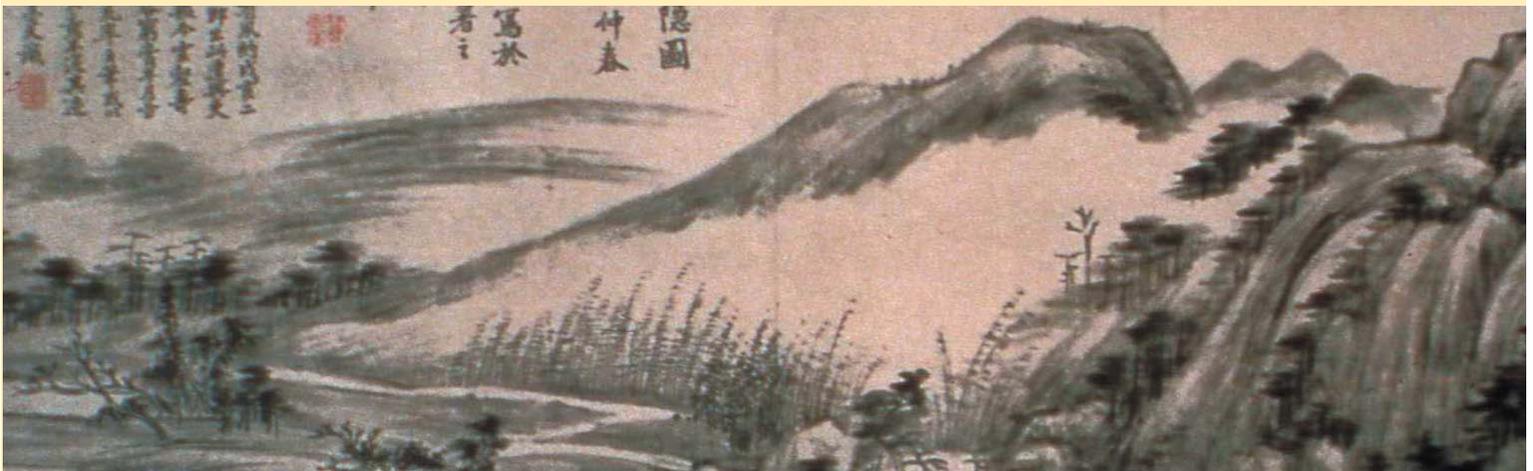


Students participating in the Nature in Asian Art tour will explore how nature is used as inspiration in the arts of China, Japan Korea, India, and Southeast Asia. Students study various artworks from armor to ceramics, uncovering a world of symbolism and beautiful craftsmanship. Use the suggestions below either before or after your museum visit to encourage further inquiry in the classroom.

- Discuss as a class what a symbol is. If you have been on your tour already, brainstorm a list of symbols that you saw and study images with symbols from our collection using our website and the attached images. How do symbols in Asian art represent their culture? Discuss symbols present today in our culture. How are they different from symbols in Asian art? What about the image itself is different? How are they presented differently? Have students use mixed media to design a symbol to represent their lives. Ask students, how can you represent who you are with one image? How will the materials you use reflect your culture today?
- Before your tour at the Walters or after, research the art of the Tea Ceremony. Explore the ceramic art of the Walters' tea room. What is typical of a Japanese tea ceremony? How is it different from a Chinese tea ceremony? How does the tea ceremony reflect the beliefs of their cultures? Why are tea ceremonies performed? What are the typical steps involved in a tea ceremony? Have students create their own tea ware and participate in a traditional tea ceremony in your classroom.
Tea ceremony sites: www.kato3.org/chanoyu
www.web-japan.org/factsheet/tea
- Discuss the influence of nature in Asian art. How is nature portrayed? Look at images from the Asian collection on the Walters website and other attached images. Ask students why they think nature is a common theme in Asian art. Have students consider their own relationship with nature. What is it that they like or do not like about nature? Does nature ever inspire them to create artwork? Take students to a quiet open area around the school. Have students bring notepads and pens. Ask students to record three things each of what they hear, smell, see, and touch. Use the book *One Leaf Rides the Wind* by Celeste Davidson Mannis to introduce haiku. Have students write a haiku poem based on their observations.



VOCABULARY

Calligraphy - The art of ornamental lettering using brushes or pens.

Inro - Small containers once hung from the obi (sash) by a silk cord, as part of traditional Japanese dress.

Landscape - A work of art depicting scenery from nature.

Literati - Confucian scholars who devoted their time to writing poems, practicing calligraphy, and painting.

Netsuke - A belt fastener used to secure inro boxes (see above), which were suspended from them by silk cords. Netsuke were intricately carved, often with imagery from nature.

Scroll - A roll of paper displaying drawing or writing. A scroll meant to be viewed by manually unrolling is a handscroll. A scroll meant to be displayed on a wall in its entirety may be called a hanging scroll.

Symbol - An image or object representing a meaning other than the one with which it is usually associated.

Some symbols in Asian art and their associations:

Butterfly: joy or love

Fish: wealth, strength, or good luck

Peach: long life

Pomegranate: growth

Dog: protection

Clouds: happiness

Tea Ceremony - An ancient ritual of preparing, serving, and drinking tea.

ADDITIONAL RESOURCES

http://edu.dia.org/tao/resource_guide

www.asianart.org

Mieko and the Fifth Treasure, by Eleanor Coerr and H. Cecil Uyea.

The Tea Ceremony, by Suno Tanaka

Video: *Cha-No-Yu: The Way of Tea*. Tokyo, 1970-79. video-cassette, 16 minutes

Borrow the Walters' *Arts of China* and *Arts of Japan* Teacher Resource Kits for more lesson ideas and images of objects!
Email schoolprograms@thewalters.org for more information.





