

# Japan in focus

SPRING TERM  
2004

PRODUCED BY JAPAN 21

## CONTENTS

reviving the kimono .....	2
design your own kimono .....	3
elections in japan .....	4-5
linking update .....	6-7
ready steady nihonGO! .....	7
Japan at KS1 .....	8-9
noticeboard .....	10-11
j21 teachers workshops .....	12



Girls in traditional dress at a local children's festival. One of the KS1 picture resources (see p8-9)

This issue is packed with more resources for you to use in your classroom and details of events and new ventures, hopefully with something for everyone.

For art teachers and anyone interested in Japanese clothes, see page 2-3 for information on a recent revival of traditional styles and an activity for KS3 or above.

KS1 teachers: see pages 8-9 for a six week project introducing Japan. Everything you need is provided, either here or as

downloadable resources from the website. We will even post them to you if need be, so come on, get started!

Last November saw an election in Japan. Part of the citizenship curriculum involves looking at other electoral systems so if you are interested in teaching about the Japanese system, see pages 4-5.

School links with Japan continue to grow in number and the ways they operate become ever more ingenious. See pages 6-7 for a summary of some of the most recent and interesting.

This year's hectic and wide ranging workshop programme is summarised on page 12. We are currently planning workshops for next term and beyond: if you have an idea for a venue or focus for a workshop, please let us know.

Language teachers: don't miss the Nihongo Cup on page 12. The closing date for entries is the end of March.

If you are a London primary teacher and would be interested in participating in a pilot language project, see page 7 for details of Ready Steady NihonGO!

Japan 21  
Swire House  
59 Buckingham Gate  
London SW1E 6AJ

Tel: 020 7630 8696  
Fax: 020 7931 8453

E-mail: [education@japan21.org.uk](mailto:education@japan21.org.uk)  
Website: [www.japan21.org.uk](http://www.japan21.org.uk)

# reviving the kimono



photo: JNIO

Traditional clothes in Japan are enjoying something of a revival. After years of being worn mainly by older people or for special occasions, women of all ages are returning to the kimono and its summer equivalent, the yukata.

Why have so few people been wearing them recently? Firstly, they are very expensive: kimono can cost thousands of pounds. Then they are usually made of silk which requires careful cleaning. And wearing a kimono is not easy. Kimono used to be an important part of both men and women's wardrobes, worn as everyday clothing. But following the introduction of western clothes in the late 19th century, kimono gradually came to be reserved for formal wear and restrictive rules about how to wear them developed. How long should it be, how should it be tied, how much undergarment to show ..... it's a fine art. Traditionally mothers taught their daughters how to put on a kimono but now there are any number of classes you can attend to learn the art.

And why are people returning to these traditional clothes? Recently, designers and

young people have led the way in breaking some of the rules to make the kimono a much more accessible garment. For example, one designer, Shinso Ohashi made an obi (belt) from fluffy, parka-like material with a zip pocket. The company also designed a clip-on obi, using the same principle as a clip-on bow tie - no need to master how to tie a complex bow!

Young women have followed suit and thrown tradition to the wind, feeling free to experiment with different ways of wearing kimono. This picture shows a young woman wearing a short kimono, with very untraditional accessories.



photo: Kjeld Duitis

Every year on Coming of Age Day in January, all those aged twenty attend a special ceremony. Young men usually wear suits but many women wear kimono. Recently women have been daringly hitching up their kimono, often to show off high heeled or platform shoes rather than the traditional zori (Japanese sandal). They also wear coloured tabi (socks with a toe) instead of the traditional white ones.

Yukata (cotton, kimono-shaped garments) are also becoming popular. The most traditional colours for a yukata print are blue and white, often with a floral design for women. Contemporary yukata are being



photo: Kjeld Duitis

made with patterns such as camouflage or bold checks and designs like goldfish or flowers using primary colours. Some are even made as two piece garments, sometimes with a mini skirt or an off-the-shoulder top. However these are always worn with an obi, so retaining the essential character of a yukata.

It is worth remembering that the word kimono simply means "something to wear" - nothing more mysterious. So it is quite appropriate that designers and wearers should feel able to adapt it as they choose.

## useful websites

[www.asahi-jc.com/kimofaq3.htm](http://www.asahi-jc.com/kimofaq3.htm)

how to wear a kimono

[www.japan-zone.com/culture/kimono.shtml](http://www.japan-zone.com/culture/kimono.shtml)

history and development of the kimono

[www.jinjapan.org/trends](http://www.jinjapan.org/trends)

articles on trends in fashion and modern life

[www.canoe.ca/LifewiseMirrorsFriday00/1201\\_kimono\\_ap.html](http://www.canoe.ca/LifewiseMirrorsFriday00/1201_kimono_ap.html)

