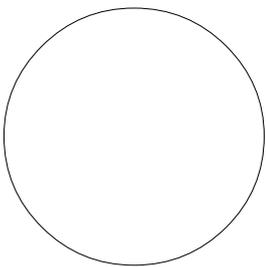


長岡造形大学

Nagaoka Institute of Design

2019



“Ideas” and “Creativity” Woven Together,
Happiness Takes Shape

?

Do you like to think about various things?

When you look at something you like or
are drawn to look at a particular item,
you might have felt yourself moved and thought
“Why this color and shape?” or
“If it were me, I would like to design it a different way.”

?

Do you like to make things?

To create something after deep consideration
has a special hidden power to fulfill the creator’s heart
and can bring happiness and inspiration to others.

?

Is there anyone you want to make happy?

Are there any places you want to make more comfortable?
What can you do to make people happy,
to make places more comfortable?
Identify the problems and challenges at hand.
Think about ways to tackle them.
Create and build what is necessary for them.
Would you like to know how this is possible?

!

At the Nagaoka Institute of Design,
you can learn these things and put them into practice.
Think, create, and deliver happiness to the world.

This is our idea of “design.”

We are waiting for you.

We look forward to discovering new possibilities
together with you, rejoicing in them with you.

Think. Create.

The Nagaoka Institute of Design



Departments and Four-Year Program Flow

Refining your sense, you can steadily acquire the fundamental knowledge and techniques of design as well as their applications.

Department of Product Design

Learn the Design of “Things” Surrounding You

In the Department of Product Design you will acquire comprehensive knowledge and techniques to express your thoughts in the process of discovering problems and creating forms for their solutions. Focusing not only on form and function, you will also aim at making products that can make users smile.

Major Fields Covered

- Electrical Appliances and Information Devices
- Automobiles
- Furniture
- Daily Necessities
- Textile
- Fashion

Licenses That Can Be Obtained

- Curator’s Certificate
- Qualification for the Commercial Facility Managing Officer Examination

Department of Visual Communication Design

Learn the Design of All “Visual Things”

In the Department of Visual Communication Design, you will acquire comprehensive abilities for inspiration, imagination, creation, and transmission. You will aim to become a bridge connecting people and people as well as people and society by acquiring a complete range of abilities to express things through applying not only digital methods but also analog methods.

Major Fields Covered

- Advertising and Branding
- Web and Apps
- Editorial Design
- Photography and Movies
- Illustration
- Information Design

Licenses That Can Be Obtained

- Curator’s Certificate
- Qualification for the Commercial Facility Managing Officer Examination

Department of Arts and Crafts

Learn How to “Draw” and “Create” Things with Your Hands

In the Department of Arts and Crafts, you will experience an inter-disciplinary education—drawing, painting, sculpture, and crafts—so that you can commit yourself to pursuing your area of expertise with a global perspective. We aim at nurturing human resources who can understand and utilize the special features of materials and effective ways of expression so that they can spread their messages to people and society through various forms of expression.

Major Fields Covered

- Drawing and Painting
- Woodblock Printing
- Sculpture
- Metal Engraving
- Metal Hammering
- Metal Casting
- Glass
- European Art History

Licenses That Can Be Obtained

- Curator’s Certificate
- Qualification for the Commercial Facility Managing Officer Examination
- Junior High School 1st Class Teacher’s Certificate (Fine Arts)
- Senior High School 1st Class Teacher’s Certificate (Fine Arts and Crafts)

Note: The Nagaoka Institute of Design has applied for re-approval of its teacher-training course for the 2019 fiscal year onward. However, there is a possibility that the commencement period of the course and types of certificates that can be obtained will change depending on approval from the Ministry of Education, Culture, Sports, and Technology.

Department of Architecture and Environmental Design

Learn the Design of the “Space” Surrounding Us

Since the curriculum is based on the study of architecture, students majoring in any area of interest can obtain the qualification for the 1st class architect examination. You will aim at designing comfortable and beautiful spaces, keeping the concerns of nature and the environment firmly in mind.

Major Fields Covered

- Architecture
- Urban Planning and Town Development
- Interior Design
- Display Design
- Landscape Design
- Cultural Heritage and Building Preservation Design

Licenses That Can Be Obtained

- Curator’s Certificate
- Qualification for the Commercial Facility Managing Officer Examination
- Qualification for the 1st Class Architect Examination
- Qualification for the 2nd Class Architect Examination
- Qualification for the Wooden Building Architect Examination
- Qualification for the Interior Planner Registration
- Qualification for the 1st and 2nd Class Building Construction Management Technology Examination
- Qualification for the 1st and 2nd Class Landscaping Construction Management Technology Examination
- Qualification for the RLA (Registered Landscape Architect) Examination

1st Year

Acquire the Basic Ability to Design Common to All Fields of Study

Acquire the Basic Knowledge and Techniques Required in Your Respective Department

2nd Year

Further Concentrate on Basic Studies in Your Respective Department

Acquire Knowledge, Inventiveness, and Specialized Basic Design Abilities

Select 3rd year courses

3rd Year

Acquire Knowledge and Techniques Necessary for Your Fields of Expertise in Your Respective Department

Divided into two courses in each department

4th Year

Make a Final Compilation of Expertise in Your Respective Department

Produce your graduation work based on your own personal theme

Laying a Firm Foundation and Exploring Possibilities

Freshman Basic Program

Acquire the Basics of Design (Basic Design Workshop)

Through training in drawing, color composition, and three-dimensional composition, you will learn how to develop your ability to observe, draw, and create, which are the basic foundations of every aspect of design skills. The Basic Design Workshop is conducted by expert instructors in each field of study every day throughout the year. The acquisition of firm basics of design will help you achieve the highest level of expertise in the future.

Master Skills to Express Yourself by Using Computers

Beginning with basic computer operation skills, you will learn basic techniques of graphic software such as Illustrator and Photoshop.

Acquire the Power to Think and Express

This curriculum is made up of a wide range of educational interests such as English and ethics, which are necessary for students not only in their respective departments and major fields of study but also in other areas.

