

# KYOTO CITY DOHDA SENIOR HIGH SCHOOL OF ART



General Information



## Message

The school is located in the center of the historically and culturally significant city of Kyoto. You can see Mt. Daimonji, a prominent feature of the Higashiyama mountain range. The school is in a quiet environment; you can hear the murmuring of the Kamo River and the chirping of birds. This school was first established in 1880 as the Kyoto Prefectural School of Painting within the Kyoto Gyoen. Since then, we have for many years provided specialized art education. Many of our school's graduates are artists, including the recipients of The Order of Culture and Persons of Cultural Merit. The graduates play significant roles in various fields, including art and industry. In 1911, the end of the Meiji era, The Specialist School of Painting was established as a higher educational institution. The school later became the Faculty of Fine Art at the Kyoto City University of Arts. Our school has changed its name and locations several times. Its current campus and name, however, were established in 1980 after its centennial. The building was first constructed in 1933 as an elementary school. Although it has since been renovated, it is still reminiscent of the original Art Deco style. In 2004, the curriculum was consolidated. The students enroll in the art course and specialize in one of our eight specializations: Japanese-style painting, western painting, sculpture, lacquer art, ceramic art, dyeing and weaving, design, and fashion art. Students who enjoy painting and creating art can spend their three school years refining their respective crafts with fellow classmates that share similar interests. They experience and learn the world of beauty through enhancement of both creativity and self-expression and by refining their individuality. Students learn actively and cooperatively through both local and global interaction with different communities. We nurture critical thinking, decision making, cooperation, and communication – important skills needed for students to thrive in society. Our school is equipped with both WiFi and tablets, as we pursue educational activities that involve ICT devices. Upon graduation, most of our students attend art universities and specialized training colleges. In March 2017, the decision was made to relocate Kyoto City University of Arts. In 2023, the university and our school will together relocate to the Sujin area just east of Kyoto Station. At this new location, we will advance art education that nurtures creativity. Students will learn the importance of diversity and global perspective at this new center of art and culture.



## Educational Philosophy

With our free and cheerful school spirit, we foster the values of independence, idealism, and respect for diversity in our young artists as they contribute to our society.

Using this philosophy, our students can pursue unique educational activities that develop their abilities and aptitudes as they achieve self-actualization. The educational goals are as follows:

## Educational Goals

- ◆ Exposure to diverse experiences that enrich the heart's ability to understand beauty and essence
- ◆ Proactively work on students' abilities to think with flexibility and depth from a broad perspective
- ◆ Acquire diverse knowledge in art and practical skills in order to give life to students' feelings and thoughts, and to enhance ability for expression

## School Information

Our school is a full-time high school that specializes in art. Nine years of compulsory education is required for enrollment. 90 students are selected each year to attend, divided into three classes. Most of the students are 16-18 years old. The curriculum requires three years of formal study. Classes are conducted five days a week, lasting six to seven hours per day, excluding holidays. Students can proceed to the next year of study upon completing the requirements for each year level. The academic year begins in April and ends in March. We have the following breaks per academic year: summer break (late July – late August), fall break (one week at the end of October), winter break (late December – early January). During their first year, students learn both fundamental and practical skills in various art forms. In their second year, students choose their majors and enhance their abilities to express their art in their respective chosen fields. Majors include: Japanese-style painting, Western-style painting, sculpture, lacquer art, ceramic art, dyeing and weaving, design, and fashion art. For third year students wishing to attend a public university, we provide an “art pioneer course” to assist them in preparation. We also have an “art frontier class” for students who want to attend private universities, specialized training colleges, or apply for jobs after graduation.

### ■ History

**1880:** The opening ceremony of the Kyoto Prefectural Painting School was held at a temporary campus in Kyoto Gyoen Jungousato Goten. There were four courses: Tou-shou (e.g., Japanese Shasei-ga and Yamato-e), Sei-shou (Western painting), Nan-shou (Literati painting), and Hoku-shou (e.g., Kanoh and Sesshu). The school was the first public art school in Japan.

**1901:** The school was named Kyoto Prefectural School of Arts and Crafts.

**1949:** Due to the new high school system, the school was integrated into Kyoto City Hiyoshigaoka Senior High School as its art course together with its general studies course. The art course offered five majors: Japanese-style painting, Western-style painting, design, sculpture, and lacquer art. Later, three additional majors (ceramic art, dyeing and weaving, and fashion art) were added.

**1980:** Kyoto City Dohda Senior High School of Art was opened. There were 110 students in total. The school's centennial anniversary was celebrated.

**2004:** Due to the reorganization of majors, the eight majors were integrated into one art course as specializations. The maximum number of students was reduced to 90.

