

Section 6 Art

I. OVERALL OBJECTIVES

To enable students to savor the joy of artistic creativity and develop their sensitivity in the form of a love of art and, while doing this, to enrich the sentiments of students, extend their basic abilities in art, deepen understanding of artistic culture and nurture a rich fund of aesthetic sensitivity through a wide range of activities in art expression and appreciation

II. OBJECTIVES AND CONTENT FOR EACH GRADE

[Grade 1]

1. Objectives

- (1) To facilitate students to cultivate feelings of love for art through involvement in artistic activities, and to develop an attitude of willingness to create a lifestyle imbued with a richness of spirit.
- (2) To facilitate students to enhance the ability to understand and take in the nature of objects by gazing at them intently and through the power of imagination, to imbue students with the ability to generate and conceive of a rich fund of ideas, and enable them to acquire skills of expression through the use of colors and shapes. To develop the ability to use creative ingenuity to express aesthetically in accordance with what was originally intended.
- (3) To facilitate students to develop an ability for appreciation in terms of being able to savor quality and beauty by means of broadening basic understanding and ways of looking at forms in nature and at works of art, and by means of raising the level of interest in artistic culture.

2. Content

A. Expression

- (1) The following items concerned with generating and developing ideas should be dealt with in the learning process through expressive activities such as drawing and painting or sculpture on the basis of what students have perceived and thought.
 - (a) Generating a theme on the basis of the characteristic features and beauty of shapes and colors as perceived by gazing intently at objects, and on the basis of exercise of the imagination.
 - (b) Based on the themes or ideas, devising a creative composition and expressing this conception with a richness of spirit while thinking about the relationship between the whole and the parts.
- (2) The following items concerned with generating and developing ideas should be dealt with in the learning process through expressive activities in design and craft while thinking about purposes and functions such as communication and the use of objects.
 - (a) Thinking about construction and decoration, and developing and polishing concepts to be expressed while activating aesthetic sensory functions based on purposes and conditions.
 - (b) Developing and polishing the concept to be expressed while putting oneself in the position of others and thinking about the content that one would like to communicate in a beautiful and easily understandable way.
 - (c) Developing and polishing ideas for expression, while giving thought to such

matters as the beauty derived from materials, uses and functions, and the feelings of users.

- (3) The following items concerned with skill should be dealt with in the learning process through activities of expression on the basis of generating and developing ideas.
 - (a) Expressing in art forms by the use of creative ingenuity, while becoming familiar with modes of expression including such factors as shapes and colors, and thinking about how to utilize materials and tools in accordance with one's original intention.
 - (b) Expressing in art forms on the basis of the perspective on the whole process, while giving consideration to such points as the methods involved in the production process as derived from the special properties of the materials and tools used.

B. Appreciation

- (1) The following items concerned with appreciation should be dealt with in the learning process through activities involving understanding and savoring the good qualities and beauty of works of art.
 - (a) Perceiving artistic quality and beauty, the feelings and intentions of the artist and the ingenuity employed in expressing these, the harmony between beauty and functionality and the role of art in life. Extending the breadth of ways of seeing and perceiving objects by explaining and discussing thoughts and feelings one has had about works of art.
 - (b) Raising the level of interest in artistic culture by means of appreciating the cultural heritage of art in the surrounding area, in Japan as a whole, and in overseas countries, and perceiving the quality and beauty of this heritage.

[Common Items]

- (1) Guidance in the following matters takes place through the teaching of "A. Expression" and "B. Appreciation."
 - (a) Understanding the properties of and the feelings evoked by shapes and colors, as well as materials and light.
 - (b) Perceiving and holding in one's mind the images of objects on the basis of the characteristic features of shapes and colors.

[Grade 2 and Grade 3]

1. Objectives

- (1) To deepen a feeling of wanting to engage oneself in artistic activities of one's own volition and of wanting to become a lover of art; to enhance an attitude conducive to a desire to create a lifestyle that is imbued with a richness of spirit.
- (2) To develop richness in generating and developing ideas by way of further enhancing the ability to perceive the nature of objects by gazing intently at them and the ability to cultivate original and creative ways of seeing and thinking about things; to develop and extend the ability to express oneself creatively using creative ingenuity in the modes of expression selected.
- (3) To enhance the ability to appreciate and savor good qualities and beauty by way of deepening one's understanding of ways of looking at natural forms, works of art and examples of our cultural heritage, and by way of acquiring an interest in the interaction between art and a lifestyle imbued with a richness of spirit.

2. Content

A. Expression

- (1) The following items concerned with generating and building up ideas should be dealt with in the learning process through activities of expression in drawing or painting, and in sculpture.
 - (a) Generating a theme on the basis of an object for which one has perceived the essence through a process of gazing at it intently, or of something that has been thought about, or of things like dreams, imagination, and emotions emanating from the world of the heart and mind.
 - (b) With a theme as the basis, activating one's imagination, implementing thought processes centered on such factors as simplification and omission, emphasis, and ways of combining materials, devising a creative construction, and refining concepts put together with a richness of spirit.
- (2) The following items concerned with generating and building up ideas should be dealt with in the learning process through activities of expression in design and craft work, while giving due consideration to the purposes and functions of what is to be communicated and how it is to be used.
 - (a) Developing and refining ideas to be expressed and thinking about points of construction and decoration, while activating aesthetic sensibilities in terms of simplifying and synthesizing combinations of shapes and colors, patterns and materials and light based on purposes and conditions.
 - (b) Developing and refining ideas to be expressed, while considering such factors as ease of understanding and beauty resulting from the effects of shapes and colors with the aim of communicating the content that one wants to see expressed to large numbers of people.
 - (c) Developing and refining ideas to be expressed, while giving comprehensive consideration to the feelings of users and the functions of what is to be used, to dreams and to the imagination and to artistic beauty.
- (3) The following items concerned with skills should be dealt with in the learning process through activities for expression based on generating and developing ideas.
 - (a) Engaging in creative expression by way of utilizing the properties of materials and tools, and by devising new modes of expression that match the intention of what one wants to see expressed.
 - (b) Expressing in art forms on the basis of an overview, while giving comprehensive consideration to such points as the process of production as derived from the properties of the materials and tools used and the characteristics of the methods of expression used.

