

World Religions in Greater Indianapolis Teaching Module

Teacher Name: Amy Guess

Humanities Discipline: Art History

Date: February 8, 2017

World Religion: Buddhism

Teaching Module Title: Chanoyu: The Art of Tea

Teaching Module Goals:

1. Be able to discuss the core beliefs Zen Buddhism and how it relates to the practice of Chanoyu.
2. Be able to identify how this is similar to or different from performance art that we discussed in class.
3. Understand how food and drink can be viewed as an art form (great for Culinary Arts majors).
4. Understand the core principles of Chanoyu and the objects used to perform the ceremony.

Assigned Readings and/or Websites:

1. <http://education.asianart.org/explore-resources/background-information/chanoyu-japanese-art-tea>
2. <http://japanese-tea-ceremony.net/>
3. http://www.metmuseum.org/toah/hd/jtea/hd_jtea.htm
4. Ohki, Sadako. *Tea Culture of Japan*. New Haven: Yale University Art Gallery, 2009.
5. Pitelka, Morgan, ed. *Japanese Tea Culture: Art, History, and Practice*. London: RoutledgeCurzon, 2003.
6. Varley, H. Paul, and Kumakura Isao, eds. *Tea in Japan: Essays on the History of Chanoyu*. Honolulu: University of Hawai'i Press, 1989

Study Questions and/or Discussions Prompts for Students:

1. What are the three guiding principles of Chanoyu? How do these associate with the teachings of Buddhism-- in particular those of Zen Buddhism?
2. Do you consider Chanoyu to be an art form? Why or why not?
3. Do you feel that the practice of Chanoyu is more poignant to society in the past or today, and why?
4. How do the aesthetics of Chanoyu ceramics compare to modern day tableware?
5. What is the meaning of the simplistic nature of Chanoyu mean in correlation with Buddhism?

Written Assignments and/or other Assessment Instruments:

1. For Indianapolis-based students, I would like them to visit the Indianapolis Museum of Art's Asian Art collection. From there, students are to find either an object used for Chanoyu or another artifact used for food preparation. With their selected work, students will write a visual analysis bas upon the object's appearance. They will then continue the evaluation of the object by comparing it visually to a similarly used object they might find in their own kitchen. What are the similarities? What are the differences?
2. If students would like to further their immersion, I would encourage them to think about how all of the objects around them come to being: all of the work, effort, materials; and where they come from. Perhaps they can ask themselves if the visual appeal of our everyday objects is lost to us as consumers?