**2020:** The school is now 140 years old.

## ■ School Staff (2021)

Principal: Shingo Nawano

Head teacher: Hiroki Masaki

Vice principal: Naoko Watanabe

Head of office: Hiroyuki Kojima

Principal	1	Senior teacher	1	Part-time lecturers	20	Security janitor	3
Vice principal	1	Certified teachers	19	Office staff	2	ALT	1
Head teacher	1	School nurse	1	Office support staff	1	School counselor	1
Head of office	1	Full-time lecturers	12	School janitor	1	School support staff	2

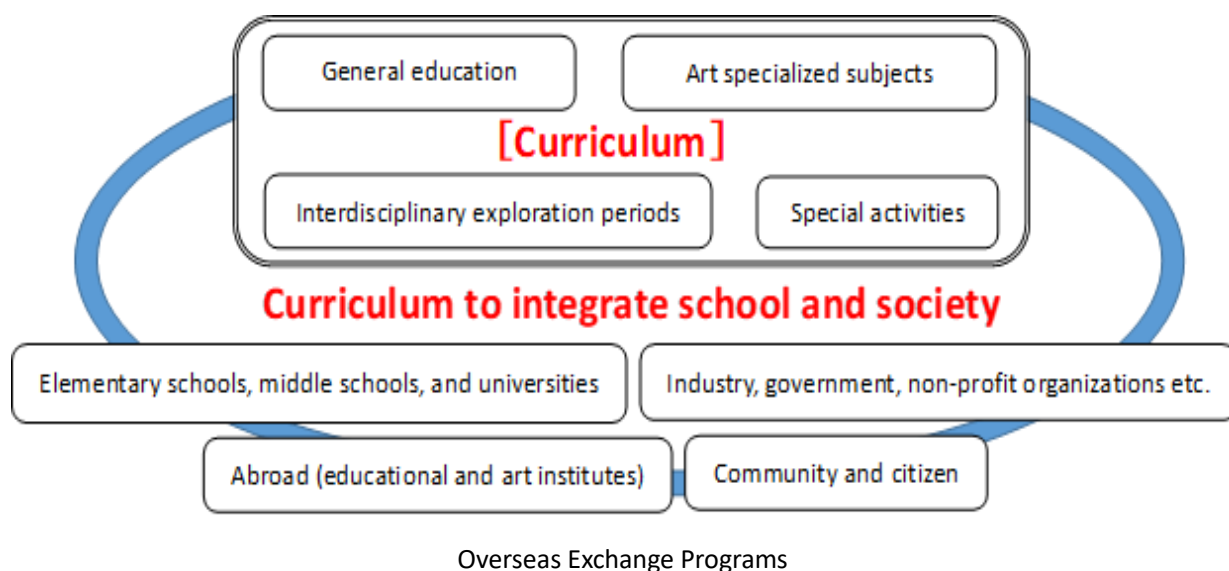
## ■ Student Demographics (2021)

Year	Art	Japanese -style paintings	Western painting	Sculpture	Lacquer art	Ceramic art	Dyeing and weaving	Design	Fashion art	Sum
1st	93	—	—	—	—	—	—	—	—	93
2nd	—	12	18	12	9	12	8	12	8	91
3rd	—	13	18	6	9	8	7	20	8	89
Sum	93	25	36	18	18	20	15	32	16	273

## School Curriculum

Our curriculum is organized around the education guidelines set by the Ministry of Education, Culture, Sports, Science and Technology where we attempt to integrate both school and society together to promote education. Listed below are the three main points.

- Schools and communities share the same goal of creating better societies through school education and curriculum organization.
- The curriculum clarifies what qualities and abilities are necessary for students to both face and interact with societies and the world as they forge their own lives.
- Rather than confining education within the school, we aim to promote education through sharing and coordinating with our community.





In order to promote education, it is important to “connect with society” through various learning opportunities at our school. The goal of our curriculum is to acquire comprehensive strengths in independent learning, problem identification, asking questions, searching for optimal methods and solutions, and communication.

### ●Independent and interactive deep learning

We make use of active learning to help students achieve proactive and interactive deep learning skills. We adopted this method in order to help each student foster the ability to think and act independently through various learning methods including fieldwork, discussion, and presentations.



### ●ICT device use

At our school, we purchase an iPad for each student at the time of enrollment. Each student receives one tablet as a teaching tool for more effective learning in the “BYOD” style.



### ●Connecting art and society

An important theme of our school is “connecting art and society”. Students will attend various lectures and workshops in order to learn the power and role their art will exert in future society.



Online training with art museums etc.

