



The 2017 NAEA Convention National Convention in NYC  
March, 4, 2017 5:00 pm – 5:50 pm



## **Creating Global Connection through Art: The Indiana and Hiroshima Art Exchange Project**

**Kazuyo Nakamura, Ph.D.**

**Associate Professor of Art  
Education,**

**Graduate School of Education,  
Hiroshima University, Japan**

**Marjorie Manifold, Ph.D.**

**Associate Professor of Art  
Education,**

**Graduate School of Education,  
Indiana University, Bloomington,  
USA**

**Leah H. Morgan, Ed.D.**

**Orleans Community Schools,  
Visual Arts Educator & High  
Ability Coordinator, Adjunct  
Professor, Oakland City  
University, Indiana, USA**



World Heritage:  
Itsukushima Shrine,  
Miyajima Island



# 1. The GLOBAL EXPLORATIONS IN ART PROJECT

## GOAL AND OBJECTIVES

### ◆ Goal

To develop a cross-cultural learning model through partnerships with schools, museums and universities in Indiana, the US, and Hiroshima, Japan

### ◆ Objectives

1. Enhance teachers' cultural awareness and sensitivity, which are necessary for creating and teaching cross-cultural art units
2. Develop art units and teaching materials that are effective for developing children's creativity and cultural sensitivity
3. Create a global network of teachers and children through which they can develop a mutual understanding leading to openness and respect for different cultures

# 1. The GLOBAL EXPLORATIONS IN ART PROJECT METHODS

Hiroshima University,  
Graduate School of Education



Schools in Hiroshima



Teacher Web-  
conferences Twice a  
Year (August,  
March)



Art Exchange  
between Indiana  
and Hiroshima

Indiana University,  
Bloomington, East Asian  
Studies Center &  
Guardiate School of  
Education



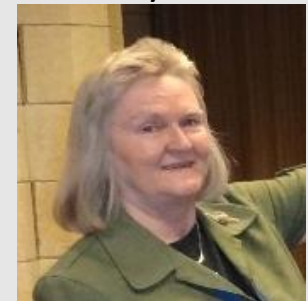
Schools in Indiana



## Collaborators



Therea Kang  
Associate Director  
East Asian Studies  
Center, Indiana  
University



Leah H. Morgan  
Oakland City  
University Adjunct  
Professor

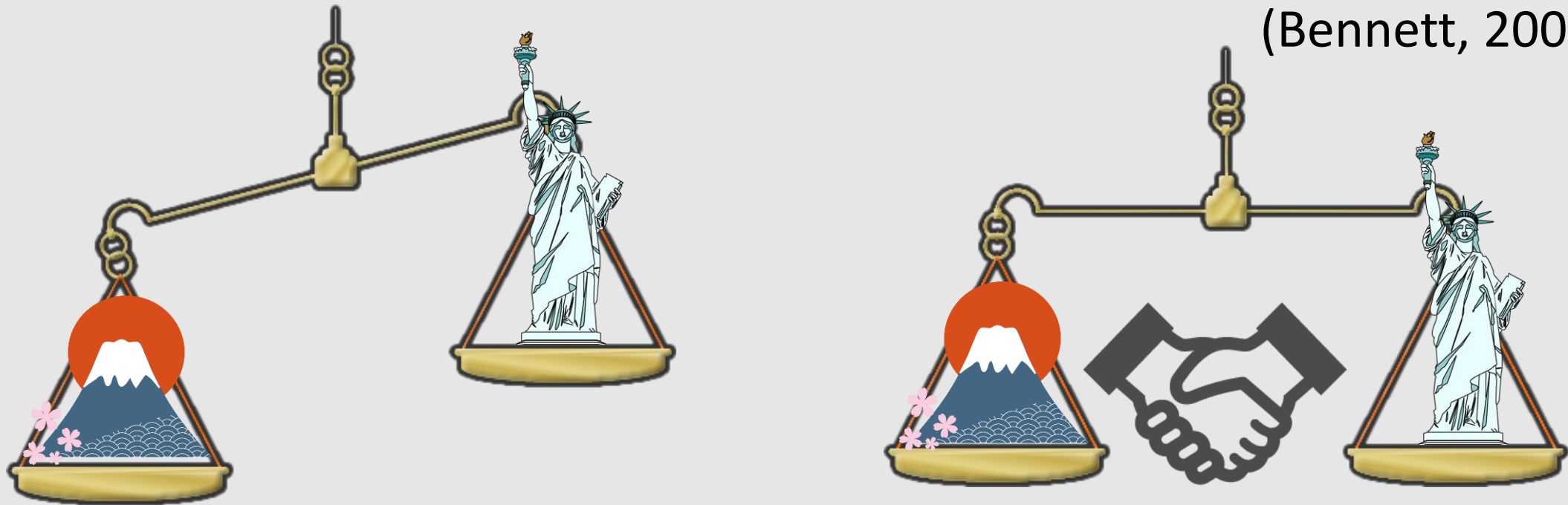
## 2. THERETICAL FRAMEWORK DEVELOPMENTAL MODEL OF INTERCULTURAL SENSITIVITY

ETHNOCENTRISM

ETHNORELATIVISM

Denial → Defense → Minimization → Acceptance → Adaptation → Integration

(Bennett, 2004)



(Bennett, M. J. (2004). "Becoming interculturally competent." In J.S. Wurzel (Ed.) *Toward multiculturalism: A reader in multicultural education*. Newton, MA: Intercultural Resource Corporation.)