article: japan's kimono struggles to keep a cultural icon alive

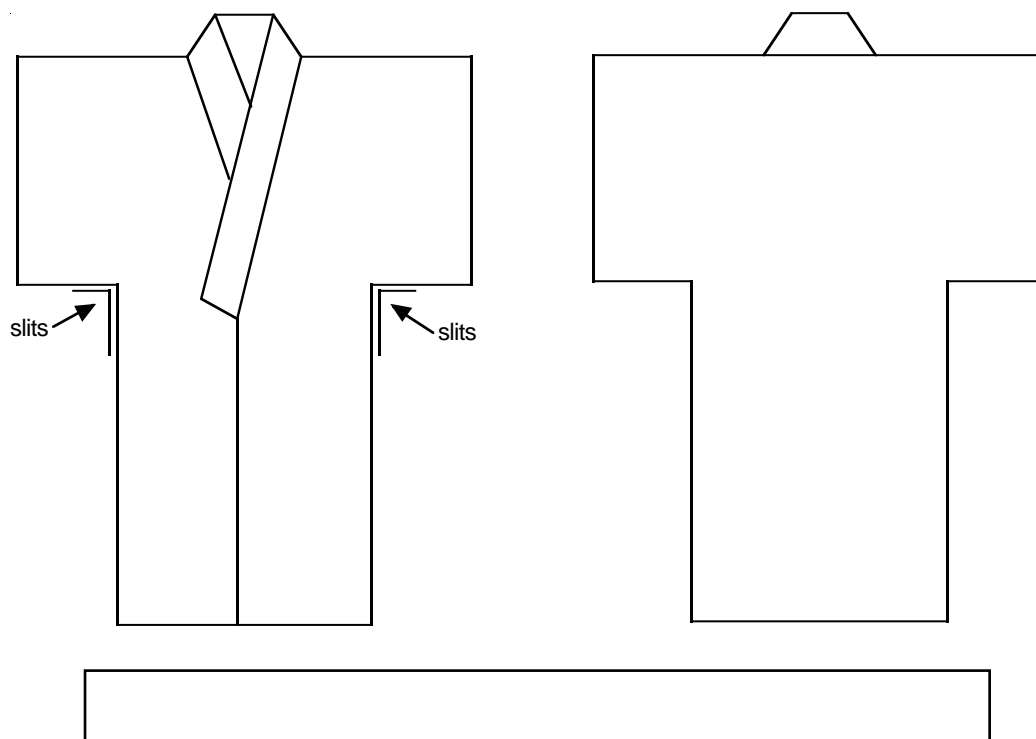
[www.marquise.de/en/ethno/japan/obi.shtml](http://www.marquise.de/en/ethno/japan/obi.shtml)

making an obi

[www.japanesestreets.com](http://www.japanesestreets.com)

up to date fashion pictures from japan

# design your own kimono



*obi vary in size but are usually between 10 and 30 cm wide and about 3metres long*

Design your own garment based on the yukata / kimono pattern. Consider the following rules, which you may like to break or use as inspiration for your design.

- kimono are tied with an obi. One side is usually plain and the other side decorated. When it is tied, part of both sides will show.
- traditionally, kimono display designs fitting the season they are worn in, for example, cherry blossom in spring, maple leaves in autumn, pine trees and snow in winter...
- traditional footwear is white

toed socks (tabi) and sandals (geta or zori)

- traditionally a pale coloured, plain underkimono with a white collar is worn and shows just a little at the neck.

## shape

Decide whether you are going to stick to the traditional shape garment and experiment with the way it is worn, or whether you are going to tinker with the basic design as well. Draw front and rear views of your garment being worn. Don't forget to include

footwear and other accessories.

## fabric

What kind of fabric do you want to use? Think about texture and weight. Then think about the design of the fabric and the colours you want to use. (It can be plain if you like). Remember you can have a contrasting or matching obi.

Sketch the designs for your fabric on the pattern for the garment, showing front and back views. Show the obi separately.

# elections in Japan

In November 2003 an election was held in Japan, in the House of Representatives. But what does this mean? What is the House of Representatives? And how does an election work in Japan? Use the information and discussion points below to explore the basics of the Japanese electoral system. Compare it to the UK system and discuss the merits of each.

Curriculum link: KS3 citizenship. The QCA Scheme of Work, unit 6 (Government, Elections and Voting), section 2 includes a study of other electoral systems.

## structure of government

The parliament in Japan is known as the Diet. It consists of two houses, the House of Representatives (Lower House) and the House of Councillors (Upper House).

? These two houses correspond to the two houses of parliament in the UK. What are they called? Which is the upper, which the lower?

The House of Representatives and the House of Councillors are jointly responsible for passing laws as well as approving the annual national budget and approving treaties. The House of Representatives has slightly more power: where the two houses cannot agree after much debate, the House of Representatives has the final say.

