

Exploring Japanese Artefacts

Lesson 1: Introduction to Dogu

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Learning Objectives:

- Learn about dogu and its significance in Japanese culture and history.
- Compare dogu to other ancient artefacts from around the world.

Learning Outcomes:

- Pupils will increase their understanding of Japanese art, history, and culture through discussion, video footage and images.
- They will compare dogu to other prehistoric artefacts from around the world and be able to talk about the similarities and differences.

Curriculum Links:

KS3 Art & Design

- Use a range of techniques and media.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Analyse and evaluate their own work, and that of others.

Keywords:

Dogu, figurine, culture, mark making, clay, humanoid.

Resources:

Video: Dogu Figurines from Dogu Japan [for teachers to watch before introducing the unit]

Presentation: Introduction to Dogu – Lesson 1 PowerPoint

Worksheets: Comparing Ancient Artefacts

Drawing materials

Additional Resources:

Video: Animation of dogu figures created by artist Sarah Beare

<https://www.uea.ac.uk/research/explore/spirits-of-clay> (3:14)

Website: <https://orjach.org/> Online resource for Japanese archaeology and cultural heritage

Website: https://www.worldhistory.org/Jomon_Period/ About the Jomon Period

Starter Activity

- Slide 1: Display the starter image as pupils enter the classroom and ask them to start thinking about the questions straight away. Pupils can discuss in pairs or small groups.
- Reveal where and what it is, and introduce today's learning objectives (slide 3).

Estimated Time: 5 minutes

Task 1

- Slide 4: Facilitate discussion about Japan and Japanese art – pupils can share what they know about the country, where it is, and what aspects of Japanese culture/history/art they are already aware of. Do pupils recognise any of the art on the slide already?
- Try the challenge question and think about what world events happened at the Japanese historical periods on the timeline. Slide 5 has some examples.
- After feeding back initial thoughts, go through slides 6 – 9 which looks more closely at the different periods of Japanese art. Discuss what you notice and how the art has changed overtime. Each slide (except the Jomon period slide – as you will be looking at this more closely over the next few lessons) has challenge questions for pupils to think about as well.

Estimated Time: 15 - 20 minutes

Task 2

- Slides 10-12: Introduce dogu ceramics using the presentation – covering where and when they were found. Talk about the details of the design as there are many different ones. You could also show the spirits of clay video, more images from the Orjach website (see additional resources), or the first 2 mins of the intro video for teachers.

Estimated Time: 10 - 15 minutes

Task 3

- Slide 13: Hand out the Comparing Ancient Artefacts worksheet – there are 3 different ones in total (Mesopotamia, Minoan civilisation, and Indus Valley). You could separate pupils into groups so that each group will be working with a different worksheet. Alternatively, you could pick one worksheet to use and focus specifically on that as a class.
- Pupils will now annotate the images on the sheet, considering the similarities and differences. How are dogu similar or different to these other prehistoric artefacts that have been discovered across the world? They should consider the materials that may have been used; the sizes of the different artefacts; what were their purposes; when were the artefacts created; the patterns they can see; and so on.

- Slides 14-16 contain images of different ancient figures if you wish to look at them together as a class. At the end of the lesson, pupils should feedback their ideas with the rest of the class.

Estimated Time: 15 - 20 minutes

Extension Activities

- Pupils could annotate a different worksheet as an extension activity if they have finished annotating the artefacts on their current worksheet.
 - Use the Orjach website to learn more about the lives of people who lived during the Jomon Period.
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