

# Japanese Art Education Experience and Enlightenment Based on Active, Dialogue and Deep Learning

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**Abstract:** In the basic curriculum reform of Japan in 2017, more emphasis is placed on students' learning methods of "active learning, dialogue learning and deep learning", in order to train students to become people who adapt to the future social development. This article is based on the background of the visual arts education curriculum reform of primary and secondary schools in Japan, and combined with the actual teaching cases discussed how Japan in the teaching activities of the actual implementation of active learning, dialogue and depth of study way, in order to the further development of our country students core quality of elementary education curriculum reform has certain enlightenment function.

**Keywords:** Japanese art curriculum reform, Active learning, Interactive learning, Deep learning

## 1. Introduction

During the fourth industrial revolution, society is advancing towards the transformation of Society 5.0. Rapid "second-by-second" changes such as artificial intelligence (AI), the Internet of Things, big data and robotics are taking place out of our sight, ushering in an era of unpredictability.

In this context, Japanese primary and secondary school education is guiding students to actively face the unknowns and changes of the future by working together to solve problems and reconstructing information by processing and analysing information to conceptually understand it, in order to achieve a vision of education that is innovative in value and capable of reconstructing goals in the context of a complex and changing society.

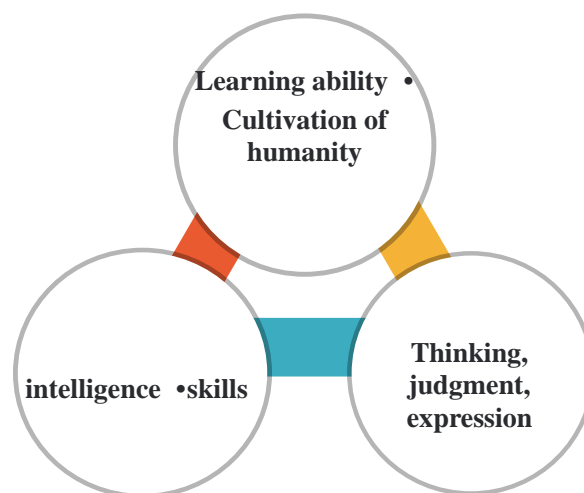


Figure 1: "Three Pillars" of Japanese 2017 Art Direction.

On 21 December 2016, the Central Education Review Council, convened by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), with the aim of "creating a better society, participating in society with responsibility, and the ability to transform society", focused on the development of competencies, the development of educational curricula, the creation and implementation of guidance plans for each subject, and the improvement and enrichment of learning

guidance in response to the needs of the new century. The curriculum has been revised and reformed in six areas: the development of competencies, the development of the curriculum, the production and implementation of guidance programmes for each subject, the improvement and enrichment of learning guidance, the development of learning guidance in accordance with the physical and mental development of students, the enrichment of learning assessment, and the realization of the concept of learning guidance.

In 2017, the Ministry of Education, Culture, Sports, Science and Technology of Japan published the latest guidelines for Fine Arts Study (hereinafter referred to as the "new Guidelines"). Compared to the past, the main changes of the new instructors from the "knowledge and skills", "thinking ability, judgment ability, expression ability", "learning ability and cultivation of humanity" three dimensions (see figure 2) on the education of elementary and middle schools fine arts curriculum goal unifies, and the fine arts discipline should give full play to its discipline characteristic, That is, the cultivation of relevant qualifications and abilities is carried out by using the thinking method of shape.

### ***1.1 Drawing Work Courses in Japanese Primary Schools***

Through the performance and appreciation activities of art, students can use the views and thinking methods of modeling to cultivate the qualifications and abilities that have rich connections with shapes or colors in life or society. The specific curriculum objectives of primary school painting work are shown in Table 1.

First of all, compared with the past primary school pictures work course instructors, figure work content of curriculum reform in elementary school, new work course instructors first according to the students' cognitive ability and the development circumstance to adjust, will "use modelling point of view, thinking method to understand things" refine the knowledge and skills in the process of learning for the sake of three phases, Namely, the three stages of "perceiving stage (grade 1 and 2)", "knowing stage (grade 3 and 4)" and "understanding stage (grade 5 and 6)" give a more accurate positioning to the learning of knowledge and skills.