Acquire the Basic Knowledge and Skills Necessary in Respective Areas of Expertise

Along with acquiring basic design skills, computer operating techniques, and a wide range of educational disciplines, you will learn the basic knowledge and skills required in your respective department, all beginning in the first academic year.



“Observe”
“Draw”
“Create”

Main Contents of Training

- Drawing (geometric forms, still life, human figure drawing, etc.)
- Color Basics and Composition
- Basic Plan Drawing and 3-Dimensional Composition

common to all departments

- Drawing and Coloring Perspective Drawings
- Photography and Movies
- Plan Drawing, Modeling, Model Making, 3-Dimensional Composition
- Graphics

in respective departments

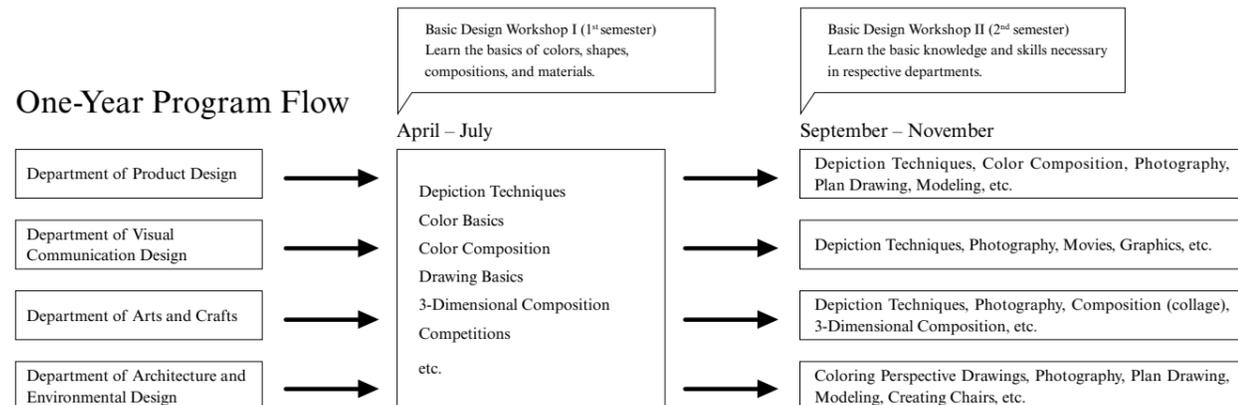


One-Day Program Flow

Morning: Basic Design Workshop I (1st semester)
Basic Design Workshop II (2nd semester)

Afternoon: Specialized Education Classes,
Foreign Language Classes, and Basic Classes

One-Year Program Flow



Learn the Design of “Things” Surrounding You



Department of
Product Design

Major Fields Covered

- Electric Appliances and Information Devices
- Automobiles
- Furniture
- Daily Necessities

- Textile
- Fashion

Fields of Learning

In the Department of Product Design, students learn a broad expanse of product design, from industrial goods such as cars, home appliances, and daily necessities to hand-made items.

In designing home and information appliances, cars, furniture, and daily necessities, students cultivate necessary design skills (sketching, plan drawing, CG, knowledge of materials, etc.). For example, in the freshman second semester practical class, the assignment is "Giving Shape to an Image." With this project, students experience the process of taking an abstract theme such as "a fast form" or "a graceful form" and first create a sketch for it, render a three-dimensional form, refine the design under the direction of instructors, and finally create a product with a high degree of perfection that accurately expresses their image of their abstract theme.

Furthermore, in the sophomore first semester, students propose ideas for familiar yet specific implements, giving careful consideration to their functional aspects. In the second semester, they investigate the uses of existing products and take on the challenge of creating new designs for these implements.

In the junior year, students experience a design practicum to "Design a product based on themes in actual society," keeping industry-academic cooperation in mind. Starting with the simple and steadily moving along by deliberating, developing ideas, giving shape to those ideas, and verification, students acquire the knowledge necessary to become professional designers.

In textiles and fashion, students begin by learning about materials and basic techniques. Students become able to give shape to their ideas because they not only gain a basic knowledge of weaving, dyeing, and sewing, but also come to understand the sense of touch.

In the freshman year, students work on desktop looms with rainbow-colored warp threads and randomly weave in the weft to learn about the structure of woven fabric and the appearance of woven color. They also practice tie-dyeing. In this way, they experience the effect of cloth taking on color. In regards to sewing, students acquire the skills to combine different colors and textures in a project that involves making a tote bag using different kinds of fabrics.

In the sophomore first semester, students go through practical training in freely proposing product ideas in a project where they dye synthetic fabric and use their own unique methods to create products that make the best use of the fabric's special qualities.

In the sophomore second semester, students learn the basics of arranging recurring patterns. In weaving, this is achieved by working on a large loom in an integrated program of designing weaves, dyeing threads, weaving, and finishing the weave. In dyeing, this is achieved by practicing stencil resist dyeing and printing. In fashion, students use and arrange identical paper patterns to produce an original shirt. Coming to understand the special qualities of the materials being used and making something using their own bodies, students acquire a high level of skill through this design project. The refinement of their physical senses, flexible thinking, and creativity give them skills that go beyond the conventional concepts of textiles and fashion, skills that they can put to use in a broad range of overall product design.



Home Appliances and Information Appliances



Automobiles



Furniture



Daily Necessities



Textile



Fashion

Course Content

Students do both Product Design assignments and Textile-Fashion assignments. The main feature is the inclusion of the textile and fashion fields.

After developing the basic design skills common to all departments during the first semester of their freshman year, students learn the basics of product design in the second semester.

In the first semester of their sophomore year, before they go into their respective courses of study, students do both Product Design assignments and Textile-Fashion assignments.

In the second semester of their sophomore year, students choose either the Product Design Course or the Textile-Fashion Course and learn more specialized knowledge in their respective courses, but they are able to change their chosen course up until their junior year. Also, even after they separate into the two different courses, students in both courses come together to have presentations, providing them with a broad perspective in their education.

Classes are taught on a one-on-one basis focusing on hands-on practical work. Going through projects such as "Giving Shape to an Image," "Developing a Concept Based on Function," and "Solving a Social Problem" step by step, students acquire real-world skills that will allow them to shine as designers.