## elections

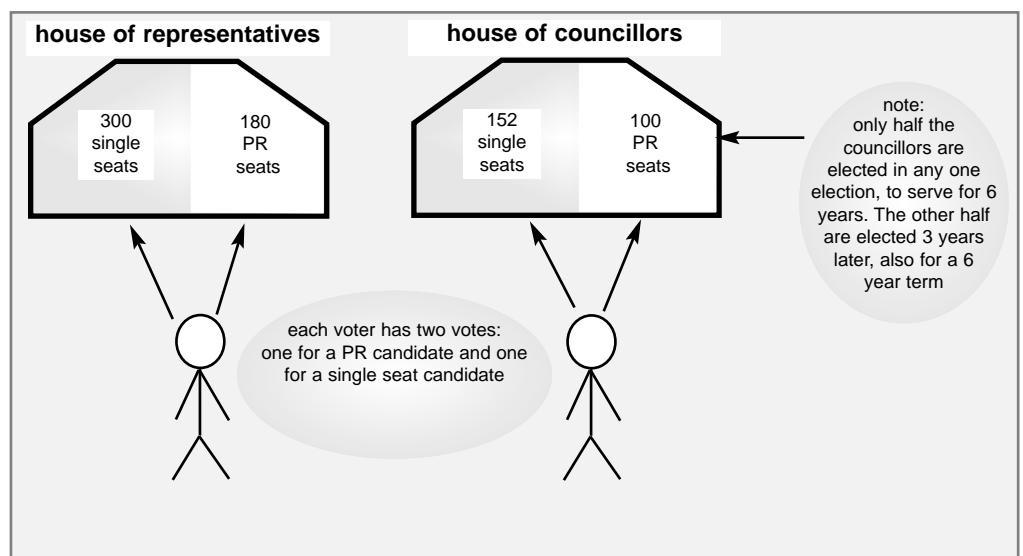
Members of the House of Councillors are elected for a six year term. But the elections are split: half are elected one year, then the other half

three years later. Elections in the House of Representatives are held every four years, or sometimes sooner if the prime minister chooses to call the election early.

? How often are elections held in the UK? When was the last one? When is the next one likely to be held? Are members of both UK houses elected? If not, how are members selected?

## types of election

Elections for both houses operate a mixture of proportional representation and single seat constituencies. Proportional representation means that the number of seats a party wins corresponds DIRECTLY to the number of votes it gets. For example, there may be 10 seats up for grabs in one



district: if your party gets 20% of the votes, your party gets 2 of those 10 seats. In a single seat constituency only one person can be elected. If your party is not the winner (the one with the most votes) it doesn't matter how many votes you get, you won't win ANY seats. The one seat on offer in a single seat election district goes to the winning party.

? What election systems do we use in the UK? (There are different systems in England, Scotland and Wales.) Compare these with the Japanese system and discuss the advantages and disadvantages of each. Do you think one type is fairer than the others?

## changes in the electoral system in Japan

The number of seats elected through proportional representation has changed dramatically over the last ten years. Before 1994, all 511 seats in the House of Representatives were elected through proportional representation. Now only 180 are elected in this way and the rest are single seat constituencies. One of the criticisms levelled at the proportional representation system is that it produces weak governments and parties, spreading power too thinly. Supporters of the system see this as a strength: minority parties get their voice heard.

*The Diet Building, Tokyo. Photo: JNTO*



? Why do you think the changes to the Japanese electoral system were made? What effects do you think they may have had?

## the november 2003 election

The ruling party, the Liberal Democratic Party (LDP) gained most of the seats but only with a very narrow majority and was only able to form a government by forming a coalition with another small party. The biggest opposition party, the Democratic Party of Japan won the largest number of seats held by an opposition party since 1955.

? Could this be a result of the changes in the electoral system? And is it a change for the good?

## useful websites

japan times

[www.japantimes.co.jp](http://www.japantimes.co.jp)

BBC news

[news.bbc.co.uk](http://news.bbc.co.uk)

Mainichi news

[www12.mainichi.co.jp/news](http://www12.mainichi.co.jp/news)

Kidsweb Japan

[www.jinjapan.org/kidsweb/japan](http://www.jinjapan.org/kidsweb/japan)

All Refer Reference

[reference.allrefer.com/country-guide](http://reference.allrefer.com/country-guide)

[www.sangin.go.jp.eng/index.htm](http://www.sangin.go.jp.eng/index.htm)

Prime Minister of Japan homepage

[www.kantei.go.jp/foreign/index-e.html](http://www.kantei.go.jp/foreign/index-e.html)

Election World

[www.electionworld.org](http://www.electionworld.org)

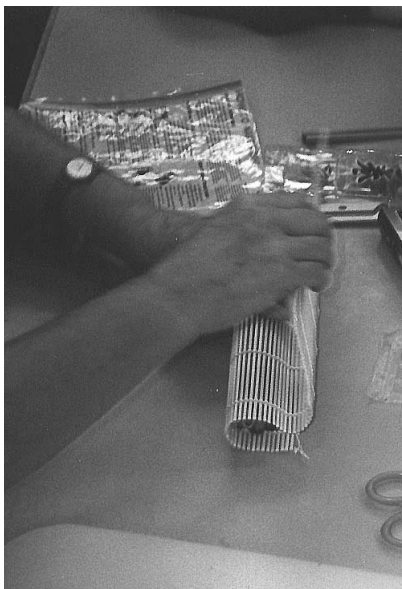
# linking update

Every year there are more schools deciding to set up a link with a school in Japan. Ideas for the format of these links are ever more inventive. Here is a round-up of some of the most recent and innovative links.

