

【中学国際コース】 イマージョン授業（音楽・美術）

本校中学では、国際コースで音楽と美術のイマージョン活動を行っています。
ネイティブ講師が中心となり、日本人の教師がサポートするティームティーチングで授業を展開しています。

英語の授業とは違う雰囲気の中で、自然なかたちで英語に触れることができます。
本レポートは 2024 年度の授業内容です（全編英文）。



授業の様子です。

Junior 1 Art Course

Immersion Program

Course Objectives

This course aims to introduce students to the fundamentals of visual art through completing individual projects. The projects include creating artwork with a variety of materials through different media, including pencil, pen, marker, acrylic paint, clay, recycled and found materials, and digital art applications including Aggie.io and Ibis Paint. Students are encouraged to choose what they want to create, within the guidelines of each assignment and with the guidance of their teachers in both English and Japanese, as needed. After completing each project, students present their artwork to the class and talk about what they made and why they created it, all in English. By the end of the class, students gain a new appreciation for visual art and confidence in their ability to create art and talk about it in front of others.

Art Schedule

Timeframe	Topic	Learning Activities and Outcomes
April	Fundamentals of Art	<ul style="list-style-type: none">• Students learned about the elements of art, including line, shape, form, space, texture, value, and color.• Students applied this knowledge in worksheets and on all subsequent projects.
April - May	Drawing	<ul style="list-style-type: none">• Students learned about creating their own original characters through looking at different archetypes of characters using different shapes and proportions.• Students applied their knowledge by creating different characters using different shapes and proportions in worksheets.• Students were then introduced to the assignment: making a poster using their own original characters.• Students worked independently and then presented their poster to the class at the end of the unit.
May - July	Painting	<ul style="list-style-type: none">• Students learned how to paint using acrylic paint on sketch paper. They learned some different brush stroke techniques and about the differences between oil, watercolor, and acrylic paint.• Students observed many examples of paintings done with both oil and acrylic paint and discussed what they saw in each

		<p>painting as a class.</p> <ul style="list-style-type: none"> • Students were then introduced to the assignment to make an original painting. • Students worked independently and then presented their painting to the class at the end of the unit.
July	Flipbook	<ul style="list-style-type: none"> • Students first looked at examples of simple animation and flipbooks. • Students worked independently and then presented their flipbook to the class at the end of the unit.
August - September	Sculpting with Clay	<ul style="list-style-type: none"> • Students learned about 3D art by making animals and working with air-dry clay. They learned some different techniques for working with clay. • Students were then introduced to the assignment: make an original sculpture out of at least 500g of air-dry clay. • Students worked independently and then presented their clay sculpture to the class at the end of the unit.
September - October	Collage	<ul style="list-style-type: none"> • Students first collected fliers, magazines, newspapers, and other sources of pictures as homework. • Students observed different examples of collages and discussed them in class. • Students were then introduced to the assignment: make a collage either based on a theme or around making a new picture out of unrelated pictures. • Students worked independently and then presented their collage to the class at the end of the unit.
October - November	Recycled Art	<ul style="list-style-type: none"> • Students first collected recyclable materials as homework, including PET bottles, cardboard, and other materials. • Students observed different examples of artwork made with recycled materials. • Students were then introduced to the assignment: make an original work of art using at least two recycled materials. • Students worked independently and then presented their recycled artwork to the class at the end of the unit.
November - December	Book Cover	<ul style="list-style-type: none"> • Students first chose a book cover that they like and shared it with the class. • Students learned about how to use digital art applications such as aggie.io to make their

		<p>art on their tablets.</p> <ul style="list-style-type: none"> • Students were then introduced to the assignment: make an original book cover, either for a book that already exists or for a book that they imagined. • Students worked independently and then presented their book cover to the class at the end of the unit.
January	Album Cover	<ul style="list-style-type: none"> • Students first chose a song or musical album that they like and shared it with the class. • Students observed different album covers from the past and present and discussed them in class. • Students were then introduced to the assignment: make an original book cover, either for a book that already exists or for a book that they imagined. • Students worked independently and then presented their CD jacket to the class at the end of the unit.
February - March	Comic	<ul style="list-style-type: none"> • Students learned about the structure of comics, including how to organize the panels and how to make a story. • Students were then introduced to the assignment: make a 4+ panel comic using their own original characters with dialogue in English. • Students worked independently and then presented their comic to the class at the end of the unit.