## Features of the Art Course

### ■ Specialty training

At the beginning of their first year, students undergo broad instruction in eight specialty fields. They then choose which fields match their interests and abilities and gradually narrow them down to three, two, and ultimately one field to specialize in for their second year onward. During their second year, they learn about theory, fundamentals of expression, and appreciation of art within each respective specialty field. They ultimately use these skills in their third year to create thesis artwork for display at an art exhibition in October at Kyoto City KYOCERA Museum of Art. Each thesis artwork fosters students' abilities in active learning and independent thinking. Through trial and error, they identify subjects and determine the best methods of expression. Students undergo substantial personal growth through self-reflection and deep exploration of their art.





## ■Basic practical training (first and second year), Application of training (third year)

During the first year, students learn fundamentals of art in a small classroom setting. They develop active skills in conceptualization, appreciation, expression, and learning by completing assignments such as sketching, coloring, and creating depth in art. They enhance practical skills while using a wide variety of materials and methods of expression. The aim is to gain general knowledge and education about art. During the second year, students enhance their learning by completing more advanced assignments, which further develop the skills they learned in the first year. Students also develop communication and language skills through reports and presentations parallel to their practical work. The school also helps students explore what they want to do after graduation. During the third year, students attend lectures tailored to their postgraduate goals such as applying for universities or jobs.



## Various Education Activities

### ■Various Education Activities

At our school, we integrate problem-solving learning into coursework during the specialty training and interdisciplinary exploration periods. This cultivates problem-solving skills rather than mere memorization. We encourage proactivity with our focus on motivation and students' interests. We value the process of problem-solving, which goes beyond simple correctness. This philosophy is critical for students to gain expertise in actively identifying problems and cooperatively solving them. Overall, this will be valuable for their future success in society.



Subway use promotion project  
(during presentation)



Working with Kyoto Association of  
Welfare Services (Making brochures  
introducing their elderly care services)



Working with Tokyo Fuji Art Museum  
(exhibition planning services)

### ■Working with other schools (elementary schools, middle schools and universities), industry and community

Our school is involved in many projects throughout our community. We collaborate with other types of schools (elementary schools, middle schools, and universities), industry, educational institutions, art museums, community organizations, shopping districts, and nursing homes through lectures, special activities, and volunteer work.



Art volunteering activities (portrait)



Collaboration with Teramachi  
Kyogoku Shopping Arcade  
(package design)



Collaboration with Kyoto City Oike  
Junior High School  
(Art workshop)



Collaboration with Kyoto City Goshō  
Higashi Elementary School  
(short movie production)



Fundraising for earthquake disaster  
relief



Collaboration with Kyoto City Election  
Commission  
(blackboard art to promote voting)



## ■Club activities

The school has 16 cultural and athletic clubs as shown below. Clubs prepare presentations for new students when they receive their initial welcome and when they attend the cultural festival.

### 【Cultural clubs】

- |              |                 |
|--------------|-----------------|
| ●Theater     | ●Folk songs     |
| ●Production  | ●Gardening      |
| ●Clay        | ●Film study     |
| ●Manga study | ●Cultural study |
| ●Chorus      | ●Photography    |



### 【Athletic clubs】

- |                     |                |
|---------------------|----------------|
| ●Volleyball         | ●Basketball    |
| ●Wandervogel        | ●Badminton     |
| ●Street performance | ●Handball      |
| ●Futsal             | ●Dancing       |
| ●Track and field    | ●Kendo fencing |



## ■International Exchange

The school receives financial support from Kyoto Palace Lion's Club every year to fund three selected students to travel to Florence, Italy. They interact with students at the Art Institute of Florence. We also host social gatherings for visiting international art high school students.



Gathering with Chiao Tai High School from Taiwan (October in 2018)



art field trip inEurope, Art Institute of Florence



Gathering with Nanjing Xuanwu Secondary Specialized School from China (October 2017)



## School events

### ■Cultural Festival

Every July, the school has a cultural festival. Every class produces and performs a theatrical production. The clubs also give presentations.



### ■Sports Festival

Every May, the school has a sports festival. Classes compete for points against each other in athletic events.





## ■Art Exhibition

Students spend a year creating pieces of art that are then displayed at Kyoto City KYOCERA Museum of Art every October. This event has since become a fall favorite of the city and over 4,000 citizens visit every year.