## richard cloudesley school and nara yogo

We started the link with Nara Yogo Gakkou in September 2003. A KS4 class of 7 students were able to develop their speaking and listening, reading and writing skills through a project on Japan. This involved learning about daily life in Japan through film and non-fiction books. The class enjoyed a visit from Japan 21 volunteers, who demonstrated calligraphy and origami, and shared beautiful kimono.

The students have corresponded quite regularly with Nara Yogo School, the link having been arranged via Japan 21. Communication has been via email, letters and cards. The Nara Yogo students, about 15 years of age, write in very impressive English! At Christmas they made some lovely cards for us.



They know quite a lot about English culture, and seem to appreciate hamburgers and David Beckham as much as some of us do! It is very motivating for our students to have such a focus for communication.

*Margaret McCullough,  
Richard Cloudesley School*

(The correspondence is part of a larger project on Japan for the students at Richard Cloudesley. This term the Half Moon Theatre group are visiting the school to run workshops with the school, and have chosen Japan as a focus for their work.)

## ingleton middle school and hiroshima jogakuin

about the schools

Ingleton Middle School is a small, rural school for pupils aged 10-13 years. It is a co-educational, inclusive school catering for pupils of all abilities and backgrounds. Many of the pupils are from farming backgrounds or from families who have lived in the area for generations. Situated on the edge of the Yorkshire Dales it does not have the grave socio-economic problems of some inner-city schools but its location and environment bring their own special problems, not least in the pupils' lack of access to, and experience of, other cultures, nationalities, ways of thinking and change. The school sees it as a priority to broaden the horizons of the pupils and to introduce them to other ways of life and thinking both directly and indirectly.

Hiroshima Jogakuin School is an independent secondary school for girls of 12 to 18 year-olds. There are about 1300 students and 100 teachers. Founded in 1886 as a school of English and the Bible, it has now extended to include a kindergarten

and a college as well. In 1945 everything disappeared as a result of the Atomic Bomb attack. Three hundred students and teachers were killed by the bomb. This is why at Hiroshima Jogakuin peace education is given the highest importance of all.

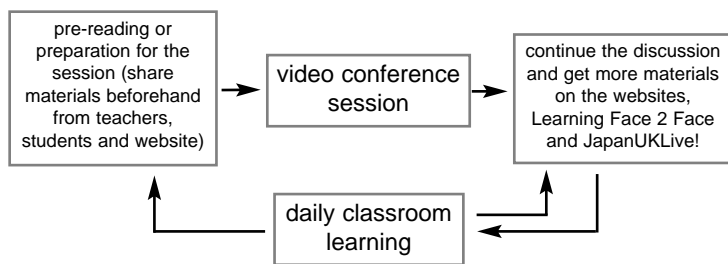
So both schools are interested in the idea of international cooperation and learning about other cultures and ideas. The original link arose from a friendship between two teachers - Kate Butcher from IMS and Hitoshi Mukai from Jogakuin - who had worked together at Gyosei International School for Japanese pupils in Milton Keynes.

projects

IMS and Jogakuin in Hiroshima have chosen groups of more able pupils to work together on the production of a school newspaper in English to be exchanged each term and used as part of a cultural exchange. In each school's newspaper, there will be (first edition already in circulation) a selection of articles from the other school - with parallel content where possible. Through this special project it is hoped that Japanese and English pupils can interact and learn from each other. Staff hope that reading the words of youngsters from another culture about their lives, news and concerns will help pupils in both countries towards mutual understanding and interest.

This will be followed by exchange of teaching ideas related to the teaching of English - teaching methods, literature reviews, etc. which will be done informally between the teachers. At some stage in the future, both schools hope that exchange visits may be possible.

*Kate Butcher, Ingleton Middle School*



## same sky: mathematics across continents

a Future Learning And Teaching project sharing maths between students of Anderson High School in Shetland Islands and students of Nara Women's University Secondary School.

"TSUNAGATTA!" (Connected!)

A Japanese voice echoed in the newly renovated Video Conference room at Anderson High School, Lerwick (Shetland Islands) during the early morning of 27th January 2004. It was 8.00am in the morning - very cold and still dark outside, and very quiet in the school building.

Students studying Advanced Higher Mathematics at Anderson High School and the Maths Club at Nara Women's University Secondary School (Nara, Japan) were gathered to study Mathematics together in a virtual classroom. The project, called Future Learning and Teaching in the Global Classroom, enables students to study across continents using the latest video conferencing techniques.

The virtual conferencing doesn't just stop with Japan. In fact the project involves Anderson High School connecting to partner schools in South Africa once a fortnight to share perspectives on South African History,

and to Germany once a month to provide students with the opportunity to practice foreign languages together.

The project will launch a website called Learning Face 2 Face, in June 2004, which is the other technical pillar of this shared learning and teaching project. Participating students can take part in discussions (Forum) and exchange essays and messages (Drop Box) and check the programmes and materials for the VC sessions. In advance of the launch of the website, Mathematics students and teachers have already started discussion on the Japan UK Live! Website, run by Japan 21. Japan 21 provides a translation facility to enable students and teachers to communicate with each other without a linguistic barrier.

These technologies are integrated into the daily learning and teaching especially in Shetland as shown in the diagram above.