B. Appreciation

- (1) The following items concerned with appreciation should be dealt with in the learning process through activities aimed at enabling students to understand and savor the good qualities and the beauty of works of art.
 - (a) Deepening one's perceptions of artistic quality and beauty, the feelings and intentions of the artist, the ingenuity of creative expression and refined beauty that blends harmoniously with purposes and functions. Enhancing aesthetic consciousness and enabling students to savor this with a wide and deep range of views by way of engaging in mutual criticism of one's own sense of values and that of other in respect to works of art.
 - (b) Perceiving the quality of nature as incorporated into works of art, and the

beauty seen in nature and the immediate environment; understanding the role of art in beautifying and enriching life from the viewpoints of well-being and harmonious co-existence with nature.

- (c) With a raising of interest in artistic heritage and culture as the main objective, deepening the level of understanding and love of the art, traditions and culture of Japan by means of an investigation in a summary way of the changes in Japanese art and by appreciating the works studied; becoming aware of the common features and the differences in the art and culture of Japan and that of overseas countries, savoring the quality and beauty of the art and culture of each country and deepening international understanding through art.

[Common Items]

- (1) Guidance in the following matters takes place through the teaching of “A. Expression” and “B. Appreciation.”
 - (a) Understanding the properties of and the feelings evoked by shapes and colors, as well as materials and light.
 - (b) Perceiving and holding in one’s mind the images of objects on the basis of the characteristic features of shapes and colors.

III CURRICULUM DESIGN AND HANDLING THE CONTENT

1. The following matters shall be taken into consideration when designing the curriculum:

- (1) The learning process should aim to ensure that the contents of “A. Expression” and “B. Appreciation”, as is specified in II of each grade, are to be interrelated.
- (2) The points specified in “common items” represent those items that are necessary to raise the common level of ability in both expression and appreciation, and measures should be devised to ensure that sufficient teaching based on the “common items” is carried out in each activity pertaining to expression and appreciation.
- (3) In relation to the content of “A. Expression” listed for each grade in II above, items listed under (1) and (2) should in principle be linked to items under (3), and both two-dimensional work (drawing and painting) and three-dimensional work (construction) should be experienced in respect to the items in (1) and (2). In this respect, in each grade for Grade 2 and Grade 3, it is permitted to select and deal with either two-dimensional work or three-dimensional work from the items in each of (1) and (2) so that a harmonious balance can be implemented over the two year period.
- (4) Regarding the learning process in the content of “B. Appreciation” as set out in II above, an appropriate and sufficient allocation of time should be secured in respect to each grade.
- (5) Based on the objectives of moral education listed in Sections I-2 of Chapter 1 “General Provisions” and in Section I of Chapter 3 “Moral Education,” the learning processes concerning the content listed in Section II of Chapter 3 “Moral Education” should be given appropriately. The learning processes should be in accordance with the characteristics of Art and should be related to the period of moral education.

2. The following matters shall be taken into consideration with regard to handling the content in II. 2 above.

- (1) In the course of the learning process for “A. Expression” in each grade, giving due

consideration to the actual situation of students with regard to their learning experience, abilities and developmental characteristics, consideration should be given to the following items with a view to enabling students to select forms of expression, techniques and materials that are appropriate for what they want to express, and then implement the act of expression with creative ingenuity.

- (a) Sketching should be effectively incorporated into students' learning with a view to fostering the ability to see, perceive, think and draw.
 - (b) The active utilization of image media, including the use of photography, video and computers should be planned with a view to extending the potential of expression in art.
 - (c) Distinctive forms of expression as found in works from Japan and overseas countries covering a very diverse range, which includes manga comics, illustrations and diagrams should be available and ready to be used.
 - (d) With regard to materials and the subject matter of expression, both familiar things from students' immediate surroundings and traditional objects should be adopted.
- (2) With regard to the subject matter of "B. Appreciation" in each grade, works by students from Japan and overseas countries as well as examples of the cultural heritage of Asia should be adopted, and active use should be made of the facilities and cultural resources of art museums and general museums.
 - (3) The aim should be to form and develop through the entire artistic process—from the point of conceiving a theme to the point of confirming and completing its expression—an attitude on the part of students of holding a dream and a goal in their mind, of discovering their respective inner qualities and of achieving self-realization in a spirit of joy.
 - (4) In order for students to be able to savor the joy of creation within a context of mutual cooperation and respect for the personality of each individual, they should be enabled to experience creative activities in groups on appropriate occasions. Students should also give short presentations of their completed works while acknowledging and respecting each other's quality of expression and individuality.
 - (5) The learning process should aim to develop in students an attitude of giving consideration to intellectual property rights and portrait rights in art, and of having respect for creative works by themselves and others.
3. In order to prevent accidents from occurring, thorough attention should be paid to the learning process concerning the manipulation and storage of blades, paints and apparatus, as well as to the learning process concerning safety in places where activities are carried out.
 4. In order to enable students to become familiar with art appreciation in the course of their school life, art works should be displayed in appropriate spaces in the school. Such things as art appreciation books and visual materials in the school library and elsewhere should be utilized in accordance with the actual situation of students and schools.