Junior 1 Music Course

Immersion Program

Course Objectives

This course aims to introduce students to the fundamentals of musical performance and music theory and give students an appreciation for music from other cultures and time periods. Students learn an orchestral string instrument (violin, viola, cello, or double bass) with the guidance of expert teachers and learn to play together as an ensemble. They also complete individual and group projects in their general music course, including giving presentations on genres of music, conducting, rhythm clapping, and composing a short song. They also learned to sing together as a group, split into “soprano” and “alto” sections. General music and ensemble rehearsal are taught entirely in English with Japanese support, while sectional practice is taught in Japanese with English support.

General Music Schedule

Timeframe	Topic	Learning Activities and Outcomes
April - May	Rhythm	<ul style="list-style-type: none">Students learned the basics of rhythm, including note values (eighth notes, quarter notes, half notes, whole notes, dotted rhythms, and rests of the same length value).Students practiced these rhythms on percussion instruments and by clapping.Students were evaluated on their understanding of rhythm through individual clapping exams
May - June	Time Signatures	<ul style="list-style-type: none">Students learned the basics of time in music, including the 2/4, 3/4, and 4/4 time signatures.Students practiced these time signatures by learning the fundamentals of conducting. This also assisted them in following the conductor during ensemble practice.Students were evaluated on their understanding of time through identifying time signatures in listening examples and individual conducting exams.
June - July	Musical Notation	<ul style="list-style-type: none">Students learned how to read musical notation in their respective instruments - violins learned treble clef, violas learned alto clef, and cellos and double basses learned bass clef.Students practiced reading musical notation by filling in worksheets, creating their own mnemonic to remember their clef, and reading sheet music in sectional and ensemble practice.

July - September	Melody	<ul style="list-style-type: none"> Students learned about the fundamentals of melody, including the ideas of “steps” and “leaps” and major scales. Students were evaluated on their ability to identify different melodies through listening exams. As the culmination of their work during this term, students worked in groups to create their own 12-bar melody and performed these melodies in front of the class.
September - October	History of Music	<ul style="list-style-type: none"> Students learned about four eras in the history of Western music - Baroque, Classical, Early Romantic, and Late Romantic through listening to examples from each era and filling out worksheets Students learned about four different eras of jazz music - Ragtime, Dixieland, Big Band, and Bebop through listening to examples from each era and filling out worksheets. Students were evaluated on their knowledge of the history of music in a listening exam.
October - November	Genres of Music	<ul style="list-style-type: none"> Students learned about genres by listening to examples and by preparing their own group presentations on a genre of their choice. Students learned how to make slideshows and give good presentations by preparing their presentations in class and then giving them in front of their fellow students.
December - March	Vocal Singing	<ul style="list-style-type: none"> Students learned vocal warmups and how to stand with good posture while singing. Students also sang the school song as well as two songs of the students' choice. Students were evaluated on their ability to sing their assigned parts together in harmony as a group, with good tone, rhythm, and having memorized the lyrics to the songs.

Instrumental Music Schedule

April - September	<ul style="list-style-type: none"> Students chose one of the four orchestral string instruments (violin, viola, cello, and double bass) to play. Students learned the fundamentals of playing their instrument in sectional practice with expert teachers in Japanese, with support in English when needed, including how to hold it, how to hold their bow, how to play notes, and how to
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	<p>take care of their instrument.</p> <ul style="list-style-type: none">• Students gathered together in ensemble rehearsal to play “Twinkle, Twinkle, Little Star”.• Students were evaluated in a playing test over the melody of “Twinkle, Twinkle, Little Star” in front of their fellow students.
September - February	<ul style="list-style-type: none">• Students continued to learn the fundamentals of playing their instrument in sectional practice with expert teachers in Japanese, with support in English when needed.• Students gathered together in ensemble rehearsal to play “Ode to Joy” from Beethoven’s 9th Symphony.• Students were evaluated in a playing test over material chosen by their instrument teachers in front of their fellow students.