Specialized Course Flow

| Department of Product Design | 1 st Year | | 2 nd Year | | 3 rd Year | | 4 th Year |
|---|---|--|---|--|--|--|---|
| | First Semester | Second Semester | First Semester | Second Semester | First Semester | Second Semester | First Semester Second Semester |
| General Classes | <ul style="list-style-type: none"> • Sports • Intermediate English I • Upper-Intermediate English I • Oral Communication in English I • Oral Communication in English III • Oral Communication in English V • Oral Communication in English VII • Logic • Statistics | <ul style="list-style-type: none"> • Health and Physical Education • Intermediate English II • Upper-Intermediate English II • Oral Communication in English II • Oral Communication in English IV • Oral Communication in English VI • Oral Communication in English VIII • Information Literacy • Basic Seminar | <ul style="list-style-type: none"> • Social Psychology • Japanese Culture • Advanced English I • Contemporary Sociology • Entrepreneurship | <ul style="list-style-type: none"> • Fine Arts Theory • Cultural Anthropology • Environment and Society • Law (Japanese Constitution) • Local Cultures in Japan • Philosophy of Science and Technology • Advanced English II • Career Planning Workshop I | <ul style="list-style-type: none"> • Career Planning Workshop II | <ul style="list-style-type: none"> • Philosophy | |
| Specialized Educational Classes (Common to all departments) | <ul style="list-style-type: none"> • Basic Design Workshop I (Drawing) • Basic Design Workshop I (Modeling) • Basic Design Workshop I (Crafts) • Basic Design Workshop I (Design) • Basic Design Workshop I (Integral) • Introduction to Design | <ul style="list-style-type: none"> • Color Theory | | | | | |
| Inter-Disciplinary Workshops | | | <ul style="list-style-type: none"> • Product Design A • Visual Design A • Arts and Crafts A • Architecture and Environmental Design A | <ul style="list-style-type: none"> • Product Design B • Visual Design B • Arts and Crafts B • Architecture and Environmental Design B | | | |
| Department-Related Classes | <ul style="list-style-type: none"> • Japanese Art History • Introduction to Visual Communication Design | <ul style="list-style-type: none"> • Western Art History • Shape Design Theory • Introduction to Arts and Crafts • Human Engineering • Introduction to Architecture and Environmental Design | <ul style="list-style-type: none"> • Contemporary Art Theory • Introduction to Multimedia • Visual Design Special Lectures • Urban Studies • Interior Design • Area Security Theory • Introduction to the Study of Cultural Properties • Urban Greenery | <ul style="list-style-type: none"> • Anatomy for Art • Arts and Crafts Special Lectures • Study of Symbols in Products • User Interface Design • Marketing • Advertising • Urban Design • Human Dwellings • History of Architecture • Architecture and Environmental Design Special Lectures | <ul style="list-style-type: none"> • Design and Sensitivity Science • Sign Design • Package Design Practicum • Introduction to Museum Management | <ul style="list-style-type: none"> • Design Management • Intellectual Property Rights • Mechanical Engineering • Planning in Snowy Regions | |
| Regional/Social Cooperation Classes | | | <ul style="list-style-type: none"> • Community Cooperative Creation Practicum A • Internship A • Volunteering A | <ul style="list-style-type: none"> • Community Cooperative Creation Practicum B • Internship B • Volunteering B | <ul style="list-style-type: none"> • Community Cooperative Creation Practicum C | <ul style="list-style-type: none"> • Community Cooperative Creation Practicum D | |
| Departmental Classes | <ul style="list-style-type: none"> • Introduction to Product Design • Basic Computer Practicum for Product Design | <ul style="list-style-type: none"> • Basic Design Workshop II (Drawing) • Basic Design Workshop II (Modeling) • Basic Design Workshop II (Crafts) • Basic Design Workshop II (Design) • Computer Practicum for Product Design • Product Design Sketch Workshop I | <ul style="list-style-type: none"> • Product Design Special Lecture • Product Design Basic Workshop I • Product Materials • Product Design Sketch Workshop II • 3-D Computer Graphics for Product Design Practicum I | <ul style="list-style-type: none"> • Product Design Basic Workshop II (A) • Product Design Basic Workshop II (B) • Manufacturing Techniques • Product Design CAD Practicum • 3-D Computer Graphics for Product Design Practicum II • Fashion Design Drawing Workshop • Textile and Fashion CAD Practicum | <ul style="list-style-type: none"> • Product Design Practicum I • Textile and Fashion Practicum I • Seminar I | <ul style="list-style-type: none"> • Product Design Practicum II • Textile and Fashion Practicum II • Seminar II | <ul style="list-style-type: none"> • Graduation Work I • Graduation Work II (Throughout the year) |

Product Design Practicum I

In this class, I created something based on a given theme. As I progressed through each year of study, I was able to focus on my own personal areas of interest such as furniture, home appliances, sundries, and mobile devices, all the while deepening my knowledge of design.

In the IoT assignment, I made a proposal for a residential-use IoT fire extinguisher, including a service model. The class provided me with a high level of freedom in which I was able to approach the assignment with a broad design



NOTICE



perspective because I not only designed the form, but also worked on the service aspect and an app as well. Furthermore, through this class, I was able to create a product with a high degree of completion, which will help me appeal to companies in my job-hunting, so I believe this class has a high level of importance attached to it.



Shiori Hori

Senior, Product Design Department
Graduate of Nagano Ueda Someyaoka High School

Product Design Basic Workshop I

In this workshop I made three pieces: two based on product design-related ideas and one based on textile- and fashion-related ideas.

For my product design assignment, I designed and made a seasoning vessel (a seasoning container) and an LED lighting appliance. For my textile- and fashion-related assignment I first investigated the properties of unwoven fabrics. I then tried to create my piece by making the best use of the special features of unwoven fabrics.

I found it rather difficult to simultaneously work with ideas related to product design along with textiles and fashion in a single workshop. However, it was a very fulfilling workshop in which I was able to acquire the basics of these areas of designs.