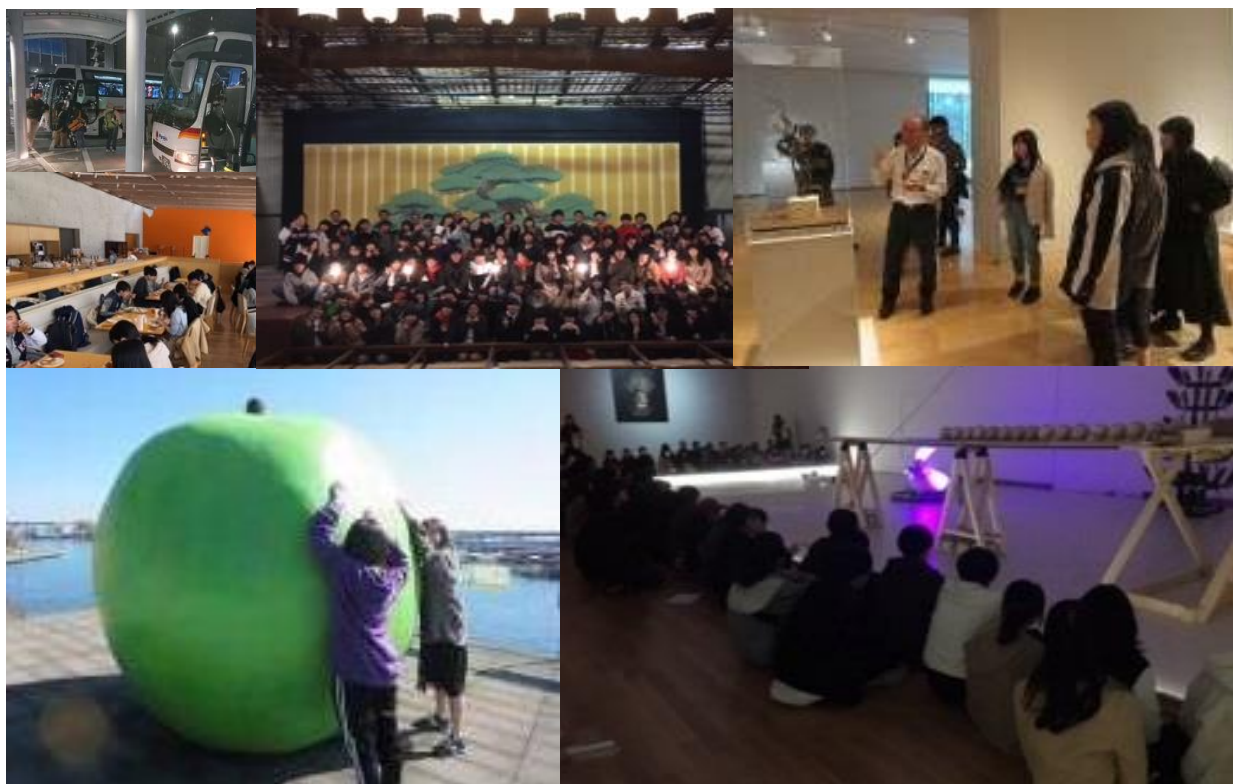
## ■Second Term Art

Third year “Art Frontier Course” students spend three months creating pieces for display at Horikawa Oike Gallery every February. The students give gallery talks on-site.



## ■Art Field Trip

First year students participate in a 4-day art field trip in the Tokyo area in March. The field trip encourages students to develop cooperative critical thinking and problem-solving skills by working with nonprofit organizations and art museums. During their second year, they present their project accomplishments to the first-year students.





