

Section 7 Art and Handicraft

I. OVERALL OBJECTIVES

To enable children, by means of activities involving expression and appreciation, to savor the joy of creating while bringing their sensitivity into play. Also, at the same time, to foster the fundamental abilities underlying the creative activities that take the form of shaping and molding, thereby nurturing a rich fund of aesthetic sensitivity.

II. OBJECTIVES AND CONTENT FOR EACH GRADE

[Grade 1 and Grade 2]

1. Objectives

- (1) To enable children to savor the joy of creating something while fostering an attitude of wanting to see and express things for themselves.
- (2) To enable children to activate sensations and skills over the whole of their body, while deriving enjoyment from molding activities, and generating a rich fund of ideas.
- (3) To enable children to take in the curious and the enjoyable aspects of the works of art in their immediate environment.

2. Content

A. Expression

- (1) Guidance in the following matters takes place through artistic play activities inspired by materials.
 - a. Creating something on the basis of what has occurred to them when looking at familiar natural objects or artificial materials.
 - b. Creating something in the spirit of fun, while activating their sensations and feelings.
 - c. Creating something involving movement of their entire bodies in such ways as lining things up, joining them together, or piling them up in a heap.
- (2) Guidance in the following matters takes place through activities aimed at enabling children to express what they have felt or imagined in the form of a drawing or painting, a three-dimensional artifact or some other kind of handicraft.
 - a. Identifying and expressing what it is that is to be expressed on the basis of what has been felt or imagined.

- b. Expressing something while enjoying the process of choosing a favorite color or creating various different kinds of shapes.
- c. Thinking about how to express something and then expressing it, with hands as the formative medium and using familiar or easily available implements.

B. Appreciation

- (1) Guidance in the following matters takes place through activities involving the appreciation of works of art in children's immediate environment.
 - a. Enjoying looking at their own work and at familiar materials.
 - b. Noticing things like colors and shapes, distinctive features of various ways of expression, or the feelings that come from using different materials, while talking about their own feelings or listening to what their friends say.

[Common matters]

- (1) Guidance in the following matters takes place through the teaching of "A: Expression" and "B: Appreciation".
 - a. Understanding shapes and colors through one's own sensory faculties and activities.
 - b. Forming images in one's own mind on the basis of shapes and colors.

[Grades 3 and 4]

1. Objectives

- (1) To foster an attitude whereby children will engage of their own volition in expression and appreciation, and to enable them to savor the joy of creating something.
- (2) To enable children to derive a rich fund of ideas from materials and activate to the full their hands and the whole of their bodies; to devise ways of expression that will extend their formative molding abilities.
- (3) To enable children to take in the good and distinctive qualities of familiar products.

2. Content

A. Expression

- (1) Guidance in the following matters takes place through artistic play activities inspired by materials and locations.

- a. Creating something conceived on the basis of familiar materials or a familiar location.
 - b. Thinking about an idea derived from a certain shape and discussing the idea with others while creating a new shape.
 - c. Creating something by means of such actions as fitting things of different shapes together, cutting, joining shapes, or changing one shape into another, while utilizing the experience of materials and tools gained in the lower grades.
- (2) Guidance in the following matters takes place through activities aimed at enabling children to express what they have felt, imagined or seen in the form of a drawing or painting, a three-dimensional artifact or some other kind of handicraft.
- a. Identifying and expressing what it is that is to be expressed on the basis of what has been felt, imagined or seen.
 - b. Making a plan and then carrying out the act of expression by means of utilizing shapes, colors and materials, while thinking about what is to be expressed and what its function will be.
 - c. Thinking about and then carrying out the act of expression while utilizing the characteristic properties of the materials and tools, in line with what is to be expressed.

B. Appreciation

- (1) Guidance in the following matters takes place through activities involving the appreciation of familiar works of art.
- a. Taking in the good qualities and distinctive features of their own work or familiar works of art, while appreciating the production process.
 - b. Recognizing the differences in feelings resulting from the use of different materials or forms of expression, while talking about and discussing with friends things that have been felt or thought about.

[Common matters]

- (1) Guidance in the following matters takes place through the teaching of “A: Expression” and “B: Appreciation”.
- a. Understanding shapes, colors and combinations of these through one's own sensory faculties and activities.
 - b. Forming images in one's own mind on the basis of what one has

felt about shapes and colors.

[Grade 5 and Grade 6]

1. Objectives

- (1) To foster an attitude in children conducive to engaging in creative expression and appreciation, and to enable them to savor the joy of creating something.
- (2) To enable children to grasp the characteristics of various materials and to generate ideas by activating their imaginations; to enable them to devise various ways of expressing something and heighten their creative molding ability while working out how to express a set theme.
- (3) To enable children to attach value to such things as familiar works of art, while taking in their good features and their beauty.