Umi Nagai

Junior, Department of Product Design
Graduate of Yamagata Prefectural Yonezawa Kojokan High School

Graduation Work



Shiori Otake
 "Veilme"
 A proposal for a new type of greeting card with hidden messages, which can lead you to predict what is written before you read it



Takeo Sato
 "Air Rider"
 A study of two-wheeled vehicles for dynamic sport activities



Shoren Aoyama
 "MONORIUM"
 Considering the attractiveness that normally cannot be drawn out of some things by simply "placing" them



Natsumi Mizuno
 "LITSU"
 Kitchen knives designed for the visually impaired



Haruya Iwasaki
 "SNOWCAT LUXURY CONCEPT"
 A study of designing snowcats for back country tours



Haruka Mantani
 "fleur, fruit"
 A study of textiles using the body and familiar things



Hanako Watanuki
 A proposal of things produced by utilizing the special features of smocking techniques



Hinano Takahara
 "Spring Landscapes, Sunset Glow, and Water Front"
 Creating patterns by using the special features of certain fabrics

Learn the Design of All “Visual Things”



Department of
Visual Communication Design

Major Fields Covered

- Advertising and Branding
- Web and Apps
- Editorial Design

- Photography and Movies
- Illustration
- Information Design

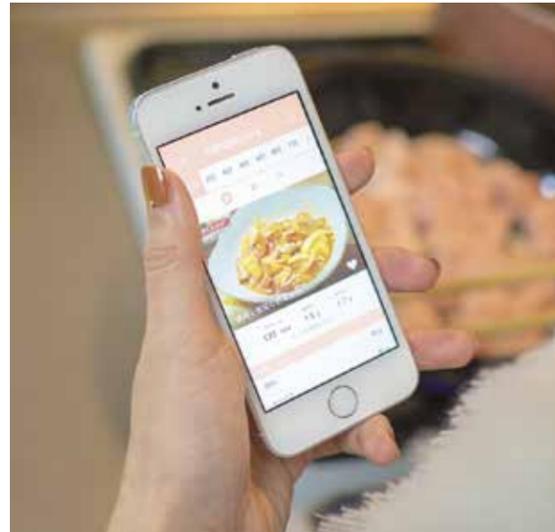
Fields of Learning

In the Department of Visual Design, you can learn about every aspect of visual design including advertising, Web, photography, movies, illustration, and many others.



Advertising and Branding

You will learn about branding and promotion by creating posters, flyers, business cards, envelopes, and many other items based on actual stores and merchandise.



Web and Apps

In these classes, you will try to propose and organize various services for Web pages and smartphone apps, both of which could be used on a variety of devices.



Editorial Design

Editorial design is a method of arranging and organizing various elements such as text, photographs, illustrations, figures, etc. according to their respective purposes.



Photography and Video

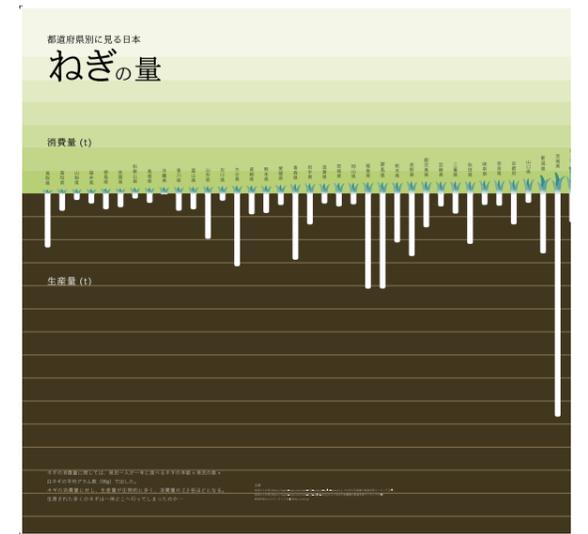
In photography classes, students experience taking still life and portraits in a studio using digital single-lens reflex (SLR) cameras.

In video classes, students acquire the skills to shoot with video cameras and edit videos as well as learn how to shoot videos with digital SLRs.



Illustration

Illustration is a means of visual communication. As students explore their own unique ways of expression, they learn to think about the most attractive approach for various themes.



1. Looking at Japan by Prefecture
2. Green Onions
3. Consumption in tons
4. Production in tons

Information Design

In information design classes, students aim at visualizing information. By analyzing and rearranging numerical information that is difficult to understand, students learn how to visually present information that is easy to understand.

Course Content

Students start with the basics and cultivate the ability to solve various problems with visual design.

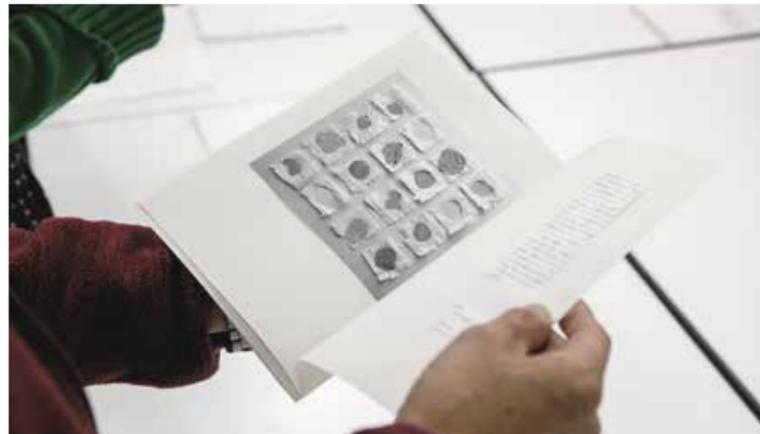
In the first semester of their freshman year, students learn the basics of design in the Basic Design Workshop, which is common to all departments. In the second semester, students go through the Visual Design Department's original Basic Design Workshop. In the Basic Computer Practicum for Visual Design, they acquire the skills to adeptly use computers as design tools.

In their sophomore year, students focus on ideas in the Basic Computer Practicum for Visual Design, where they develop creativity and flexibility in assignments such as thinking up 100 different proposals for a certain theme. Also, they choose from photography, sketching, video, web design, and typography to improve the abilities they feel necessary for their individual work.