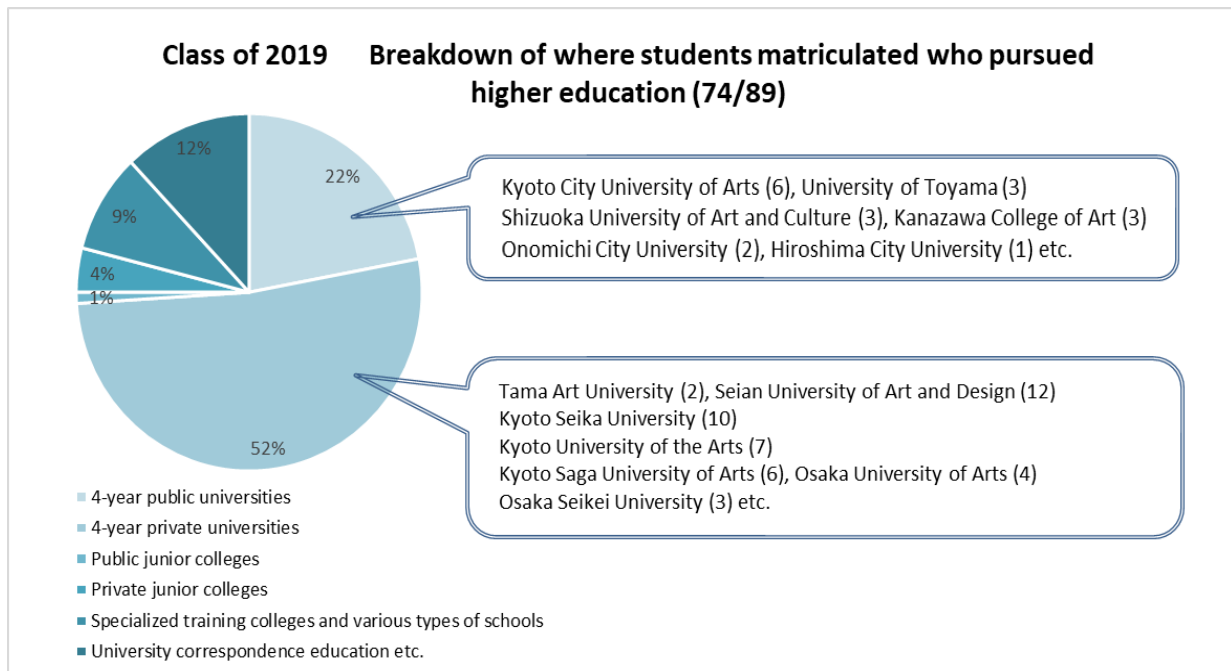
## Towards a New Learning

Both Kyoto City University of Arts and our school originated from Kyoto Prefectural School of Painting. In April 2023, both Kyoto City University of Arts and our school will relocate to a new location just east of Kyoto Station overlooking the Kamo River. Together we will host a new cultural and art district of Kyoto with the newest facilities and equipment. We will educate the youth to be leaders of the next generation in this excellent environment.

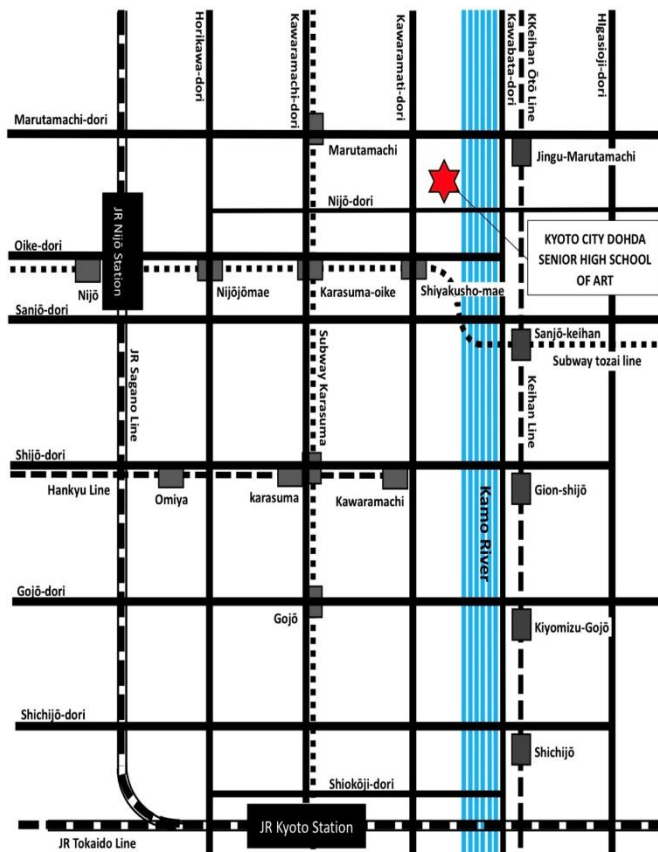


## Paths After Graduation

These are the postgraduate endeavors students take after their graduation. Almost all graduates pursue higher education. Approximately one or two students per year apply for jobs immediately.



## School Location and Contact



- 5-minute walk from Keihan Jingū-Marutamachi Station
- 10-minute walk from Sanjo Keihan
- 5-minute walk from Kyoto Municipal Subway Tozai Line Kyoto Shiyakusho-mae Station
- 20-minute walk from Hankyu Kawaramachi Station
- From Kyoto Station, (option 1) take Kyoto City Bus (Line 17 or 205) and get off at Shiyakusho-mae Station, or (option 2) take Kyoto Municipal Subway Karasuma Line, transfer to Tozai Line, and get off at Kyoto Shiyakusho-mae Station.
- From JR Nijō Station, transfer to Kyoto Municipal Subway Tozai Line and get off at Kyoto Shiyakusho-mae Station.

### KYOTO CITY DOHDA SENIOR HIGH SCHOOL OF ART

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