Junior 2 Art Course

Immersion Program

Course Objectives

This course aims to continue to introduce students to the fundamentals of visual art through completing individual projects. The projects include creating artwork with a variety of materials through different media, including pencil, pen, marker, acrylic paint, recycled and found materials, and digital art applications including Aggie.io and Ibis Paint. Students are encouraged to choose what they want to create, within the guidelines of each assignment and with the guidance of their teachers in both English and Japanese, as needed. After completing each project, students present their artwork to the class and talk about what they made and why they created it, all in English. By the end of the class, students gain a new appreciation for visual art and confidence in their ability to create art and talk about it in front of others. Compared to the first year of the program, students in their second year had less time to complete their projects so they had to learn to work efficiently.

Art Schedule

Timeframe	Topic	Learning Activities and Outcomes
April - May	Changing a Character's Style	<ul style="list-style-type: none">• Students learned about different styles that characters can be made as, including "cute", "brave", "scary", and "funny".• Students then chose a character and drew them in a different style, such as taking a scary character and making them cute.• Students worked independently and then presented their projects to the class at the end of the unit.
May - June	Self-Portrait	<ul style="list-style-type: none">• Students learned how to make a realistic self-portrait and looked at various examples.• Students worked independently and then presented their self-portrait to the class in English at the end of the unit.
July - August	Movie Poster	<ul style="list-style-type: none">• Students first looked at examples of movie posters and analyzed the fundamental elements of a movie poster.• Students then chose a movie to make a new poster for or imagined their own movie.• Students worked independently and then presented their movie poster to the class in English at the end of the unit.
September - November	Flipbook	<ul style="list-style-type: none">• Students first looked at examples of simple animation and flipbooks.

		<ul style="list-style-type: none"> Students worked independently and then presented their flipbook to the class at the end of the unit.
November - December	Still Life	<ul style="list-style-type: none"> Students first looked at examples of still lifes. Students then took a photo of an arrangement of objects that they wanted to paint. Students worked independently and then presented their still life to the class at the end of the unit.
January - February	Game Making	<ul style="list-style-type: none"> Students first chose a game that they like and shared it with the class. Students learned about different kinds of board and card games and looked at examples of each. Students were then introduced to the assignment: in groups, make an original board or card game, including all of the pieces and the rules. Students worked independently and then presented their game to the class at the end of the unit.

Junior 2 Music Course

Immersion Program

Course Objectives

This course aims to introduce students to the fundamentals of musical performance, singing, and music theory and give students an appreciation for music from other cultures and time periods. Students learn an orchestral string instrument (violin, viola, cello, or double bass) with the guidance of expert teachers and learn to play together as an ensemble. They also complete individual and group projects in their general music course, including learning music theory, the fundamentals of choral singing, and developing a discerning ear for music. As well, students rehearsed and sang karaoke versions of English songs of their choice in small groups and performed them in front of the class. General music culminated in students performing their original musical compositions in front of the class. General music and ensemble rehearsal are taught entirely in English with Japanese support, while sectional practice is taught in Japanese with English support.

General Music Schedule

Timeframe	Topic	Learning Activities and Outcomes
April - May	Intervals	<ul style="list-style-type: none">• Students learned about intervals and heard examples of each interval in popular songs.• Students were evaluated on their ability to identify different intervals through listening exams.
May - July	Chords	<ul style="list-style-type: none">• Students learned about musical intervals, major chords, minor chords, diminished chords, and augmented chords, and how to tell the difference between them.• Students were evaluated on their ability to identify different chords by ear and on the piano through exams.
May - September	Choral Singing	<ul style="list-style-type: none">• Students learned the fundamentals of singing in a choir, including how to warm up their voices and stand with proper posture.• Students learned to use solfege (do re mi fa so la ti do) and how to apply what they learned about harmony when singing.• Students were divided into parts (soprano, mezzo soprano, and alto) based on their singing range and interest.• Students rehearsed the school song together, divided into their respective parts.• Students also prepared songs to perform in groups in front of the rest of the class.

