

A Report of the Current Situation of Art Appreciation Education in Schools in Japan and A Study of the Effect of Utilizing the Art Appreciation Rubric

The Research Team of Art Education Society of Japan

MATSUOKA Hirotohi^{1*}

OHASHI Isao²

NIIZEKI Shinya³

FUJITA Masaya⁴

¹*Professor of Osaka Univ. of Comprehensive Children Education*

²*Professor of Okayama Univ.*

³*Professor of Shiga Univ.*

⁴*Associate Professor of Univ. of Shizuoka*

*h-matsuoka@jonan.ac.jp**

1. The purpose of this research report

In this presentation, we will report the current situation of art appreciation education in schools in Japan in detail and the effect of utilizing art appreciation rubric specifically.

2. Current Situation of Art Appreciation Education in Schools in Japan

We, the research team of Art Education Society of Japan carried out a survey using questionnaires of art appreciation education which were given to elementary school teachers all over Japan in 2014 and had 784 responses, as well as to junior high school teachers in 2015 and had 930 responses.

From an analysis of the result, two hypotheses were supported.

1. Though the study of art appreciation education has been developed recently in the world of art education in Japan, the practice has not spread to elementary and junior high schools sufficiently.

2. Teachers of elementary and junior high schools want an index of goals and guidelines for the evaluation of art appreciation education.

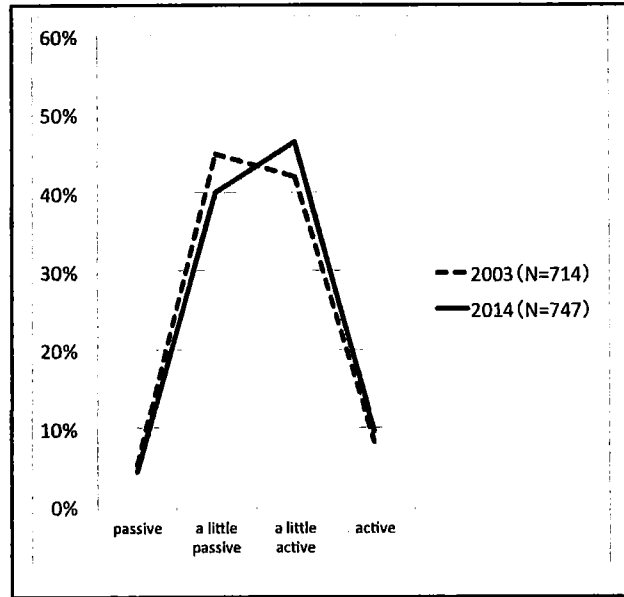


Figure 1. Changes in the degree of active / passive about art appreciation education (elementary school teachers)

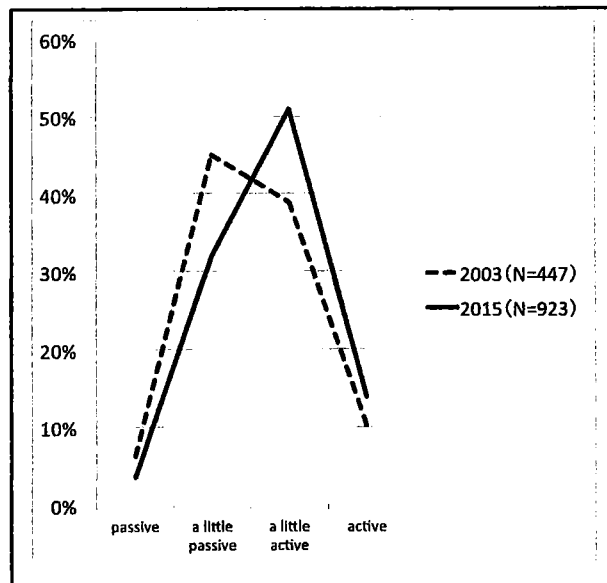


Figure 2. Changes in the degree of active / passive about art appreciation education (junior high school teachers)