*Miki Nishimura, Anderson High School*

## ready steady nihonGO!

language opportunity for london primary schools!

According to the Languages for All strategy for England published by the DFES in 2002, every child should have the opportunity throughout KS2 to study a foreign language by 2012. There is a long way to go before we will achieve this, but as a start, Japan 21 is working with the Japan Foundation London Language Centre in developing models for Japanese language teaching at primary schools.

An initial research phase has been completed and we are now seeking primary school partners in the London area to pilot a

short course in Japanese from September 2004. The course will be taught by a Japanese native speaker working with the



class teacher, with training and teaching materials provided. At this stage it is anticipated that the course will consist of weekly lessons of approximately 40 minutes over a 5 – 9 week period (depending on the school timetable).

Any schools interested in taking part in this pilot should contact Japan 21, stating with which year group and during which term you would like to run the course, and giving brief details of any other teaching you do on Japan, if applicable.

Tel: 020 7630 8696

Email: [education@japan21.org.uk](mailto:education@japan21.org.uk)

Up to 5 schools each term during the 2004-5 academic year will be selected to pilot this course, which will be extended and rolled out to other schools following evaluation.

national curriculum links

lesson 1

2d Children will use secondary sources of information (photos) to discuss what kind of country they think they're investigating.  
3a Using photos, children will identify what kind of country Japan is in terms of weather, landscape, people.

lesson 2

1c In looking at pictures of an unknown country children will express their own views about what they perceive.  
2a Children will use geographical vocabulary to explain Japan's location in relation to the UK (eg: near, far, east, west...)  
2c Children will use globes, maps and plans at a range of scales to locate Japan.  
3e Children will recognise how Japan is linked to the UK (through language, sports etc).

lesson 3

1a Children will ask geographical questions (for example what is it like to live in this place?).  
2a Children will use geographical vocabulary (adjectives) to describe various different locations in Japan.  
2c/d Children will use maps and photos to locate different towns/ regions of Japan.  
3a Children will identify and describe what various different regions in Japan are like (in terms of weather, landscape, population).  
3b Children will describe where different towns in Japan are located by making reference to the map.  
3d In finding out what their region is like, children will compare it with other places in Japan, as well as places in the UK.

lesson 4

1a Children will ask geographical questions to help them decide what to pack in their suitcases.  
4a Children will make observations about features in the environment (for example, how weather affects the landscape and people's daily lives).

lesson 5

2d Children will use secondary sources of information (photos) to gain an overall impression of Japan.  
3a Children will identify and describe what various different regions in Japan are like (in terms of weather, landscape, population) and then try to categorise different places.  
3e Children will recognise how Japan and the UK are linked through food, transport, holiday activities.

lesson 6

1c Children will use their knowledge of Japan to express their own views about Japanese places in the form of a postcard.  
3a Children will identify and describe what various different regions in Japan are like (in terms of weather, landscape, holiday destinations, souvenirs, food).  
3b When writing their postcards, children will describe where different towns in Japan are.

# japan in geography at ks1

a 6-session project designed to introduce Japan at Key Stage one within the geography curriculum. All additional resources can be downloaded from the website at [www.japan21.org.uk](http://www.japan21.org.uk) or call 020 7630 8696 to have them posted to your school.

1

lesson: 30 - 40 mins

resources: photo set 1

Study together as a class various pictures of Japan. Use contrasting images. The teacher should not tell the children at this stage where the photos come from.



*Itsukushima shrine, Miyajima (near Hiroshima)*

Ask the following questions: what can you see? What are the people doing? What are they eating? What is the weather like - how do you know? What can you tell me about the buildings? What do you think the people are talking about etc...

Only once the pictures have been studied should the teacher ask: where do you think these pictures were taken? How do you know they are not of (town where your school is)?

Tell the children that the pictures are of Japan. Has anyone heard of Japan? What do you know about it? Where is it? List all of the facts children already know or think they know, so that they can be used as a form of assessment at the end of the unit of work. (i.e. when asked the same question again after 6 weeks, what can children tell you about Japan then?)

2

lesson: 30-40 mins

resources: globe, map 1

Introduce a globe to the children.

Can they locate Japan and the UK?

Ask them: how would you get to Japan? Car? Bus? Train? Show me your route. How long do you think it will take? Have you ever been to an airport? What was it like?

Children should then be given a map of the world and should colour in Japan and the UK. Children should be encouraged to make comparisons between Japan and other countries: is Japan bigger or smaller than the UK? Point on your map to a country that is bigger than the UK. (Don't worry about continents at this point. It's more important that children can use "x is bigger than / smaller than" correctly)

Look at the shape of Japan. What does it look like? Is it joined on to any other countries? Is the UK the same? Can you think of a word that means a piece of land in the middle of the sea?

Extension: Do people in Japan speak English? What language do you think they speak? Do you know any Japanese words? Have you heard of karaoke, judo, karate etc? What do they mean? Can anyone here speak a different language? Tell us about it. (If there's time, learn some basic greetings.)

