

**Title:** Daruma Dolls

**Introduction/Summary of lesson:** Students will learn about the traditional figure the Daruma Doll. Students will create their own three dimensional Daruma Doll. “The word *daruma* (in Japan) was derived from the Sanskrit word ‘dharma.’ The term came to be used for dolls that were shaped as the founder Bodhidharma performing zazen meditation. The zazen posture is one with the legs of the person folded under the body. Today, *daruma* means a small doll made from paper mache; this doll is thought of bringing good luck to the person who owns it since it returns to its original position even if has been knocked over. Dolls are purchased without the eyes painted. The tradition is that the owner will paint in the left eye of the doll as he/she makes a goal. Once the goal has been achieved, the owner will paint the right eye.”

Source: <http://web-japan.org/atlas/crafts/cra05.html>

**Subject(s)/Grade level(s):** Visual Art 6<sup>th</sup> Grade

**Duration of lesson:** 7 – 45 minute class periods (may be longer depending on how efficiently students work)

**Connection to standards/common core:**

- 3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.
- 5PE Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.
- 2PR Experiment with a variety of techniques and working methods when creating an original work of art.
- 4PR Transform perceptions and processes into two- and three- dimensional artworks.
- 2RE Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific vocabulary.
- 3RE Explore and discuss how aspects of culture influence ritual and social artwork.
- 5RE Assess personal progress to improve craftsmanship and refine and complete works of art.

**Learning Objectives:**

- Students will learn about the Daruma Doll: why it is created, tradition, and how it is used as well as compare it to things they see in their everyday life.
- Students will create their own Daruma Doll out of paper Mache, toilet paper rolls, and paint.

**Explanation about Daruma:**

[Website](#)

<https://www.jnto.go.jp/eng/topics/2011/cbo4ij00000g5svl-att/cbo4ij00000g5svu.pdf> (PDF)

**Materials needed:**

- Visuals of the Daruma Doll (see [website](#) or [pdf](#))
- Balloons
- Newsprint or newspaper torn into strips
- Toilet paper or paper towel rolls cut about an inch wide
- Elmer's art paste premade and bucket for paper Mache
- Masking tape
- Cardboard
- Cotton balls
- Egg Cartons
- Tempera/acrylic paint
- Paint brushes
- Cups for water
- Paper towels
- White drawing paper
- Pencils

**Pre-Assessment:**

- Informal questioning:
  - What do you know about Japan? Have you heard of a Daruma doll? If so what is it? Where is from?

**Lesson Activities:**

- Day 1:
  - **Introduction:** Show visuals and lead into a discussion using the following questions: Have any of you seen these? What do you think they are? Where are they from? What do you think they are used for? Describe them. Do they remind you of anything you have seen before? After the discussion give background information: (see above)
  - Once the discussion is complete explain they will be creating their own doll with paper Mache. Then on a sheet of paper have students practice the Daruma Doll design for the remainder of class.
- Day 2:
  - *Have newspaper laid out on the table for easy clean up then divide up the paper Mache and paper strips ready to go.*
  - Review information from the day before.
  - Demo:
    - Blow up the balloon to the size of a grapefruit or softball.
    - Pre-cut the toilet paper/paper towel roll about an inch wide, use the masking tape to tape the cut roll (place around the balloon knot)

- Take the paper Mache and torn strips of newspaper, dip the strip into the paper Mache then take the strip and place between your forefinger and middle finger to remove the excess paper Mache. Then place on the balloon make sure it is smooth. Repeat the process and make the strips over lap and go in different directions. Have the students put between 2-4 layers.
- Clean up
- Day 3:
  - *Have newspaper laid out on the table for easy clean up then divide up the paper mache and paper strips ready to go.*
  - Review information and what the students have learned so far.
  - Demo:
    - Today have the students use cardboard piece to create a three dimensional nose. Cut an equilateral or isosceles triangle out of cardboard and tape in the center of the balloon.
    - Then take two or three cotton balls and tape where the cheeks should go to create the three dimensional face
    - Then paper mache over the added elements using the demonstration from Day 2
  - Clean up
- Day 4-6:
  - *Have newspaper laid out on the paper for easy clean up, have paint in the egg cartons, cups of water, paper towels and paintbrushes ready to go.*
  - Review information of what has been taught and learned
    - Demo:
      - Painting demonstration
      - Have the student only paint one eye and make a goal. Have the students write about their goal as sketchbook/journaling activity.
  - Clean up
- Day 7:
  - Review information of what has been taught and learned
  - Have students display their pieces for an art criticism activity.
  - Discuss what they have learned and have students self-reflect on the project.

**Post-Assessment:**

- Rubric

Participation and observation throughout the art criticism activity.

**Lesson plan written by:** Kristen Pyshora, Columbus Preparatory Academy, Columbus, Ohio