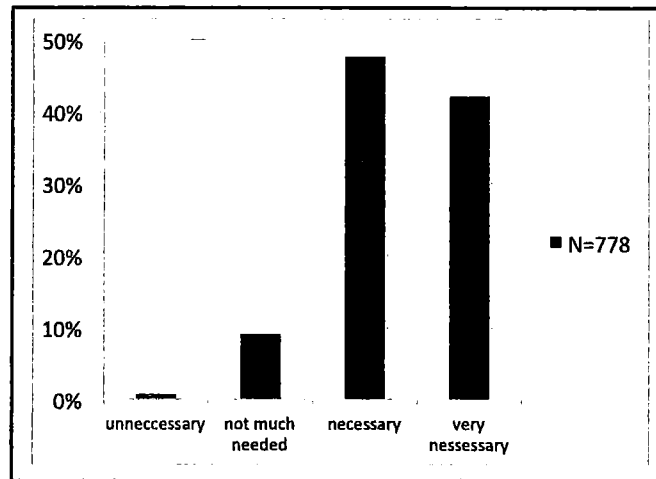


Figure 3. Necessity of "research and training on setting goals and evaluation criteria"(elementary school teachers)

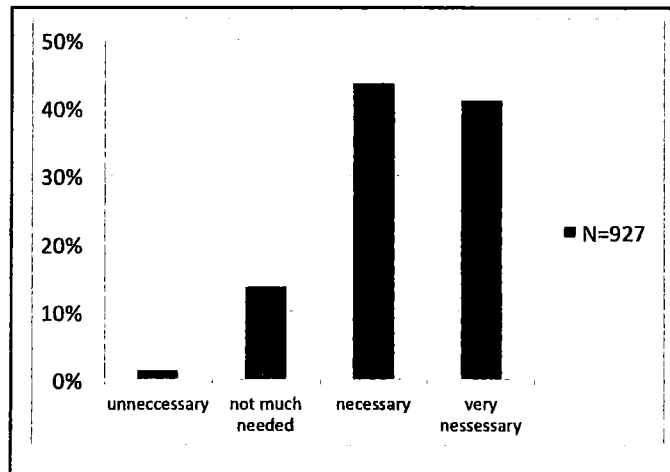


Figure 4. Necessity of "research and training on setting goals and evaluation criteria" (junior high school teachers)

3. The Common rubric for art appreciation and the rubric for appreciation of each art work

So, to encourage better art appreciation education, we made "the common rubric for art appreciation" and "the rubric for appreciation of each art work".

The common rubric for art appreciation is a matrix which consists of 8 points to be evaluated and 4 levels for each point. The points to be evaluated are (A: The point of view and feeling), (B: The subject of the work), (C: Artistic elements and their effect), (D: The knowledge about the art work) and (E: Reference to life). (C) is divided into (C-1: The shape, the color) and (C-2: Composition and arrangement) and (C-3: The material, technique and the style). (D) is divided into (D-1: Historic placing, the cultural value) and (D-2: The connection with the society or the environment). Level 4 is capstone, level 3 and 2 are milestones, and level 1 is benchmark. In the respective levels, students' performance is described by sentences for each point to be evaluated.

Table 1. The Common Rubric for Art Appreciation

Common rubric (20170620)

		level 4 ★★★★★	level3 ★★★	level2 ★★	level1 ★
(A) The point of view/feeling		Analytically expresses their point of view/feeling toward the subject and the figure of the work, receiving inspiration from knowledge related to the work and the viewpoint/feelings of others.	Has their own point of view/feeling toward the subject and the figure of the work, receiving inspiration from knowledge related to the work and the viewpoint/feeling of others.	Has an impression of the subject and the figure of the work.	Has an impression of the art work based mainly on what he/she is interested in.
(B) The subject of the work		Criticizes the art work with consideration to its subject.	Explains and images about the subject given by the art work.	Images about the subject given by the art work.	Gives meaning to the part of the art work that he/she is interested in.
(C) Artistic elements and their effect	(C) -1 The shape, the color	Criticizes the work with consideration to the meanings and features of the shapes and colors of the art work.	Explains the meanings and features of the shapes and colors of the art work.	Points out the features of shapes and colors of the art work.	Turns their attention to the shapes and colors like big wave, Mt.Fuji, ships, etc.
	(C) -2 Composition and arrangement	Criticizes the work with consideration to the meanings and features of the composition and arrangement of the art work.	Explains the meanings and features of the composition and arrangement of the art work.	Points out the composition and arrangement of figures in the art work.	Expresses an interest in the composition and arrangement of figures in the art work.
	(C) -3 The material, technique and the style	Criticizes the work with consideration to the meanings and features of the material and the techniques/style of the work.	Explains the material and the techniques/style of the work.	Points out the material and the techniques/style of the work.	Expresses an interest in the material and the techniques/style of the work.
(D) The knowledge about the art work	(D) -1 Historic placeneq, the cultural value	Criticizes the art work with consideration to the importance and cultural value that it brought to the history of art.	Explains the importance and cultural value that the art work brought to the history of art.	Images about importance and cultural value that the art work had brought to the history of art.	Expresses an interest in the importance and cultural value that the art work brought to the history of art.
	(D) -2 The connection with the society or the environment	Criticizes the work with consideration to the influence the artist's ideas and their work had on society and the environment.	Explains the influence the artist's ideas and their work had on society and the environment.	Images the influence the artist's ideas and their art works had on society and the environment.	Expresses an interest in the influence the artist's ideas and their work had on society and the environment.
(E) Reference to life		Realizes that the art work has affected his/her way of thinking and how they relate to the world, and consider with their own reference to life.	Realizes that the art work has affected his/her way of thinking and how they relate to the world.	Expresses and interest in the influence the art work has on his/her own way of thinking.	Expresses an interest in the influence the art work has in relation to his/her feelings.