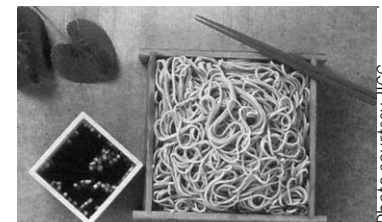


Photo courtesy JICC



3

lesson: 1 hour  
resources: map set 2,  
adjectives, fact cards

Give each table two contrasting places in Japan to focus on, such as Hokkaido and Kyushu, Kyoto and Tokyo, Nagano and Osaka. The first task is then for children to find the two locations on their map



Ask the questions: what sort of place do you think Hokkaido is? How do you know? What do you think the weather's like? What do you think there is to do there? Would you like to visit it? Why, or why not?

Once the children have had their initial discussions, give them large cut out adjectives which they have to put on each location to describe it, such as 'hot', 'cold', 'busy', 'quiet'...

Finally children have to write this information up as sentences on fact cards. Cards are differentiated so for LAG (lower ability group): children simply have to identify the correct word from the map and copy it down - e.g. 'Tokyo is....and....' MAG: 'Tokyo is.....' TAG: 'Tokyo is.....' Use words from the map and your own words to describe each location.

4

lesson: 30 - 40 mins  
resources: holiday items picture  
sheet, passport templates

The children are now going on holiday to one of their two locations. What would they pack and why? They can take 5 items to only one of their locations from the selection on the table in front of them (use your own artifacts or use the picture

card provided. Some items should be completely inappropriate for travel abroad, such as a cup and saucer.)

Once children have packed, ask them to justify their choices. As a class ask: if you were going to a hot place, what might you need? What would you definitely not need? Ask children to examine their selection again and check if they would now want to change any of their contents.

The teacher could briefly explain passports to the children and they could then design their own for display, including drawing a picture of their face and writing down their name, age and birthday.

5

lesson: 30 - 40 mins  
photo set 2, category headings,  
chopsticks

This session is to provide children with the necessary information to help them in Lesson 6. The main aim is to give children a general overview of Japan but concentrating on subjects that the children can relate to. Thus the themes covered should be things like 'food', tourist attractions - such as Disneyland or Kitty land, 'souvenirs' and perhaps 'transport'.



Each table is given a jumble of photos and several cards with category headings on. Then they have to sort the photos into the correct categories - eg. food, old buildings, new buildings. Discuss the images - what's

happening? What is it? Where do you think they are going? etc Have you ever been to Disneyland? Which one?

Children are then given chopsticks to practise with and this activity will relate to the food pictures (If the school is able to get hold of any Japanese food they could try eating it - otherwise try picking up small objects like pasta shapes ...)



picture: JICC

6

lesson: 1 hour  
resources: postcard templates

Children will pretend they've been on holiday to Japan and will write a postcard home. On one side they draw a picture and on the other write their message.

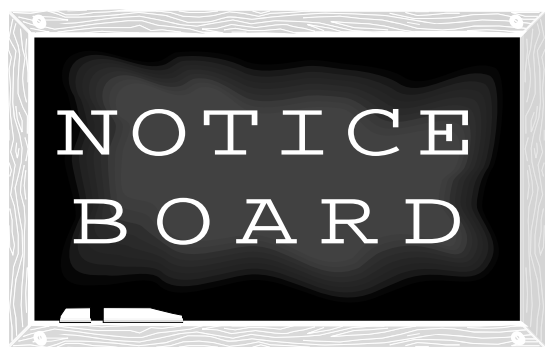
LAG: Postcard is fairly structured with just the odd word to fill in.

MAG: Some structure to provide guidance TAG: Only a few words given to help, such as 'On the first day I...' 'Tomorrow I will....'

Dear \_\_\_\_\_  
\_\_\_\_\_,  
I am having a \_\_\_\_\_  
\_\_\_\_\_ time in \_\_\_\_\_  
\_\_\_\_\_. I will \_\_\_\_\_  
be in Japan for \_\_\_\_\_  
\_\_\_\_\_ days.  
The weather \_\_\_\_\_  
is \_\_\_\_\_ and I \_\_\_\_\_  
have to wear my \_\_\_\_\_  
\_\_\_\_\_ everyday!

Postcards can then be used as a display. As a final assessment, teachers should refer back to the first lesson and ask children again what they now know about Japan - compare answers to the initial list.

NB: to obtain the extra resources needed for this project, please visit the website at [www.jfet.org.uk](http://www.jfet.org.uk) or contact Japan 21: tel: 020 7630 8696 email: [education@japan21.org.uk](mailto:education@japan21.org.uk)



### come closer III

Alsager Arts Centre, Manchester

8 March - 2 April 2004

Toshie Ise and Miho Suginami believe that all of one's senses should be used to experience art and that it is we who give the finishing touch to their work!

For further information call 0161 247 5302 or visit [www.suginami.freeserve.co.uk](http://www.suginami.freeserve.co.uk)

### the arts of Japan

a selection from the permanent collection  
The British Museum, London

Highlights of this latest exhibition include material related to karakuri automata, domestic porcelains from the Shibata Gift and several outstanding newly acquired scholar paintings of the 19th century which are on view for the first time.

until 25 April

For further information call 020 7323

8823 or email

[mpilbeam@thebritishmuseum.ac.uk](mailto:mpilbeam@thebritishmuseum.ac.uk)

### the arts of Japan: teachers guide

This guide, produced at the time of the Kazari exhibition at the British Museum last spring, is still available to teachers, priced £3. It introduces teachers to the Arts of Japan, exploring different media within their historical and cultural context. Aimed mainly at secondary level, it is generously illustrated and contains suggestions for in-gallery and classroom activities and a reading list.

