(1) AA
Culture and traditions overview

This chapter features a number of theatrical/cinematic genres in Japan. Some reading in Japanese children’s literature is helpful in understanding the background, culture, and tradition of these theatrical/cinematic genres. Below is a suggested list of children’s literature based on stories told in Japan. Teachers should select them as appropriate. Also check your local libraries and book stores for additional sources.

Sakade, F. (1959/2003). *Japanese children’s favorite stories*. Rutland, VT: Tuttle Publishing. [contains twenty stories such as “peach boy,” “the magic teakettle,” “monkey-dance and sparrow-dance,” “the long-nosed goblins,” and “the rabbit in the moon”]
Spagnoli, C. (1998). *Asian tales and tellers*. Little Rock, AR: August House Publishers. [stories are organized in themes such as “harmony and friendship,” “filial piety and respect for elders,” “fantasy and the supernatural,” and contains stories from Japan as well as from other Asian traditions]
Uchida, Y. (1955). *The magic listening cap: More folk tales from Japan*. New York: Harcourt, Brace & World, Inc. [contains fourteen stories such as “the terrible leak,” “the wrestling match of the two buddhas,” “the magic motar,” “the tubmaker who flew to the sky,” and “three tests for the prince”]
Uchida, Y. (1965). *The sea of gold and other tales from Japan*. New York: Charles Scribner’s Sons. [contains twelve stories such as “the grateful monkey’s secret,” “the tengu’s magic nose fan,” “the magic purse of the swamp maiden,” “the two foolish cats,” and “the wise old woman”]

(2) AA
Pages 79-114
Viewing a *No* theatre video

Although the text made frequent reference to various CD recordings, notations, and lyrics, students should see excerpts of *No* theatre on video. Use local libraries and other resources to find a *no* theatre video. Two of which are suggested on page 175 (*Noh Drama*, 1984; and *The
Tradition of Performing Arts in Japan: the Land and Its People, 1989) containing No excerpts. Depending on the excerpts found, the teacher should point out features of No as the class views the video.

(3) AA
Page 117, CD 25
Observing audience behaviors

Assign a field project for students to focus on audience behaviors in a live musical performance (in any musical tradition and in any context). Have students observe the audience and take notes on how the audience behaves (sit, stand, quiet, hand-clap, verbal expression, etc.). Also take notes on what the audience responds to (e.g., a bow, an improvisatory passage, a particular move, a particular phrase, appearance of a particular performer, etc.). Students may use Worksheet 4.1a to assist their observation. Report to class what they observed. Compare the description of audience behaviors in the first paragraph of page 117 and listen to CD 25. Identify those audible audience behaviors in relation to the performance.

This activity can be extended to include an observation of performer behaviors. Use Worksheet 4.1b to assist in observing how performers behave (e.g., bow, walking out on stage, smile, etc.) and analyzing their reasons. Finally students should compare the two Worksheets (4.1a and 4.1b) and point out how performer and audience behaviors relate to each other. The teacher may have students observing the same event using different Worksheets (4.1a and 4.1b). Then have students discuss in pairs with results of each Worksheet.

(4) S, C/U
Pages 117-126, CD 29, Activity 4.8
Sight and sound of kabuki

After studying pages 117-126 and completing Activity 4.8 on page 125, show a video of kabuki. Identify and list various visual and sound elements found in the video. Compare the list with those described in the text (pp. 117-126). Options for video showings include: (a) Nagauta: The Heart of Kabuki Music. 1993 (Note that this video is shown in concert rather than in theater), (b) The Tradition of Performing Arts in Japan: the Land and Its People, 1989 containing kabuki excerpts, and (c) Film for the Humanities & Science: Kabuki (#JPP1559, 35 minutes). Both (a) and (b) are listed on page 175.

(5) S, C/U
Pages 126-130
Viewing the film Men who Step on the Tiger’s Tail

View the film Men who Step on the Tiger’s Tail with English subtitles (about 60 minutes) before studying the text. Teachers may set up the viewing time outside of class (e.g., reserve in the library) or to breakdown the film in more than one in-class viewing (e.g., two 30-minute
A VHS version under the title *Men who Tread on the Tiger’s Tail* is available from Amazon.com. A DVD option may be available after 2005 (see page 175). Ask students to write a summary of the story as they understand it. Then have students study pages 126-130 and view the film for a second time. Students should be able to revise their storyline with more details. In addition, ask students to add comments on how the music relates to the storyline and use specific episodes as examples. Students may refer to the text or conduct their own analysis. Teachers may treat the paper as an assignment if needed.