

Art Curriculum Development in Early Years II

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Abstract

1. Background In Japan, art is one of the compulsory activities in both elementary school and kindergarten curricula. The kindergarten and elementary school curricula for art are not well-connected. The new Course of Study for kindergarten and elementary schools will be introduced (2017). The government considers basic literacy, cognitive skills and social skills as key competencies children are expected to develop. The needs are identified to develop the curriculum for art in early years in terms of key competencies.

2. The aims of this study are;

- **To identify what and how children learn art in kindergartens and elementary schools in Japan.**
- **To understand pre-school and elementary school teachers' perception of art activities in early years.**
- **To develop the curriculum for art in early years considering the key competencies.**

3. Research Method Before we develop the curriculum, we need to understand what kind of and how art activities are taught in kindergarten and elementary schools. The data are collected through questionnaire and observation. We conducted questionnaire to understand what kinds of art activities are taught in pre-schools (2017) and elementary schools (2016-2017) in Chiba in Japan. Also, we observed art lessons in kindergarten and elementary schools (2016-2017). The collected data is analyzed qualitatively.

In this poster we present the comparison between pre-school teachers' perceptions and elementary school teachers' perception about art activities in early years. Now we are in the process of collecting data. Therefore, only the data that has been gathered will be discussed in this poster.

Keywords

Art, Competencies, Curriculum, Qualitative research, Early years.