In their junior year, students choose from either the Transmission Design Course or the Expression Design Course. In the Transmission Design Course, students focus on designing advertisements that can solve problems for companies or communities, branding, and graphic design. In the Expression Design Course, students work on visual communication in which they make the best use of their own individual ways of expression. In their seminars, they learn specialized knowledge from individual instructors they select.

In their senior year, they decide on a theme for their personal graduation research project and use everything they've learned up until then, along with their individual ways of thinking and expression, in a culmination of their research.

Building up their skills in this way year by year, they develop the ability to solve various problems with visual design.



Specialized Course Flow

| Department of Visual Communication Design | 1 st Year | | 2 nd Year | | 3 rd Year | | 4 th Year | |
|---|---|---|--|--|---|---|---|--|
| | First Semester | Second Semester | First Semester | Second Semester | First Semester | Second Semester | First Semester Second Semester | |
| General Classes | <ul style="list-style-type: none"> • Sports • Intermediate English I • Upper-Intermediate English I • Oral Communication in English I • Oral Communication in English II • Oral Communication in English III • Oral Communication in English IV • Oral Communication in English V • Oral Communication in English VI • Oral Communication in English VII • Logic • Statistics | <ul style="list-style-type: none"> • Health and Physical Education • Intermediate English II • Upper-Intermediate English II • Oral Communication in English II • Oral Communication in English III • Oral Communication in English IV • Oral Communication in English V • Oral Communication in English VI • Oral Communication in English VII • Information Literacy • Basic Seminar | <ul style="list-style-type: none"> • Social Psychology • Japanese Culture • Advanced English I • Contemporary Sociology • Entrepreneurship | <ul style="list-style-type: none"> • Fine Arts Theory • Cultural Anthropology • Environment and Society • Law (Japanese Constitution) • Local Cultures in Japan • Philosophy of Science and Technology • Advanced English II • Career Planning Workshop I | <ul style="list-style-type: none"> • Career Planning Workshop II | <ul style="list-style-type: none"> • Philosophy | | |
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| Inter-Disciplinary Workshops | | | <ul style="list-style-type: none"> • Product Design A • Visual Design A • Arts and Crafts A • Architecture and Environmental Design A | <ul style="list-style-type: none"> • Product Design B • Visual Design B • Arts and Crafts B • Architecture and Environmental Design B | | | | |
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| Departmental Classes | <ul style="list-style-type: none"> • Introduction to Visual Design • Basic Computer Practicum for Visual Design | <ul style="list-style-type: none"> • Basic Design Workshop II (Drawing) • Basic Design Workshop II (Modeling) • Basic Design Workshop II (Crafts) • Basic Design Workshop II (Design) • Visual Design Computer I | <ul style="list-style-type: none"> • Visual Design Special Lecture • Visual Design Basic Practicum I • Visual Design Computer II • Photography • Basic Drawing and Painting Techniques • Video I | <ul style="list-style-type: none"> • Visual Design Basic Practicum II • Web Design • Typography • Video II • Drawing and Painting Techniques • Visual Design Theory | <ul style="list-style-type: none"> • Visual Communication Design Practicum I • Visual Expression Design Practicum I • Seminar I • Sound Design | <ul style="list-style-type: none"> • Visual Communication Design Practicum II • Visual Expression Design Practicum II • Seminar II • Commercial Practicum | <ul style="list-style-type: none"> • Graduation Work I • Graduation Work II (Throughout the year) | |

Transmission Design Practicum I and II

The Transmission Design Practicum is a class in which we pick out various societal problems and then design and make tools to solve those problems.

In this class, I learned about the importance of giving shape to my ideas, as well as the importance of how to show products and transmit information to my audience. As I was producing something for my own idea, I had to think about what kind of packaging, advertising, websites, sales promotion tools, displays, what kind of step-by-step progression would be the most effective at transmitting my message. I felt that this was really worthwhile and worth my effort.



Fumika Hasegawa
Senior, Visual Design Department
Graduate of Shizuoka Prefectural High School of Science and Technology

Visual Creation Design Practicum I and II

You will refine your creative skills and techniques in the field of visual design and learn how to express things effectively by making the best use of your own inspiration. You will blend knowledge and techniques of graphic design with your own inspiration and make proposals with that personal

arrangement of visual design expression in order to connect with society. There is a broad array of expression, including illustration, photography, videos, digital methods, and many others. Furthermore, your accomplishments in Visual Creation Design Practicum I will lead into the assignments in Visual Creation Design Practicum II. Ultimately, you will present a compilation of your completed works.



Juri Nagai
Senior, Visual Design Department
Graduate of Kagoshima Prefectural Shoyo High School

Graduation Work



Satona Chiji
 "Iwaki Olive Grove Project"
 Branding and promotion of an ongoing community project



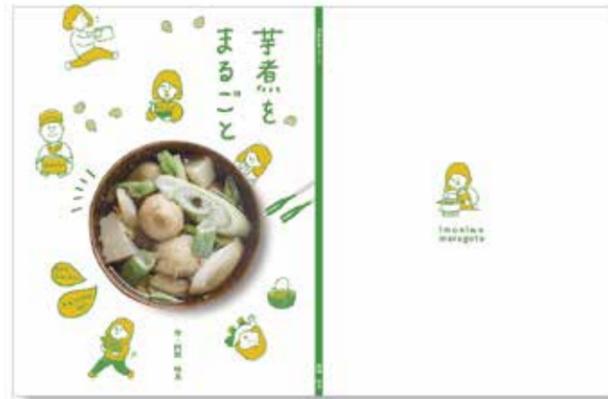
Risa Honma
 "Story Leaf, Story Forest"
 A study of a new style of book and the accompanying changes in the surrounding environment



Shiori Kawabata, Kana Takahashi, and Hinako Nakamura
 "Caramel Association Pu Pu Pu"
 We are the pop idols from the planet Custard Pudding. We perform songs and dances about custard pudding. Please enjoy the three extremely sweet flavors of custard pudding filled with laughter and tears!