## 2. THERETICAL FRAMEWORK

### ART AS LANGUAGE TO CREATE A GLOBAL COMMUNITY



John Dewey (1859-1952)

“In the end, works of art are the only media of complete and unhindered communication between man and man that can occur in a world full of gulfs and walls that limit community of experience.” (p.105)

(Dewey, J. (1934). *Art as Experience*. London: George Allen & Unwin LTD.)

### 3. The 2015–2016 PILOT STUDY

#### OBJECTIVE AND METHODS

##### (1) Objective

To find out specific ways and activities effective for promoting cross-cultural discussions regarding teaching and learning art via a web-conferencing system

##### (2) Method

- ◆ American and Japanese teachers exchange art units, teach them in their classes in schools, and discuss the outcomes in a web conference.
- ◆ A survey questionnaire is conducted to discover benefits and problems of the exchange program to improve and develop the cross-cultural exchange of instructional strategies.

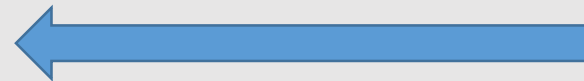


The Second Web-Conference, March 2016

### 3. The 2015–2016 PILOT STUDY: EXCHANGE OF ART UNIT



Web Conference in August 2015



Art Unit: "What can Manga Teach about Japanese Culture?" (Grades 5-6th)  
By Abigail Alyn Grose,  
Lost Creek Elementary School,  
Terre Haute, Indiana, USA

Web Conference in March 2016



Art Unit: "Let's Communicate My Feelings through Manga!" (Grade 6th)  
By Shohei Oota,  
Rakurakuen Elementary School,  
Hiroshima-City, Hiroshima,  
Japan

### 3. The 2015–2016 PILOT STUDY: EXCHANGE OF ART UNIT

#### The Outline of the Art Unit By Shohei Oota

##### Objectives:

Students will:

- Appreciate visual devices of manga
- Design an original manga to express personal emotions
- Study techniques of manga to communicate personal emotions visually
- Appreciate ideas and emotions expressed in others' manga

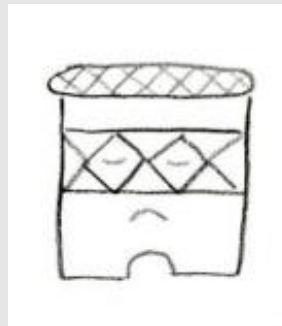
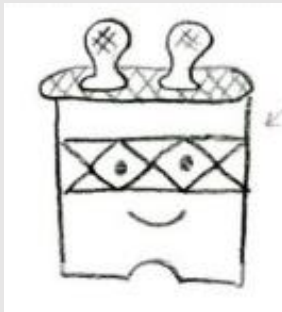
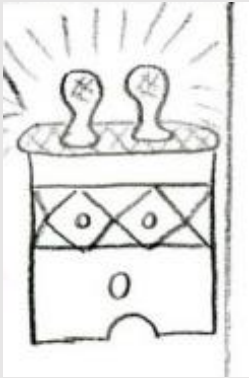
##### Plan for Instruction:

Lesson 1: Study the history of manga and understand characteristics of its visual devices by comparing and contrasting Japanese manga with American comics

Lesson 2: Discuss visual devices for communicating ideas and emotions based on the study of manga techniques

Lessons 3/4: Create a manga work to express a memorable experience based on the study of manga techniques

Lesson 5: Appreciate ideas and emotions expressed in others' manga works





# 3. The 2016–2017 ART EXCHANGE STUDY

## OBJECTIVE AND METHODS

### (1) Objective

To develop the exchange of students' artworks in order to promote cross-cultural communication through art

### (2) Methods

◆ American and Japanese teachers teach the same kind of art unit at their schools, and their students exchange the artworks.

◆ A survey questionnaire is disseminated to students, and interviews with teachers are conducted to discover the effects of the exchange of students' artworks.



