



Discovering Japanese Calligraphy

Teaching/learning scenario for CLIL in the language classroom and/or in other subjects

Why is this scenario interesting?

- The scenario builds on the ECML project [“Content based teaching + plurilingual/cultural awareness \(Conbat+\)”](#) that has developed 26 didactic units for CLIL, integrating diverse subjects and taking plurilingual education into account.
- The scenario builds on the didactic [unit Japanese Calligraphy](#): the material has been adequated for early primary school children (6 -8 years old), while the original was for older primary school children (8-10 years old).
- The scenario focuses on the [Eveil aux langues/Awakening to languages approach](#) and encourages students to compare Japanese Katakana characters with languages they know (home languages and/or other languages).

Short description:

The ECML project [“Content based teaching + plurilingual/cultural awareness \(Conbat+\)”](#) has developed 26 didactic units for CLIL, integrating diverse subjects and taking plurilingual education into account. The materials are written in English, French and Spanish and cover an age range from 6 to 18 years. The didactic [unit Japanese Calligraphy](#), developed by Áine Furlong, Waterford Institute of Technology, Ireland, focuses on art and is designed for mid/late primary education (age 8-12). The aims of the material are described as follows:

The child should be enabled to:

Discover how line could convey movement and rhythm : e.g. calligraphic styles (Visual Art curriculum NCCA, p.66) ;

Make drawings and do colour studies based on natural objects brought into the classroom (this becomes more important when children reach the senior classes of the primary school [10-12 years old]). The structure of natural objects could provide inspiration in construction activities. Visual art teacher guidelines, NCCA, p.37).

The didactic unit has been adapted to a different age group: early primary school children (age 6-8).

The material can be used in language lessons, Art or Physical Education lessons.

The material aims to motivate young learners to be interested in new languages such as Japanese by introducing the concept of Japanese calligraphy. The activities described do not focus on language learning, but on developing language awareness. The major objective is to make young students in early primary education discover Japanese calligraphy and in this way encounter new characters, that for most students will be completely different from the languages they know.

The material is produced in English and can be used as it is or translated in the students' school language.

How does this scenario support transitions?

The scenario focuses on vertical transitions from lower primary to upper primary education by reducing and simplifying activities from the original material, focusing on Arts and introducing physical activities/creativity (students will use their bodies to represent Katakana characters).

The scenario has a strong focus on horizontal transitions based on the [Eveil aux langues/Awakening to languages approach and](#) encouraging students to compare Japanese with languages they know (home languages and/or other languages).

	Description of the teaching material	Major objectives	Tools/activities
Primary 1 (6-8 years)	<p>At this level:</p> <ul style="list-style-type: none"> • The students will discover the Katakana characters through a video and reflect on these characters. • They will try to pronounce some characters and the teacher can introduce them to Japan, the Japanese language and calligraphy. • The students will try to draw their favourite character and present it to the classroom and they can try to pronounce it by themselves. • Finally, in small groups the students will represent one of the Katakana characters to another group and 	<p>Students will be enabled to:</p> <ul style="list-style-type: none"> • Use a Japanese Katakana table to develop phonological and orthographical awareness • Develop curiosity in other languages and writing systems • Understand how line could convey movement and rhythm 	<p>Please consult:</p> <ul style="list-style-type: none"> • Teacher material • Student material

	the other group will guess which character is represented.	<ul style="list-style-type: none"> • Use their bodies to communicate in a new language • Work collaboratively as part of the learning process • Draw benefits from a heterogeneous group • Share what they have learnt in the group • Compare their own language with Japanese and see the differences/ similarities in oral and written expression • Include a cultural dimension and work with cultural knowledge represented by the students in the classroom <p>Appreciate and enjoy new languages</p>	
Primary 2 (8-12 years)	<p>In the original Conbat+ material, the aims are described as follows:</p> <p>The child should be enabled to:</p> <ol style="list-style-type: none"> 1. Discover how line could convey movement and rhythm, e.g., calligraphic styles (Visual Art curriculum NCCA, p.66) 2. Make drawings and do color studies based on natural objects brought into the classroom (this becomes more important when children reach the senior classes of the 	<p>In the original Conbat+ material, the key competences are described as follows:</p> <p>Communication in languages</p> <ul style="list-style-type: none"> • Consolidate French vocabulary (nouns) and introduce any other nouns from languages known in the class 	The original Conbat+ material can be found here .

	<p>primary school (10-12 years old). The structure of natural objects could provide inspiration in construction activities (Visual art teacher guidelines, NCCA, p.37).</p>	<ul style="list-style-type: none"> • Develop phonological awareness • Use Japanese Katakana table to achieve these aims • Develop curiosity in other languages and writing systems <p>Learning to learn</p> <ul style="list-style-type: none"> • Work collaboratively as part of the learning process • Draw benefits from a heterogeneous group • Share what they have learnt • Look for opportunities to learn and apply learning in a variety of life contexts <p>Digital Competences</p> <ul style="list-style-type: none"> • Ability to search, collect and process information <p>Social and Civic Competences</p> <ul style="list-style-type: none"> • Work collaboratively • Value diversity and cultural identities <p>Cultural awareness and expression</p> <ul style="list-style-type: none"> • Understand cultural and linguistic diversity in Europe and other regions of the world 	
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		<ul style="list-style-type: none"> • Develop creative skills which can be transferred to a variety of contexts <p>The willingness to cultivate aesthetic capacity through artistic self-expression and participation in cultural life.</p>	
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Short description how the portfolio establishes links between CLIL and plurilingual education:

[Eveil aux langues / Awakening to languages](#): The material is not limited to languages integrated in school curricula, and integrates other linguistic varieties/languages, such as Japanese as a non-European language in order to develop language awareness and language recognition.

Furthermore, the students are encouraged to compare Japanese with languages they know (home languages and/or other languages).

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