Tomohide Sakuta
 "An Image of Memory"
 A photographic expression of the form of a memory, a symbol of conceptual "non-existence"



Sakura Abe
 "Help Yourself to a Bowl of Imoni Soup"
 A study on how to promote the appeal of *imoni* soup, a regional specialty



Saya Karasawa
 "Cooking Factory"
 An image of the process of making food

Nao Miyao
 "Things Residing in Words"
 A study of the relationship between words and meanings and a study of expressions



Ikumi Akamine
 "itada kitchen"
 A proposal for a new dietary experience



Ayumi Kuroda
 "Momonjiya"
 A study of graphic design with an integration of circles and straight lines

Learn How to “Draw” and “Create” Things with Your Hands



Department of
Arts and Crafts

Major Fields Covered

- Drawing and Painting
- Printmaking
- Sculpture
- Metal Engraving

- Metal Hammering
- Metal Casting
- Glasswork
- Western Art History

Fields of Learning

Students learn Artistic Expression (drawing and painting, printmaking, sculpture, Western art history) and Craft Design (metal engraving, metal hammering, metal casting, glasswork).



Drawing and Painting

Students independently pursue their own style of drawing and painting in general, and according to their own interests, use anything from classical techniques to modern methods of expressing images and choose from the various media in the field of fine arts. Furthermore, students are able to work on both intramural and extramural presentations and exhibits, which should be the cornerstone of their way of life after graduation, as they come to understand the essence of expression and their roles in society.



Printmaking

The merit of printmaking is not simply the ability to make multiple prints. The unique characteristic of printmaking is making the best use of the special physical qualities of the ingredients of the support and inks in producing works. The appeal of printmaking lies in the slight deviations from the artists' intentions that appear in using copper plates and silkscreens.



Sculpture

It goes without saying that students learn about the history of sculpture as well as design techniques and methods of expression during their attempts to express themselves using different subject matter, materials, and methods in their quest to find out whether their work will be understood by the rest of the world as they continue to work and try to capture the essence of things within their sculptures.



Western Art History

Through studying Western art history (paintings, sculptures, architecture), students decipher works in each area by using iconography, iconic interpretation, and stylistic theory. Using the knowledge acquired through this study, students produce art pieces or write essays.



Metal Engraving

Metal engraving uses a tool called a cold chisel and is a field that has inherited elaborate techniques such as carving, embossing, and Damascening (inlaying metal). Currently, with the addition of advanced processing and new materials, numerous ways of expression and art pieces, from traditional works to jewelry to crafts, are being developed.



Metal Hammering

Metal hammering focuses mainly on learning the metal working techniques of embossing and raising, as well as forging techniques. In Nagaoka's neighboring cities of Tsubame and Sanjo, the technique of *Tsuikidoki* (embossed copperware) has been designated as a traditional handicraft. In this field, touching on these techniques and knowledge, students develop their ability to produce works with their own concepts using a variety of metals and skills.



Metal Casting

Metal casting is the method of producing a cast item by making a mold from a casting pattern, melting down a metal and pouring it into the mold, and finally cooling and solidifying the cast item. In this field, students use wax to make casting patterns and melt bronze, brass, silver, and various other metals in the creation of their works.



Glasswork

From simple utensils that add some color to our daily lives to elaborate pieces of art, students learn an expansive range of expression using glass. In experiencing glass-blowing, cut glass, glass casting, and other methods, students cultivate their ability to see things from someone else's point of view while taking a deeper look at themselves and what they want to express. It is because glass is fragile and ephemeral that students want to cherish its production, thinking about kindness to others and how to enrich daily life. In addition, students use recycled glass resources, recently receiving a lot of attention as an eco-friendly resource, to create some of their works.

Course Content

Students not only explore their chosen field of study, but, with “Making Things with Your Hands” (Design) as their foundation, they cultivate their knowledge and skills both on the whole and cross-sectionally.

In the freshman year, students develop their basic skills in the Basic Design Workshop, which is common to all departments. In the Arts and Crafts Basic Practicum in the first semester of the sophomore year, students build up their basic design and expression abilities in each field through the use of actual materials and techniques. While experiencing a wide range of production, students learn about the special features of different materials, construct pieces, and develop their design capability.

As they enter into the second semester of their sophomore year, they determine their area of specialization and consider what course to enter in their junior year (the Art Expression Course or the Graphic Design Course).

In their junior year, students attend practicums and seminars in their chosen course, and further improve their knowledge and techniques in their field of study. The advantage of this department is that it doesn't draw strict boundaries between itself and other areas. Students are free to develop ideas without being restricted by their chosen field of study, free to choose how to express their ideas and what materials they use in their endeavor to create works of art.



