

# Study on Application of the International Baccalaureate in Art Education in Japan

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## Abstract

The objective of this study is to achieve better art education in Japan by examining the merits/demerits of the educational program of the International Baccalaureate (IB), and applying the IB into art education in Japan. This study focused on art education in middle schools, implementing the IB Middle Years Programme (IBMYP) and Japanese course of study. With its philosophy of intercultural understanding, IB conducts an education of constructivism, in pursuit of conceptual understanding through inquiry-based learning. An ultimate goal of art education tends to be set as creation of artwork, only focusing on supporting the student's creation of better works. However, this study focused on conceptual understanding, proposed by IB. I thought that an application of IBMYP education would be valid, in terms of realization of classes with inquiry-based proactive learning, where students become aware of the problems of art activities. An experiment was conducted to examine the efficacy of IBMYP education application for Japanese middle school classes in conceptual learning. As a result, it became possible for the students to think about the meaning of art education and the relationships with our lifestyles.

**Furthermore, this study conducted an interview survey for teachers and students of IB world schools examined the true state of IB art education. In this study, based on the comparison and examination of a Japanese new course of study and IB, I suggest that art education with IB application would be effective for Japanese and global societies/cultures that might greatly change in the future.**

### **Keywords**

International Baccalaureate, Japanese course of study, Inquiry-based, Conceptual learning, Middle school.