©The Art Education Society of Japan Research Team (MATSUOKA Hirotooshi, AKAGI Rikako, IZUMIYA Yoshio, OHASHI Isao, KAYA Noriko, NIIZEKI Shinya, FUJITA Masaya)

**Table 2. The Rubric for Appreciation of Each Art Work
- e.g Kanagawaokinamiura : *ukiyo*e by KATSUSHIKA,Hokusai -**

Kanagawaokinamiura, rubric (subject matter) (20170620)

		level4 ★★★★★	level3 ★★★	level2 ★★	level1 ★	
(A) The point of view/feeling	rubric (common)	Analytically expresses their point of view/feeling toward the subject and the figure of the work, receiving inspiration from knowledge related to the work and the viewpoint/feelings of others.	Has their own point of view/feeling toward the subject and the figure of the work, receiving inspiration from knowledge related to the work and the viewpoint/feeling of others.	Has an impression of the subject and the figure of the work.	Has an impression of the art work based mainly on what he/she is interested in.	
	rubric (subject matter)	Criticizes the art work with consideration to its subject.	Explains and images about the subject given by the art work.	Images about the subject given by the art work.	Gives meaning to the part of the art work that he/she is interested in.	
(B) The subject of the work	rubric (subject matter)	Understands that a montage of magnificent, natural "dynamics and statics" is being expressed by the work's shapes, colors and composition, and, by presenting their reasons, criticizes the work.	Explains what condition of nature is being expressed in the art work by the work's shapes, colors and composition.	Touches on what condition of nature is being expressed in the art work by the work's shapes, colors and composition.	Thinks up a story about the art work, mainly focusing on parts that interested his/her, such as big wave, Mt.Fuji, ships...etc.	
	rubric (common)	Criticizes the work with consideration to the meanings and features of the shapes and colors of the art work.	Explains the meanings and features of the shapes and colors of the art work.	Points out the features of shapes and colors of the art work.	Turns their attention to the shapes and colors like big wave, Mt.Fuji, ships, etc.	
(C) Artistic elements and their effect	(C) -1 The shape, the color	rubric (subject matter)	Criticizes, by presenting their reasons, the work with consideration to the unique shape of great wave, the stability of Mt.Fuji, the harmony of blue and white, etc.	Explains the unique shape of great wave, the stability of Mt.Fuji, the harmony of blue and white, etc.	Notifies the shape of the big wave, blue and white gradations, etc, and touches on the effect and quality they produce.	Expresses an interest in the shapes and colors of the wave, Mt.Fuji, the ships, .etc.
		rubric (common)	Criticizes the work with consideration to the meanings and features of the composition and arrangement of the art work.	Explains the meanings and features of the composition and arrangement of the art work.	Points out the composition and arrangement of figures in the art work.	Expresses an interest in the composition and arrangement of figures in the art work.
	(C) -2 Composition and arrangement	rubric (subject matter)	Criticizes, by presenting their reasons, the perspective of Mt.Fuji and the wave, the contrast of large and small figures, the composition of the repeating triangle, and the diagonal location of the wave tip and mountain top.	Explains the perspective of Mt.Fuji and the wave, the contrast of large and small figures, the composition of the repeating triangle, and the diagonal location of the wave tip and mountain top.	Touches on the perspective of Mt.Fuji and the wave, the contrast of large and small figures, the composition of the repeating triangle, and the diagonal location of the wave tip and mountain top.	Expresses an interest in the largely drawn wave, the smaller drawn Mt. Fuji, their positions, and so on.
		rubric (common)	Criticizes the work with consideration to the meanings and features of the material and the techniques/style of the work.	Explains the material and the techniques/style of the work.	Points out the material and the techniques/style of the work.	Expresses an interest in the material and the techniques/style of the work.
	(C) -3 The material, technique and the style	rubric (subject matter)	Criticizes the work, considering the features and production process of multicolored woodprints and understanding its meaning and features.	Explains both the meaning and features of multicolored woodprints and its production process.	Touches on the effects and features of woodprints.	Expresses an interest in woodprints.
		rubric (common)				