To obtain a copy, contact the Department of Education at the British Museum on 020 7323 8511 or email [education@thebritishmuseum.ac.uk](mailto:education@thebritishmuseum.ac.uk)

### hana yui

Hana Yui comprise of drumming Kodo members, Chieko Kojima and Yoko Fujimoto and Okinawan dance expert Mitsue Kinjo. They perform a colourful combination of taiko, Japanese song and dance. In their UK tour they also collaborate with

three British taiko groups.

Queen's Hall, Edinburgh: with Mugenkyo

19 March 2004

Lilian Baylis Theatre, London: with Taiko

Meantime

23-24 March 2004

Phoenix Theatre, Exeter 28-29 March

2004: with Kagemusha

### taiko workshops

mugen taiko dojo, near Glasgow

The introductory weekend workshop will cover the fundamentals of Taiko drumming. By the end of the two days, the participants will be able to play a short piece from the west coast of Japan. The rhythm will be taught in the traditional way - verbally, so don't worry if you can't read music. The workshop is suitable for anyone aged 14 and over and of any level of fitness.

03/04 April 2004

10/11 April 2004

cost: £110 (non residential; residential rates also available)

Further details from Mugen Taiko Dojo

tel 01357 522 008

email: [mail@taikodojo.com](mailto:mail@taikodojo.com)

web: [www.taikodojo.com](http://www.taikodojo.com)

### through the surface

Fabrica, Brighton: March - June 2004

A project celebrating "collaboration".

Featuring 14 of the most innovative textile artists in the UK and Japan, the work has been created through a unique collaboration between emerging and established artists in the two countries - where an emerging artist is paired with an

established artist from the other country. The processes of cross-cultural and cross-discipline working collaborations are pivotal to this project and its outcome. The exhibition is touring both the UK and Japan.

For further details contact The Surrey Institute of Art & Design, Falkner Road, Farnham GU9 7DS or visit the website: [www.throughthesurface.surrart.co.uk](http://www.throughthesurface.surrart.co.uk)

### php japan close-up



### Free subscriptions offered to UK schools!

Japan is moving at a dizzying pace. Keeping up with events and trends is important: Japan Close-Up brings you right to the heart of Japan. Each month, it highlights issues that move Japan and make this dynamic country what it is today, and what it will be in the future. It provides analysis of major trends, insights on Japan's movers and shakers and articles on aspects of Japanese culture.

To receive this monthly magazine free of charge, please send your name and school details to Japan 21, Swire House, 59 Buckingham Gate, London SW1E 6AJ  
email: [education@japan21.org.uk](mailto:education@japan21.org.uk)  
fax: 020 7931 8453.

Japan Close-Up will be sent to you directly by the publishers, PHP International.



**Japan UK LIVE**

Welcome to Japan UK LIVE! the website where young people in Japan and the UK can exchange messages and find out about each other's lives.

You can view every page on Japan UK LIVE! in both Japanese and English.  
Click here for the English site

ジャパン・イギリス ライブ!へようこそ。このサイトでは、イギリスと日本の子供達がメッセージをこうかんして、お互いの生活についていろいろ知ることができます。

ジャパン・イギリス ライブ!のページは全て英語と日本語の両方で見ることができます。  
日本語のサイトはこちらへ

## Japan UK LIVE!

### announcing programme of talkboards from April 2004

The Japan UK LIVE! website has closed for the spring holidays and will reopen with new talkboards on 26 April 2004. As well as a rolling programme of half-termly themes (Everyday Life and Food Culture during the summer term), a Seasons talkboard will

allow children to share information, building up to a month by month comparison of life in Japan and the UK. The programme for next year can be downloaded on the Japan UK LIVE! website at [www.japanuklive.org/english.html](http://www.japanuklive.org/english.html)

This programme is not yet set in stone and, if you are thinking of using the site, we would welcome your feedback on our plans via the online questionnaire at [www.japanuklive.org/test/question2.htm](http://www.japanuklive.org/test/question2.htm)

### Project Pages

The Japan UK LIVE! project pages are designed for use by schools wishing to set up their own collaborations with partners in Japan. You decide what you will investigate and we provide you with a private talkboard and simple web page creation system, so your students can plan and present their work. If needed, we will also translate messages just as in the main Japan UK LIVE! talkboards, which makes this ideal for those working with younger children. (See Anderson High School on page 6-7 to find out how one school is using this facility.)

For more information on any aspect of Japan UK LIVE!, please contact Heidi Potter on 020 7630 8696 or email: [heidi@japan21.org.uk](mailto:heidi@japan21.org.uk)

### STOP PRESS!

Applications for the Japan Foundation Autumn Study Tour 2004 for Humanities teachers are now invited. For details ring the Japan Foundation on 020 7436 6695.

