Trip, Drumming, Calligraphy, and Performance activities will be assessed by using rubric guidelines.

	4 Exceeds Standards	3 Meets Standards	2 Approaches Standards	1 Does Not Meet Standards
Class Participation and Attendance	Participates with exceptional effort in class, attends all performances & lectures and takes an active role in the presentations.	Participates with effort in class, attends almost all performances & lectures, and class demonstrations and participates in final presentation.	Participates in class but fails to attend and become actively involved in performances, lectures, class demonstrations and final presentation.	Barely Participates in class and fails to attend most performances, lectures or final presentation
Field Trip & Worksheets (To Be Developed)	Attends the Field Trip and completes the worksheet with exceptional notes.	Attends the Field Trip and completes the worksheet with good notes.	Attends the Field Trip and completes the worksheet with acceptable 'after correction' notes.	Attends the Field Trip but fails to complete the worksheet or submits poorly written notes.
Calligraphy Lesson	Completes all skill building exercises and creates an excellent illustrated poem.	Completes all skill building exercises and creates a well done illustrated poem.	Completes all skill building exercises and creates an acceptable, but flawed illustrated poem.	Completes most skill building exercises but fails to create an illustrated poem that meets standards.
Drumming Lesson	Performs enthusiastically in drumming circle and takes a lead in constructing a Taiko Drum.	Performs in drumming circle in an acceptable way and helps to construct a Taiko Drum.	Performs in drumming circle with some timidity but helps to construct a Taiko Drum.	Fails to perform in drumming circle and does not help to construct a Taiko Drum.
Presentations Food Preparation Demonstrations	Takes a leadership role in the presentation for Dr. Csete and the BOE	Takes a role in the presentation for Dr. Csete and the BOE	Participates in the presentation for Dr. Csete and the BOE	Fails to participate in the presentation for Dr. Csete and the BOE

Grading System Equivalents:

18 - 20 Points + 4.0 (A) 90 16 -17 = 3.5 (B+) 85 13 -15 Points = 3.0 (B) 80 11 -12 Points = 2.5 (C+) 75
 8 -10 Points = 2.0 (C) 70 6 - 7 Points = 1.5 (D+) 65 5 Points =1.0 (D) 60 Less than 5 Points = 0 F 50