June - September	Music Composition	<ul style="list-style-type: none">• Students continued to learn about the fundamentals of melody, including the ideas of “steps” and “leaps” and major scales.• Students learned about common chord progressions in popular music and learned to reproduce those chord progressions in their chosen key.• Students were evaluated on their knowledge of music theory and their creativity in 24-bar individual music compositions, which they performed in front of the class.
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Instrumental Music Schedule

September - February	<ul style="list-style-type: none">• As all students played violin last year, many students switched to the other orchestral string instruments (viola, cello, and double bass)• Students continued to learn the fundamentals of playing their instrument in sectional practice with expert teachers in Japanese, with support in English when needed.• Students gathered together in ensemble rehearsal to play various pieces.• Students were evaluated in a playing test over material chosen by their instrument teachers in front of their fellow students.
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Junior 3 Art Course

Immersion Program

Course Objectives

This course aims to expand upon students' understanding of visual art through completing individual projects. The projects include creating artwork with a variety of materials through different media, including pencil, pen, marker, acrylic paint, recycled and found materials, and digital art applications including Aggie.io and Ibis Paint. Students are encouraged to choose what they want to create, within the guidelines of each assignment and with the guidance of their teachers in both English and Japanese, as needed. After completing each project, students present their artwork to the class and talk about what they made and why they created it, all in English. By the end of the class, students gain a new appreciation for visual art and confidence in their ability to create art and talk about it in front of others. Students are given more freedom to choose their projects in their third year.

Art Schedule

Timeframe	Topic	Learning Activities and Outcomes
April - May	Abstract Painting	<ul style="list-style-type: none">• Students learned what abstract art is and looked at various examples.• Students applied this knowledge by making an abstract painting based on certain criteria.• Students worked independently and then presented their abstract painting to the class in English at the end of the unit.
June - July	Self-Portrait	<ul style="list-style-type: none">• Students learned how to make a realistic self-portrait and looked at various examples.• Students worked independently and then presented their self-portrait to the class in English at the end of the unit.
July - September	Movie Poster	<ul style="list-style-type: none">• Students first looked at examples of movie posters and analyzed the fundamental elements of a movie poster.• Students then chose a movie to make a new poster for or imagined their own movie.• Students worked independently and then presented their movie poster to the class in English at the end of the unit.
September - October	Drawing Music	<ul style="list-style-type: none">• Students first practiced capturing the mood of a song in art.• Students then chose a song to draw along with.• Students worked independently and then

		presented their drawing and a small sample of their chosen song to the class in English at the end of the unit.
October - December	Clay Food	<ul style="list-style-type: none"> • Students chose a food to make out of clay. • Students also needed to include the name of the food, either in English or Japanese, as part of the clay artwork. • Students worked independently and then presented their clay food to the class in English at the end of the unit.
December - February	Final Projects	<ul style="list-style-type: none"> • For their final projects, students were given a choice of three different projects: a large poster, an exhibition, or • Students worked in their groups and then presented their final project to the class in English (as a group) at the end of the unit.

Junior 3 Music Course

Immersion Program

Course Objectives

This course aims to expand upon students' skill at musical performance, understanding of music theory, and appreciation for the music of other cultures. Students learn an orchestral string instrument (violin, viola, cello, or double bass) with the guidance of expert teachers and learn to play together as an ensemble. They also complete individual and group projects in their general music course, including learning music theory, the fundamentals of choral singing, and developing a discerning ear for music. General music culminates in students sharing their compositions or singing and choreography in front of the class. Classroom music and ensemble rehearsal are taught entirely in English with Japanese support, while sectional practice is taught in Japanese with English support.

General Music Schedule

Timeframe	Topic	Learning Activities and Outcomes
September - October	Music History	<ul style="list-style-type: none">Students learned about different musical eras in classical music and jazz.Students were evaluated on their ability to identify a song's era from its sound, instrumentation, and arrangement.
October - November	World Music	<ul style="list-style-type: none">Students learned about traditional music from different cultures.Students researched their chosen cultural music in groups and prepared presentations.Students were evaluated
November	Musical Form	<ul style="list-style-type: none">Students learned about musical forms, including "chorus", "verse", and "pre-chorus" and "ABA" form.Students practiced identifying the different sections of songs.Students were evaluated in their ability to write and perform different things for different sections of a song or piece.
December - February	Composition and Performance	<ul style="list-style-type: none">Students worked in groups to either 1) compose an original piece of music with different sections (ex. ABA form) or 2) perform a karaoke version of a song with original choreography.Students were evaluated on their ability to apply all that they have learned over the last three years as music students.

Instrumental Music Schedule

April - September	<ul style="list-style-type: none">• Students continued to learn the fundamentals of playing their instrument in sectional practice with expert teachers in Japanese, with support in English when needed.• Students gathered together in ensemble rehearsal to play a variety of pieces.• Students were evaluated in a playing test over material chosen by their instrument teachers in front of their fellow students.
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