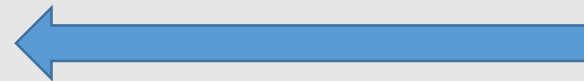
A Japanese 4<sup>th</sup> grader looking at and talking about American 8<sup>th</sup> graders' art works

### 3. The 2016–2017 ART EXCHANGE STUDY



Art Unit: “Let’s Play with  
“Hyakki Yagyo Zu (Night  
Parade of One Hundred  
Demons)” (Grades 6th)  
By Hisae Aoyama,  
Samba Elementary School,  
Onomichi, Hiroshima

Web Conference in August 2016



Web Conference in March 2017



Art Unit: “Orleans Jr–Sr High  
School Creature Parade”  
(Grade 8th)  
By Leah Morgan,  
Orleans Junior–Senior High  
School, Orleans, Indiana

# Collaborative Work as a Group



The second scene: “the festival! Monsters carrying a portable shrine”

Yo heave ho! Yo heave ho!

The monsters are carrying a portable shrine and calling out with open mouths. More monsters are coming after them and are dancing to warm up the festival.

There are skinny monsters, teapot monsters, and scissors monsters dancing together. They are moving their arms and legs around to show off.

# Orleans Jr-Sr High School Creature Parade



**Leah H. Morgan, Ed.D.**  
**Orleans Community Schools,  
Visual Arts Educator & High  
Ability Coordinator, Adjunct  
Professor, Oakland City  
University, Indiana, USA**



Modeled after

The Night Parade of One  
Hundred Demons  
(*Hyakki Yagyo Zu Cho*)

1800

Unzan

The Kousanji Museum,  
Onomichi, Hiroshima, Japan



# Zoomorphic Animal

**The animal in the picture is an elephant with a lion's tail, and a lamp for a head.**

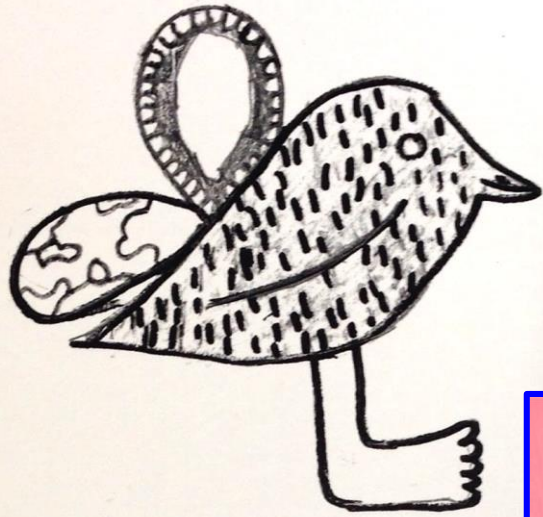
By Dylan Reid



# Clay Animal

The clay animal I made was a mythiamorphic animal. Which is a made up animal. My animal had wings, a beak and a circular body. I painted the animal gold and red.





By Hannah Underhill

This is an animal that has combined three other animals to it. It has a bird body and butterfly wings. Then it has one human foot. On the bird body there are fish scales.



# Zoomorphic Animal by Mackenzie Freed

My Zoomorphic Animal is kind of hard to explain. It is a corndog body. It has butterfly wings and antennas. It has a duck/bird beak. Its legs are from a turtle, and they have pop tarts on them. I was just kind of thinking of ideas, and this came to my mind.



# Zoomorphic Animal

On these pictures I took all the items I drew and drew them again all together and colored it and made a background.



Sabrina Pruett



Thank you for your attention.

Please visit the website of the project,  
IU-Hiroshima University Global Art Exchange:  
<http://www.indiana.edu/~easc/outreach/educators/cjk/IU-HiroshimaUniversity.shtml>



This program is funded partly by the Fulbright Scholar Program  
and the Japan Society for the Promotion of Science

## [East Asian Studies Center](#)

[Home](#) > [Outreach](#) > [K-12 Educators and Students](#) > [Cjk](#) >

### Outreach

#### IU-Hiroshima University Global Art Exchange

Welcome to **Global Explorations in Art** !

**Global Explorations in Art** is a cross-cultural education program designed for school teachers and children to use in the classroom. The content is art and the wonderful ways we can learn about people and culture through art. In what ways does art tell the lives of people? How is art related with societal, cultural and historical context? How does art help us in connecting people in different cultures?

The program provides full of a rich array of suggestions for cross-cultural learning: webinars with school teachers in East Asian countries, unit plans, PowerPoint Exploration of a work of art from museums in East Asian countries, video clips of classroom activities, activity sheets, writing and discussion activities, and much more.

We hope that teachers and children who are interested in learning cross-culturally and making a global network with schools in East Asian countries participate in **Global Explorations in Art** and visit to the East Asian Studies Center. We look forward to working with you to create a global community through art together.

Your colleagues in educating our children in the globalized world,

East Asian Studies Center, Indiana University, Bloomington, USA  
Graduate School of Education, Indiana University, Bloomington, USA  
Graduate School of Education, Hiroshima University, Japan

Mr. Oota

[Lesson Plans](#)

[Mr. Oota's Teaching Presentation](#)

[Mr. Oota's Worksheets 1](#) [2](#) [3-1](#) [3-2](#) [4](#) [5](#)

Mrs. Aoyama

[Lesson Plans](#)

[Hyakki Yagyo Teaching](#)