Specialized Course Flow

| Department of Arts and Crafts | 1 st Year | | 2 nd Year | | 3 rd Year | | 4 th Year |
|---|---|--|--|---|---|--|---|
| | First Semester | Second Semester | First Semester | Second Semester | First Semester | Second Semester | First Semester Second Semester |
| General Classes | <ul style="list-style-type: none"> • Sports • Intermediate English I • Upper-Intermediate English I • Oral Communication in English I • Oral Communication in English III • Oral Communication in English V • Oral Communication in English VII • Logic • Statistics | <ul style="list-style-type: none"> • Health and Physical Education • Intermediate English II • Upper-Intermediate English II • Oral Communication in English II • Oral Communication in English IV • Oral Communication in English VI • Oral Communication in English VIII • Information Literacy • Basic Seminar | <ul style="list-style-type: none"> • Social Psychology • Japanese Culture • Advanced English I • Contemporary Sociology • Entrepreneurship | <ul style="list-style-type: none"> • Fine Arts Theory • Cultural Anthropology • Environment and Society • Law (Japanese Constitution) • Local Cultures in Japan • Philosophy of Science and Technology • Advanced English II • Career Planning Workshop I | <ul style="list-style-type: none"> • Career Planning Workshop II | <ul style="list-style-type: none"> • Philosophy | |
| Specialized Educational Classes (Common to all departments) | <ul style="list-style-type: none"> • Basic Design Workshop I (Drawing) • Basic Design Workshop I (Modeling) • Basic Design Workshop I (Crafts) • Basic Design Workshop I (Design) • Basic Design Workshop I (Integral) • Introduction to Design | <ul style="list-style-type: none"> • Color Theory | | | | | |
| Inter-Disciplinary Workshops | | | <ul style="list-style-type: none"> • Product Design A • Visual Design A • Arts and Crafts A • Architecture and Environmental Design A | <ul style="list-style-type: none"> • Product Design B • Visual Design B • Arts and Crafts B • Architecture and Environmental Design B | | | |
| Department-Related Classes | <ul style="list-style-type: none"> • Japanese Art History • Introduction to Product Design | <ul style="list-style-type: none"> • Western Art History • Shape Design Theory • Introduction to Arts and Crafts • Human Engineering • Introduction to Architecture and Environmental Design | <ul style="list-style-type: none"> • Contemporary Art Theory • Introduction to Multimedia • Product Design Special Lectures • Visual Design Special Lectures • Urban Studies • Interior Design • Area Security Theory • Introduction to the Study of Cultural Properties • Urban Greenery | <ul style="list-style-type: none"> • Anatomy for Art • Study of Symbols in Products • User Interface Design • Marketing • Advertising • Urban Design • Human Dwellings • History of Architecture • Architecture and Environmental Design Special Lectures | <ul style="list-style-type: none"> • Design and Sensitivity Science • Sign Design • Package Design Practicum • Introduction to Museum Management | <ul style="list-style-type: none"> • Design Management • Intellectual Property Rights • Mechanical Engineering • Planning in Snowy Regions | |
| Regional/Social Cooperation Classes | | | <ul style="list-style-type: none"> • Community Cooperative Creation Practicum A • Internship A • Volunteering A | <ul style="list-style-type: none"> • Community Cooperative Creation Practicum B • Internship B • Volunteering B | <ul style="list-style-type: none"> • Community Cooperative Creation Practicum C | <ul style="list-style-type: none"> • Community Cooperative Creation Practicum D | |
| Departmental Classes | <ul style="list-style-type: none"> • Basic Computer Practicum for Arts and Crafts | <ul style="list-style-type: none"> • Basic Design Workshop II (Drawing) • Basic Design Workshop II (Modeling) • Basic Design Workshop II (Crafts) • Basic Design Workshop II (Design) • Arts and Crafts Computer Practicum • Product Design Sketch Workshop I | <ul style="list-style-type: none"> • Arts and Crafts Basic Practicum I (Drawing) • Arts and Crafts Basic Practicum I (Modeling) • Arts and Crafts Basic Practicum I (Crafts) • Arts and Crafts Basic Practicum (Complex) • Technical Drawing • Product Design Sketch Workshop II • 3-D Computer Graphics for Product Design Practicum I | <ul style="list-style-type: none"> • Arts and Crafts Special Lectures • Arts and Crafts Basic Practicum • Arts and Crafts Materials • Ancient Art • Expression through Drawing and Painting • Industrial Science • 3-D Computer Graphics for Product Design Practicum II • Product Design CAD Practicum | <ul style="list-style-type: none"> • Art Expression • Craft Design Practicum I • Seminar I • History of Arts and Crafts • Arts, Crafts & Design Analysis | <ul style="list-style-type: none"> • Art Practicum II • Craft Design Practicum II • Seminar II | <ul style="list-style-type: none"> • Graduation Work I • Graduation Work II (Throughout the year) |

Arts and Crafts Basic Practicum

The Arts and Crafts Basic Practicum is divided into first semester and second semester classes. In the first semester, we learn about design expression and techniques as we use various materials in three assignments. In the second semester, we split up into the Art Expression Course and Graphic Design Course, where we acquire more specialized knowledge through our assignments. Personally, I was drawn to the special characteristics of metal materials, which I had previously had no experience with, in the first semester assignments. I selected Craft Design, where I made a spoon and a ring in Metal Casting, and a sake cup in Metal Hammering. The Arts and Crafts Basic Practicum gave me the chance to deal with different materials and the chance to think about what I want to do.



Hatsune Imai

Junior, Arts and Crafts Department
Graduate of Gifu Prefectural Mashita Seifu High School

Art Expression Practicum I

In Art Expression Practicum I, we can choose what classical techniques we would like to learn in the areas of drawing and painting or sculpture. Not only did I acquire these techniques, but I was also able to deepen my interest and understanding of traditional Japanese art and architecture. Also, in preparing for exhibits based on my own personally-chosen themes, I was able to explore my individual methods of expression and learned about setting up an exhibit focusing on space.

In Art Expression Practicum II, I drafted project proposals and inspected how to prepare for a group exhibit. In thinking about the special features of display spaces and the viewpoint of art admirers while creating my works and exhibiting them, I learned about the importance of the role of art in society and my role in conveying my messages to

society. For this class, I often visited art museums, which helped me realize the importance of appreciating various artworks firsthand. I feel that this allows me to more deeply consider each piece of art I observe.



Akari Koike

Senior, Arts and Crafts Department
Graduate of Gunma Prefectural Yoshii High School

Graduation Work



Riko Moyori (Glasswork)
 "The Passing of the Season"
 Expressing traditional Japanese confectionery using glass materials



Azusa Hirayama (Metal Hammering)
 "Heartfelt Wreaths"
 Three-dimensional expressions of patterns using metal wires



Mizuki Ishimatsu (Metal Casting)
 "handle zoo"
 Door handles and decorations using metal casting techniques



Natsuki Tada (Drawing and Painting)
 "The 2nd Floor Toilet"
 Exploring the changes in the formation of the viewpoint of the creator, the work itself, and the observers



