

Design of a Learning Place for Collaborative Creation by the Mode of *Byo-bu* (Japanese Folding Screen)

Chihiro Tetsuka

The Joint Graduate School of Education
Hyogo University of Teacher Education
Hyogo, JAPAN
d09604j@cc.juen.ac.jp

Kazuzi Mogi

Gunma University
Gunma, JAPAN
mogi@edu.gunma-u.ac.jp

Yoshiro Miyata

Chukyo University
Aichi, JAPAN
miyata@sist.chukyo-u.ac.jp

Nobuyuki Ueda

Doshisha Women's College
of Liberal Arts
Kyoto, JAPAN
nueda@dwc.doshisha.ac.jp

Yasushi Harada

Chiba Industry University
Chiba, JAPAN
gege@sa2.so-net.ne.jp

Tomoyuki sowa

Kobe Design University
Hyogo, JAPAN
sowa-t@kobe-du.ac.jp

Keiko Onishi

SODA Design Research
Kyoto, JAPAN
keiko351@mac.com

Masaki Inoue

The Graduate School of Education
Gunma University
Gunma, JAPAN
masakinoue@gmail.com

ABSTRACT

This workshop aims increase understanding through experience the style of a traditional Japanese art. The idea is to develop growing "images" from the impressions gotten from the paintings on the "*Byo-bu* (Folding screen)", and then to re-create with the others a "New story" coming from these "images". Thus, we would like to think about a collaborative creation based on individual or common ideas and the process of creative thinking that were raised by *Byo-bu*.

Keywords

Collaborative creation, Collaborative learning, Japanese traditional culture, Japanese art

Background

In May 2006, the Children's Art Workshop Company held two kinds of workshops on Art Education in Florence, Italy. One was called "The Tea Box Project". It focused on the expressive abilities of children to describe their own culture. Children are usually considered as receivers of the culture-as-a-package rather than narrators of their culture. The other workshop was called "The Narikiri-Emaki Project" (Workshop Using Picture Scrolls). Emaki is widely recognized to be the art form at the origin of Japanese animation. Both are characterized by the use of chronological order. During the two projects, we noticed that children had strong feelings not only about their own culture but others. Furthermore, we confirmed the necessity to develop the ability of the children to communicate through art with intercultural understanding.

"Ri·Criato da Byo-bu Workshop" in Italy and Japan

Building on the experience of the previous two projects, in 2008, another workshop, the Ri·Criato da Byo-bu Workshop developed participants' appreciation and ability to express themselves through *Byo-bu* (Folding screen). We provided this workshop respectively to 24 Italian and 32 Japanese children in fourth grade of elementary school. Children were divided into groups of four people. The procedure of the workshop was as follows : appreciation of *Byo-bu* ; sharing impressions ; reconstruction and re-integration of the impressions ; finally, presentation and re-consideration of the output. We intended to make the Italian children understand the origins of Japanese traditional art through hands-on experience. The two main goals of the work were to train the children to identify the essence of this particular Japanese art form — the visual images, poetry and culture expressed through *Byo-bu*, — and to enable them to express their own creativity through *Byo-bu*. *Byo-bu* was a device through which children could gather and express their first impressions.

Collaborative learning through Art

The purpose of the Ri·Criato da Byo-bu Workshop was to confirm the efficiency of collaborative learning — social constructive study — based on description and communication, and to emphasize the necessity of art education in knowledge-based society.

One purpose of this study was to help the children understand the essence of Japanese traditional art and to develop more practical devices for intercultural understanding, which is necessary to appreciate such art. Another purpose of this study was to confirm that collaborative learning is not considered that important for school education in Italy, as the Italians put more emphasis on individualism. This emphasis on individualism greatly contrasts with the Japanese education which favours collaborative learning.

The result of the two workshops

Children were able to identify *Byo-bu* as Japanese art and culture and seemed to have experienced the impressions positively. One group, when shown the very famous *Fujin and Raijin* Screen (painted by Tawaraya Sōtatsu in the early 1600s), showed great interest in the sail swelled by winds that *Fujin* wears and the magnificent circular set of drum that *Raijin* wields. The children in this group then created designs with sectored rings in which they drew various horoscope images and wrote original poems. Through this activity, they gained intercultural knowledge. Thus, classes that aim at expanding children’s ability to express themselves were introduced to modern art through workshops in Italy. The close interaction with teachers and peers inspired and encouraged children’s imagination. In conclusion, the extraordinary sensibility with which the children responded to the works of art and their limitless ability to express themselves through art are invaluable messages for art teachers in Japan and in the world at large.

Schedule and Outline of the workshop

Recruitment : 20 people (5 groups of 4 people)

The time required : 180 minutes

The Ri•Criato da Byo-bu Workshop is as follows.

Time	Contents
10min	<p>Explanation of "Byo-bu"</p> <p>1.Appreciation of “shikishi harituke sakura yamabuki zu Byo-bu” by everyone.</p> <p>2. Explanation of the workshop and it’ s activities.</p> <p>3. Presentation of one model of work.</p>
110-120min	<p>Group work(3 to 4people a group)</p> <p>1.Appreciation</p> <p>1-1.Appreciation of a different <i>Byo-bu</i> by each group.</p> <p>1-2.Writing down personal remarks and impressions about <i>Byo-bu</i>. After that put them on the <i>Byo-bu</i>, itself.</p> <p>2.Createion of a story</p> <p>2-1.Share personal ideas within the group.</p> <p>2-2. Create a story collaboratively from the different appreciation and ideas, collaboratively.</p> <p>2-3.Thinking and selecting ways of expression (drawing picture, poetry...), tools and materials.</p> <p>3.Expression on <i>Byo-bu</i></p>
15min	<p>Presentation</p> <p>Presentation of what they noticed, felt, and how they extended imaged or arranged their ideas to the other groups.</p>



1. Group work 1-2 : Put on the *Byo-bu* (Japanese children)



2. Group work 3 : Children allotted the roles. The child's own expression was esteemed.



3. Group work 3 : Children decided themselves the representation through talking (Japanese children).



4. The imprint of the children's collaborative creation (Italian children).