*Table 1: Curriculum objectives of drawing work in Japanese primary schools.*

intelligence skills	Students will be able to understand the use of a stylistic viewpoint - a way of thinking - to see things, to understand through feeling and action, and to express themselves creatively using materials, tools and artistic expressions.
Thinking, judgment, expression	Students are able to think about the beauty of the form, what they want to express, and the way in which the art is expressed, and to creatively conceive or imagine ideas to deepen their own understanding and feelings about the work.
Learning ability · Cultivation of humanity	Students are able to feel the joy of creativity while nurturing a sense of sensibility and developing an attitude and sentiment for creating joy and enriching their lives.

Secondly, the new curriculum also divides the expressive activities into two different types of learning activities: 'modelling and play activities' and 'drawing, three-dimensional and craft activities', based on the learning characteristics of art activities. "The 'modelling and play activities' allow students to start with objects such as materials, shapes and colours, and then to create representations of what they have felt or imagined in the process of exposure. "The drawing, three-dimensional and handicraft activities are designed to establish the subject matter to be represented and then allow the students to create an image of what they have felt, imagined or observed in the subject matter.

Finally, the new curriculum defines the "thinking-judging-expression" skills developed in the Expression and Appreciation activities as creative conceptual skills, and requires the Appreciation activities to be based primarily on students' feelings and experiences, and to deepen their ideas or methods of feeling by allowing them to view their own work or works of interest. The activities are mainly based on students' senses and experiences, so that they can deepen their ideas or feelings by viewing their own work or works of interest, in order to develop their thinking, judging and expression skills.

### ***1.2 Japanese Junior High School Art Curriculum***

The reform of the art curriculum in Japanese junior high schools (grades 7-9) aims to ensure that the qualifications and abilities acquired by students through the art curriculum will have a real sense of the

benefits of art in their career development after they enter society.

*Table 2: Japanese Junior High School Art Curriculum Objectives.*

intelligence skills	Students will be able to apply a stylistic viewpoint-thinking approach to understanding things and will be able to express themselves creatively with creative expression.
Thinking, judgment, expression	Students are able to think about the beauty of shapes, what they want to express and how they want to express it, and to conceptualise or imagine richly about the subject matter to be expressed, deepening their knowledge and feelings about art and art culture.
Learning ability · Cultivation of humanity	Students feel the joy of creating while loving art, being sensual, and developing a rich and delicate attitude and sentiment for life.

Through a wide range of art performance activities and appreciation activities, students use the viewpoint and thinking method of modeling to cultivate the qualification and ability related to art or art culture in life and society.

In the content of junior high school art curriculum reform, junior high school art curriculum will be divided into two categories according to the characteristics of performance activities. The first category is the creation and expression activities based on subjective feelings or imagined things, such as painting and sculpture. The second type is the creation and expression activities based on thinking about the purpose and function of use through design and technology.

Compared with the content of the art curriculum in the past, the new junior high school art curriculum deepens the understanding of art culture, requiring appreciation activities in respect of students' views and feelings on the basis of feeling the beauty of modelling, thinking about the performance intention of art works, art culture, so as to deepen students' understanding of art and art culture.

In addition, in this art curriculum reform of Primary and secondary schools in Japan, special emphasis is placed on the realization of active and conversational deep learning in teaching practice. The following will focus on this.

## **2. Active Learning, Conversational Learning, Deep Learning Theory**

The Japanese curriculum reform proposes an "active, dialogic, and deep" learning process and approach that aims to pursue the essence of learning, further improving the way Japan teaches and learns. "Active, Dialogical, Deep" learning emphasises the diverse forms of learning that students can use to further improve the quality of learning, gain a deeper understanding of the content, develop key "qualifications and competencies", and develop good habits of lifelong learning.

Active learning is when students are interested in or concerned about learning and their current learning behaviour is linked to the direction in which their future career is shaping them and they are able to work towards that direction in their own consciousness.

Conversational learning is about students collaborating with each other, talking to teachers and other students, thinking about and examining classroom content, presenting their own ideas and communicating them in class, and deepening their conceptual understanding in the process of communicating with other students.

"Deep learning" does not refer to a specific teaching method, but rather to the active participation of learners in 'subjective' and 'interactive' learning activities. Deep learning emphasises the ability of students to think deeply about problems and find solutions as they explore knowledge, creating or moving towards 'deep learning'. In order to develop the qualifications and competencies in the new Learning Guidelines, Japan has also set out in the document a specific programme to achieve "subjective, interactive and deep learning". In the new learning guidelines, the learning process of "learning, application and inquiry" is emphasized in order to ensure deep learning. That is, learning knowledge and skills is not the end of the classroom. It is about interconnecting and applying them flexibly, actually discovering and investigating topics, creating meaning and value, and designing opportunities and activities to further develop qualifications and competences.