2. Content

A. Expression

- (1) Guidance in the following matters takes place through artistic play activities inspired by plastic characteristics of materials and locations.
 - a. Creating something as a result of activating the imagination and conceived on the basis of the characteristic features of materials and/or a location.
 - b. In the context of spontaneous involvement with various materials or locations, creating something through the process of construction on the basis of these materials and locations, while thinking about how to combine the various peripheral features.
 - c. Creating something by utilizing in a comprehensive way the skills and experience gained in previous grades with respect to materials and tools.
- (2) Guidance in the following matters takes place through activities aimed at enabling children to express, in the form of a drawing or painting, a three-dimensional artifact or some other kind of handicraft, what they have felt, imagined or seen, and would like to pass on to others.
 - a. Identifying and expressing what one has seen, imagined or felt, and would like to express to others.
 - b. Conceiving a means of expression and then implementing the

process of expression while thinking about colors and shapes, and the characteristic features of materials, and feeling the beauty inherent in composition, and considering the function that the created object will have.

- c. Combining appropriate methods of expression and then implementing the act of expression, while utilizing the characteristics of materials and tools that match what is to be expressed.

B. Appreciation

(1) Guidance in the following matters takes place through activities involving familiar works of art.

- a. Taking in, by means of the process of appreciation, the good qualities and beauty of their own works, familiar works of art from within Japan and from foreign countries, and products that form part of everyday life.
- b. Taking in variations in forms of expression as well as the intention and special characteristics of the process of expression, while talking and discussing with friends about things that have been felt or thought about.

[Common matters]

(1) Guidance in the following matters takes place through the teaching of “A: Expression” and “B: Appreciation”.

- a. Understanding shapes, colors and movement as well as plastic characteristics such as depth through one's own sensory faculties and activities.
- b. Forming images in one's own mind on the basis of plastic characteristics such as color, shape and so on.

III. SYLLABUS DESIGN AND HANDLING THE CONTENT

1. In designing the syllabus, consideration should be given to the following:

- (1) The points listed in “Common matters” under the items of Content for each grade listed in Subsection II above 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 matters” is carried out in each activity pertaining to expression and appreciation.

- (2) With regard to the allocation of school hours to activities listed under (2) under the heading, "A. Expression", with respect to each grade in Subsection II above, instructional plans should be drawn up in such a way that the school hours allocated to handicraft work in the content of "A. Expression" should be on a par with the school hours allocated to drawing and painting and to three-dimensional construction.
 - (3) In teaching "B. Appreciation" in the Content for each grade, care should be taken to ensure that the content is linked to that of "A. Expression". However, when it is considered necessary in order to enhance the effect of the teaching, "B. Appreciation" may be handled separately in accordance with the actual situation of children and schools.
 - (4) In teaching "A. Expression" in the Content for each grade, when appropriate, collaborative activities should be taken up.
 - (5) In the lower grades, positive effort should be made to establish links with living environment studies for the purpose of enhancing the effectiveness of the teaching. In Grade 1 in particular, consideration should be given to the relationship with the content of the "Expression domain" in kindergarten education.
 - (6) Based on the objectives of moral education listed in Subsections I-2 of Chapter 1 "General Provisions" and in Subsection I of Chapter 3 "Moral Education", instructions concerning the content listed in Subsection II of Chapter 3 "Moral Education" should be given appropriately. The instructions should be in accordance with the characteristics of art and handicraft and should be related to the period for moral education.
2. In the handling of the content listed in the Content, consideration should be given to the following:
- (1) A wide range of learning activities and ways of expression should be made available so that the personality of each individual child can be developed.
 - (2) With regard to the content listed under (2) under the heading "A. Expression" in the Content for each grade, arrangements should be made to enable children to experience print-making and clay-firing, at a level that constitutes a source of enjoyment for them, in accordance with the actual conditions of the children and schools concerned.
 - (3) Materials and tools should be handled as follows. As and when

necessary, they can be used in an introductory way in the preceding grade, and used by way of repetition in the succeeding grade.

- a. In Grade 1 and Grade 2, familiar and easy-to-handle materials and tools should be used, such as soil, clay, wood, paper, crayons, pastel crayons, scissors, glue, a simple, small knife, and arrangements should be made to ensure that children can become sufficiently accustomed to using them all.
- b. In Grade 3 and Grade 4, the materials and tools used should include pieces of wood, wooden boards, nails, watercolor paints, small knives, an easy-to-use saw, a hammer, and care should be taken to ensure that children use these items appropriately.
- c. In Grade 5 and Grade 6, the materials and tools used should include wire and a coping saw, and children should be enabled to use materials and tools that correspond to the mode of expression that will be implemented.

(4) Attention should be paid to accident prevention.

(5) In each grade, the instruction of "B. Appreciation" should include use of local art museums and similar facilities, and schools should collaborate with them, in accordance with the actual situation of children and schools.

3. Works of art should be displayed at appropriate points in the school, and consideration should be given to providing children with an opportunity to appreciate them in the course of ordinary school life.