## art and design inset KS1/2 the art of the Japanese screen

These one day courses for KS1 and KS2 teachers will be led by Trilby Lawlor and Judy Cam of the Visual Learning Foundation. The courses will work through the stages of a multicultural unit of work for art and design based on the Japanese collections in the museums, galleries or gardens. The courses will demonstrate how a museum visit can be an inspirational resource in the delivery of the art and design curriculum. Sketchbook research in the galleries will explore the theme of nature in Japanese art. design ideas will be developed through making Japanese screens and folded paper dolls. Suggestions will be made for using the ideas in the generic unit of work "Visiting a Gallery, Museum or site" in the QCA Scheme of work for Art and Design.

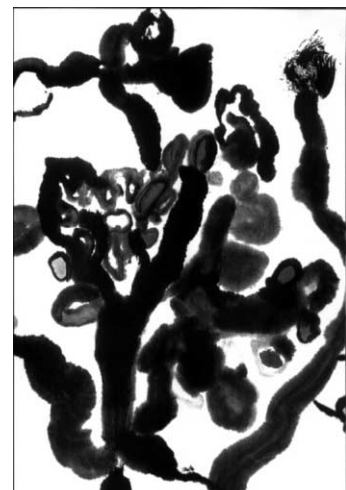
Maidstone Museum and Bentrif Art Gallery  
17 March 2004, 10am - 4pm. FREE. To book fax Rosamunde Bell on 01622 685022 or call 01622 602853

Russell-Cotes Art Gallery and Museum, Bournemouth  
19 March 2004, 10am - 4pm. FREE. To book fax Victoria Pirie on 01202 451851 or call 01202 451858

The Royal Botanic Gardens, Kew  
24 March 2004, 10am - 4pm. £40. To book fax Bruce Robertson on 020 7253 1877

"Connecting with Collections" is a national programme of art and design INSET courses based in museums and galleries. The courses, devised and taught by the Visual Learning Foundation are sponsored by Crayola UK. The Visual Learning Foundation

is a registered charity promoting art and design education for children. For more information about VLF go to [www.visuallearningfoundation.fsnet.co.uk](http://www.visuallearningfoundation.fsnet.co.uk) or telephone Judy Cam or Trilby Lawlor on 020 7609 7155.



# teachers' workshops

Our aim is always to cover as wide an area as possible and this year workshops have been held in Bishop's Stortford, Tiverton, Telford, Glasgow and Aberdeen. Each workshop offered at least two courses for separate curriculum areas.



Art and geography teachers were invited to Bishop Stortford. Art teachers enjoyed practical workshops in calligraphy, sumie and printmaking and geographers were impressed with the first hand account of the Kobe earthquake given by Ali Boileau.

In Tiverton, the primary course was tied very closely to the national curriculum with sessions on haiku, geography and origami for mathematics. The geography course focussed very much on KS3, offering ideas for activities using photo and map resources. Tania Mathias ran a session aimed at KS3 citizenship looking at experiences of some of the A-bomb survivors.

In Telford, food technology teachers had the chance to experiment with sushi rolls, tempura and miso soup, whilst learning about the make-up of the Japanese diet. Musicians worked with taiko drums, learning how Japanese drumming can be adapted to fit the curriculum. Drama teachers attended sessions led by visiting cultural ambassador, Takayasu Komiya, giving them the opportunity to learn and practise the art of rakugo, or Japanese comic monologues.

The most recent workshops were held in Scotland, in Glasgow and Aberdeen. Demand for places was high with long waiting lists for both. It was also the first time that Japan 21 linked up with the Japan Foundation London Language Centre to offer a language course alongside other options.

The next teachers workshop will be held on Saturday 19th June in Aberdare, South Wales. For details of the course content, please check the website at [www.jfet.org.uk](http://www.jfet.org.uk)



## take up the challenge of the nihongo cup!

Entries are now being invited for the JLC Japanese Speech Contest for Secondary Schools (Nihongo Cup), organised by the Japanese Language Committee of the Association for Language Learning (ALL) in partnership with the Embassy of Japan and the Japan Foundation.

The contest follows on from the success of Flights of Fancy, initiated by JLC as part of Japan 2001. Open to 11-16 year-old pupils studying Japanese as a foreign language in UK schools and colleges, the competition is divided into two categories: Key Stage 3, for those aged 14 or under on August 31 and Key Stage 4, for pupils aged 16 or under on August 31.

To enter, students should record a short speech in Japanese on the theme My Dream, to be submitted by March 31. Six finalists from each category will then be invited to speak at Finals Day on Saturday June 26. The best speaker in each category will win a palm-top computer and a special trophy, to be kept by their schools for a year. Gold, silver and bronze medals will also be awarded to the winner and two runners-up.

For further details and application forms visit the JLC website at [www.jlcweb.org.uk](http://www.jlcweb.org.uk) or contact the Project Manager on 020 7379 3934 or by email: [cml@japanesematters.co.uk](mailto:cml@japanesematters.co.uk).

If undelivered, please return to:

Japan 21, Swire House, 59 Buckingham Gate, London SW1E 6AJ