Effective learning and teaching methods will enable students to develop the qualifications and abilities required by society in the future. In Japan, in order to promote a "subjective, interactive, and

in-depth learning" approach to teaching, units and topics are structured in a balanced manner according to the actual situation of students. In addition, scenarios in which knowledge and skills are put to use are set, taking into account the relevance of the course of study to real life, in order to achieve the goal of "deep learning".

The following section presents examples of Japanese elementary and secondary school art curricula to further illustrate the new guideline's typical curriculum improvements from the perspective of "active, dialogic and deep learning".

### **3. An Example Of Art Teaching Based On Active Learning, Dialogue Learning And Deep Learning**

#### ***3.1 Basic Information on Teaching Cases***

Teaching theme: The taste and thoughtfulness of accompanying gifts

Teaching target: Third-year junior high school students

Teaching Objectives:

- 1) Knowledge and skills: to be able to design and produce the ideas conceived.
- 2) Ability to think, judge and express: to consider the mood and function of the user, the beauty of the shape, etc., and to make creative ideas.
- 3) Learning ability and human connotation: to weigh the ideas received from communication against their own conceptions; students will be able to revisit ideas from a new point of view, based on a clear point of improvement, to feel the charm of their hometown specialties and to inspire a sense of pride in their hometown.

Course overview: In this course, students design packaging for souvenirs based on the theme of 'Packaging Design for Nagaoka Specialties', with an emphasis on 'design that speaks to others', and through constant communication with local residents and team members, they continue to improve their designs. In the process of designing the packaging, the team worked with local residents and team members to improve the design and ultimately, the packaging was designed to convey the traditional culture of the area.

#### ***3.2 Teaching and Learning Process***

Stage 1: Understand the characteristics of accompanying ceremony and relevant knowledge of packaging design

First of all, in the preliminary study, the students actually tasted the dim sum that their predecessors developed with the enterprise several years ago and is still on sale, and understood the taste and characteristics of the accompanying ceremony. Secondly, according to the results of the questionnaire survey in advance, the packaging design of accompanying gift was not as effective as expected. Based on this problem situation, the students conducted packaging design to explore the color and the correlation between flavor and packaging design of accompanying gift.

Stage 2: students talk about the message of packaging design

Work together in groups to think about the "advantages and selling points" you want to convey to consumers. Then, summarize in words the message you want to convey through the package, such as the delicacy of the dim sum, the characteristics of Nagaoka, etc.

Stage 3: Groups exchange ideas

After conception stage, between like-minded team to communicate, exchange ideas with each other, the team actively thinking about other teams to give advice, to re-examine, in addition, two team members each other consumer role, from the consumer role to team provides Suggestions and ideas, and able to communicate through, continuously improve their own design team. Here's how two of the groups communicated.

Table 3: Group communication scenarios.

Time	Group A Activities	Group B Activities
The first	Show the creative sketches to the consumer role-players in Group B.	Think about the message that the other packaging design is trying to convey and write down the information and thoughts distilled from the packaging design on a sticky note.
secondary	Explanation of ideas for creative sketches. After listening to the comments, the idea is revisited.	Exchange ideas and provide each other with opinions and ideas.

As shown in Table 3, groups with similar ideas for the accompanying gift ideas exchanged ideas, and the groups took on board the other teams' ideas and went over them, and revisited their own group's design to come up with a better idea.

Group A re-considered the comments they received through the exchange, taking into account each other's comments and reworking their design to make an expression that fits their theme. In addition, Group B also made new adjustments and designs to their own ideas based on each other's comments.

Stage 4: Revisit the creative sketches and create the packaging.

After group discussions and exchanges, the design solutions were adjusted. Table 4 below shows the adjusted solutions of students in groups A and B.

Table 4: Results of the changes made after the comments were collated.

Results of the changes made after the comments were collated	
Group A	1. black colour, using the cartoon image and the school logo as the corporate logo. 2. expressing the angry look of the raw material "chilli". 3. adding elements of local specialties.
Group B	1. designed in large packs and divided inside for easy portability. 2. with elements of local specialties.

The process allowed time for the final packaging design to be reconceived, with Group A making the most of the input they received and realising the strengths of their design and the importance of the consumer perspective, while Group B again recognised the unbreakable shape of the Tetra Pak packaging and its ability to function as a cushioning material.

Stage 5: Presentation of results.

A design competition was held in the class, where groups had to explain the flavour of their packaging design and the idea of the packaging features, which was finally judged.