(D) The knowledge about the art work	(D) -1 Historic placene, the cultural value	rubric (common)	Criticizes the art work with consideration to the importance and cultural value that it brought to the history of art.	Explains the importance and cultural value that the art work brought to the history of art.	Images about importance and cultural value that the art work had brought to the history of art.	Expresses an interest in the importance and cultural value that the art work brought to the history of art.
		rubric (subject matter)	Criticizes the importance of the artist in history after understanding that <i>ukiyo</i> was established as a general public art in the Edo period and also had a great influence on Western painting.	Explains that <i>ukiyo</i> was established as a general public art in the Edo period and also had a great influence on Western painting.	Images importance of artist at a genre <i>ukiyo</i> .	Expresses an interest in the art and artists of <i>ukiyo</i> .
	(D) -2 The connection with the society or the environment	rubric (common)	Criticizes the work with consideration to the influence the artist's ideas and their work had on society and the environment.	Explains the influence the artist's ideas and their work had on society and the environment.	Images the influence the artist's ideas and their art works had on society and the environment.	Expresses an interest in the influence the artist's ideas and their work had on society and the environment.
		rubric (subject matter)	Criticizes and understands how the artist's original expression in <i>ukiyo</i> , which ordinary people loved in the Edo period, changed how people perceive nature and roused their imagination .	Can imagine how the artist's original expression, in the <i>ukiyo</i> that loved by ordinary people in the Edo period, changed how people perceive nature and aroused their imagination .	Images how the artist's original expression in <i>ukiyo</i> , which ordinary people loved in the Edo period, changed how people perceive nature.	Expresses an interest in how the artist's own expression changed the way people in the Edo period perceive nature.
(E) Reference to life	rubric (common)	Realizes that the art work has affected his/her way of thinking and how they relate to the world, and consider with their own reference to life.	Realizes that the art work has affected his/her way of thinking and how they relate to the world.	Expresses and interest in the influence the art work has on his/her own way of thinking.	Expresses an interest in the influence the art work has in relation to his/her feelings.	

©The Art Education Society of Japan Research Team (MATSUOKA Hirotohi, AKAGI Rikako, IZUMIYA Yoshio, OHASHI Isao, KAYA Noriko, NIIZEKI Shinya, FUJITA Masaya)

Up to now we have completed eight rubrics for appreciation of each art work (20170620) . Four of them are rubrics of western masterpieces. We plan to make these public soon on the website of the Art Education Society of Japan.

4. The effect of utilizing art appreciation rubric

Then we observed 21 classes practiced by utilizing those rubrics in kindergartens, elementary schools, junior high schools and high schools and observed the effect. In the study, it was confirmed that those rubrics can help teachers when making goals and planning the class contents of art appreciation. And it was effective for teachers to reflect on and improve their teaching methods.

5. Future task in research

As the next research stage, we will reconsider the validity of level setting in the common rubric and propose the procedure of making “the rubric for appreciation of each art work” for teachers to spread and develop art appreciation education.

References

- Matsuoka Hirotohi(2016). The Current Situations and Issues Concerning Art Appreciation Education in Elementary Schools in Japan, *Art Education*, 300, 34-41.,
Fujita Masaya, Matsuoka Hirotohi, Akagi Rikako, Izumiya Yoshio, Ohashi Isao, Kaya Noriko, Niizeki Shinya(2017). A study of the Effect of Utilizing the Art Appreciation Rubric, *Art Education*, 301, 24-30.