### 3.3 Teaching Case Analysis

Firstly, the teacher created a place for students to communicate subjectively and interactively in the course. Students gain new perspectives in the activity of conceiving packaging designs, interact with other teams, broaden and deepen their thinking through peer-to-peer dialogue, achieve 'dialogic learning', notice the merits of their own work and that of others, understand the role of art in their lives, and experience the process of problem-solving. Secondly, students are guided to participate in the design of the actual product and to expand on the impression they want to convey in their own way in terms of taste, texture and the atmosphere of the confectionery. Thirdly, the role of the 'consumer' is introduced into the students' activities, pointing to deeper learning through their subjective and interactive activities. At the heart of the course is the question of whether the ideas we include in our designs can be communicated to each other. By envisaging the expectations of the 'consumer' and thinking "How can we design this?" "What about this expression?" Everyone has their own ideas, imagination and creativity in terms of "function" and "beauty of form". Fourthly, the course focuses on problem-solving skills and the promotion of home-grown specialties, developing the necessary qualifications and abilities for future life.

## **4. Conclusions**

### ***4.1 Reform Teaching Methods and Focus on the Development of Core Competencies***

Japan's fine arts education curriculum reform on the main body of the pursuit of learning ability development goals, the depth of the interactive learning method to improve teaching and learning, focus on student's learning style, learning from active learning, dialogue, the perspective of deep learning, through dialogue and communication, interactive way to make the students understand depth of knowledge, Cultivate students' "aptitude and ability" to adapt to future social life, cultivate students to develop spontaneous and independent learning habits, make learning sustainable, and form the consciousness of lifelong learning. Has gradually become learning how to learn to adapt to the development trend of the future society, in the early stage of the implementation of education needs to have a clear point, is through education, students can become a "person", and through courses to make the students master the ability of lifelong learning and development of its various survival skills and the ability of the 21st century, To make them better adapt to the future social development of new high-quality talents.

### ***4.2 Expand the Content of the Course to Link Learning with Society and Life***

In the elementary education reform, more emphasis on the fine arts discipline plays a positive role in society, through the development and implementation of interdisciplinary course, guides the student to study in art can actively participate in related social problems in the process of discussion, promote the formation of students' innovative ideas, then develop the students' aptitude and ability of corresponding. In addition, it emphasizes the union of school, family and community, makes full use of social resources to develop art curriculum, effectively implements "socially-oriented art curriculum", and improves students' social participation and civic consciousness.

The content of the course covers students' daily life, cultures of various countries and SDGs goals of the United Nations sustainable Development. Through the learning of the fine arts course, students can think about 17 themes such as living in harmony with nature, connect the knowledge they have learned with life and society, actively play the power of fine arts, and then improve the quality of life.

### ***4.3 Emphasizing Dialogue and Communication, Increasing Students' Right of Discourse Subject***

Japan tries to discuss the learning mode from the perspective of students, and proposes the "active, conversational and in-depth" learning mode, focusing on students' deep understanding of knowledge, so as to cultivate students' "lifelong learning" ability and improve the teaching quality of schools. In addition, the importance of active learning, cooperative learning and inquiry learning is emphasized. Students are required to master conceptual knowledge through active learning and construct factual knowledge in the process of active learning. In teaching, students should pay attention to "active learning", stimulate their interest, and enable students to actively participate in the learning process through interaction, dialogue and other ways, and finally achieve the goal of deep learning. In the process of learning, it increases the opportunity for students to have dialogue and exchange. Teachers can set a group discussion session named "\*\*\* time" in class to let students exchange their opinions in the discussion process to achieve dialogue and exchange of learning. Of course, the natural conversation that students have as they choose the materials or colors to draw is also important. In the process of such communication, students can encounter their own unimaginable creativity, thus guiding students to discover the charm of art, improve the ability of collaboration.

### ***4.4 Pay Attention to Continuous Evaluation, Teaching and Evaluation Integration***

The learning mode of "active, conversational and deep" also reflects the change of learning evaluation mode. The art curriculum reform of elementary education in Japan has clarified the necessity of integrating teaching and evaluation. Instead of only focusing on the outcome evaluation, it pays more attention to the continuous evaluation, focusing on the learning performance and attitude of students in the course learning process. In the evaluation of "active learning attitude", it focuses on the evaluation of students' continuous action, that is, students can master their own learning status and make continuous improvement. In addition, more attention should be paid to the differences in students' behaviors before and after communication, and further evaluation should be made according to students' behaviors.

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