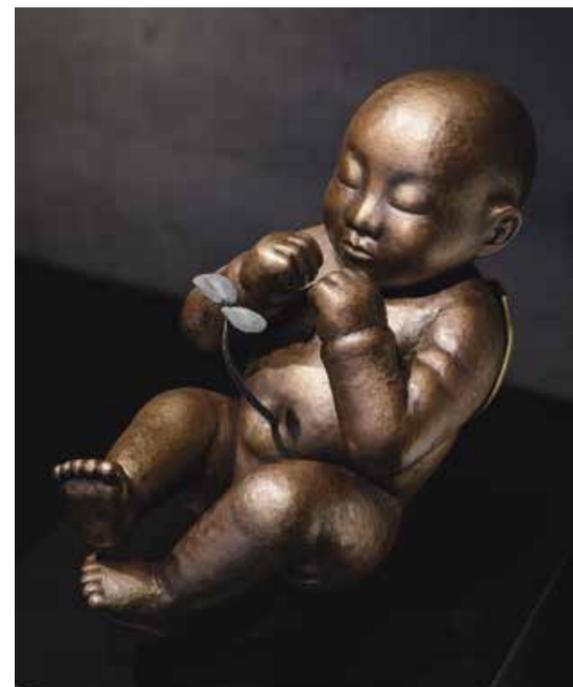
Kento Kawahashi (Sculpture)
 "Shed"
 A wood carving expressing how you face yourself



Yurika Kuwabara (Metal Engraving)
 "Silver Snow"
 An accessory using colored metal



Mimi Matsue (Sculpture)
 "A Sure Thing"
 A study about physical encounters and expressions resulting from the encounters



Kotomi Ito (Metal Hammering)
 "Vital"
 A piece expressing "Life" using metal hammering techniques



Kaori Izumi (Glasswork)
 "Standing in a Head Wind"
 A study of design expression using glass lamination and grinding

Learn the Design of the “Space” Surrounding Us



Department of Architecture and
Environmental Design

Major Fields Covered

- Architecture
- Urban Planning and
Town Development
- Interior Design

- Display Design
- Landscape Design
- Cultural Heritage and Building
Preservation

Fields of Learning

In the Department of Architecture and Environmental Design, students learn about architecture, urban planning and town development, interior design, display design, landscape design, and cultural heritage and building preservation.



Architecture

Students learn about design including architectural and structural planning of various types of buildings such as houses, public facilities, stores, and large-scale commercial complexes. Making the best use of the special features of this department where students learn architecture in connection with the environment, students don't look at buildings as individual structures, but rather they think about an environmental approach to architecture including landscape designing by looking at buildings as parts of the environment.



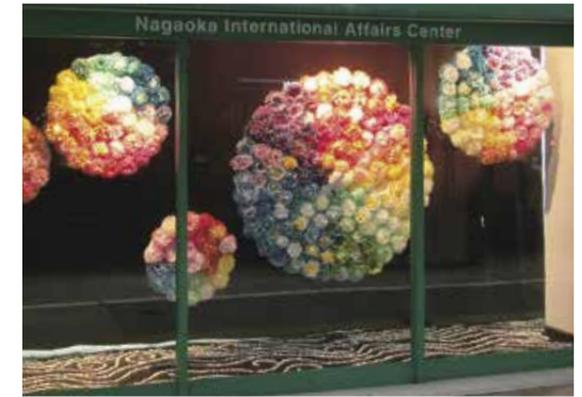
Urban Planning and Town Development

Students learn how to make existing cities and towns more comfortable places, how to attract people to depopulating towns, and how to breathe life back into them. Another aspect of learning is disaster prevention countermeasures, which are absolutely essential for Japan, the land of earthquakes. Students deepen their understandings of both tangible and intangible aspects, such as learning about revitalizing local communities by building a disaster prevention park that serves as an evacuation facility in case of an emergency.



Interior Design

Students learn a broad range of interior design, from private spaces such as residential homes and business offices to public facilities including commercial complexes and cultural facilities. They learn how to express their thoughts in conceptual planning and develop their presentation skills in a practical setting.



Display Design

The idea behind a display is "how to best convey this information." Students learn about effective ways of placement and lighting for displays in show-windows, museums, and many other places.



Landscape Design

Students learn how to design buildings and the surrounding land by focusing on the relationship between the two. The basis of this kind of design is the understanding of the ecosystem and the natural environment including trees, grass, rocks, birds, insects, etc. From the "Natural Landscape Garden" and biotope located on campus to the nearby Shinano River and local *satoyama* (rural neighborhood forest areas), the rich environment surrounding the students serves as their learning resources. As they deepen their understanding of the environment, students formulate necessary concepts. Learning about landscape means to design the surrounding environment and to expand the range of architectural design.

Cultural Heritage and Building Preservation

Students learn about the preservation and utilization of historically-important buildings. Students inspect time-honored buildings located in their neighborhood, evaluate them, and, if appropriate, propose that they be designated as cultural assets. These buildings include 50-year-old private houses, private houses in commercial districts, and western-style houses. Students visit sites where historical buildings are being renovated, inspect such buildings, and propose renovation plans. Students have a broad range of learning including revitalization of old residential houses, renovation, and preservation of historical streetscapes. They can also study in collaboration with other fields such as town development and interior design.



Course Content

The reason that our students receive so many various awards is because we put complete emphasis on design. Through exciting practicums, our students learn beautiful design, cutting-edge design, traditional design for architecture and the environment.

Based on the Basic Design Workshop, which is common to all departments, students learn technical drawing, both by hand and with CAD, and apply these techniques to design practicums. At the end of their freshman year, students are able to reach a level of expression in their plans that even surprises professionals.

From the second semester of their freshman year to the second semester of their sophomore year, all students experience design assignments in the areas of architecture, interior design, city planning, landscaping, and cultural property buildings. As a result, students are able to think about various environmental spaces by themselves, improve their presentation skills, and gain confidence in themselves.

From their junior year, they separate into two courses, the Architecture and Interior Planning Course and the Environmental Planning and Preservation Course, where they acquire a higher level of analytical, design, and discourse skills.

Whichever path they choose, students will be eligible to take the examination to become a first-class registered architect as long as they obtain the required class credits.



Specialized Course Flow

| Department of Architecture and Environmental Design | 1 st Year | | 2 nd Year | | 3 rd Year | | 4 th Year | |
|---|---|---|---|---|--|---|---|--|
| | First Semester | Second Semester | First Semester | Second Semester | First Semester | Second Semester | First Semester Second Semester | |
| General Classes | <ul style="list-style-type: none"> • Sports • Intermediate English I • Upper-Intermediate English I • Oral Communication in English I • Oral Communication in English II • Oral Communication in English III • Oral Communication in English IV • Oral Communication in English V • Oral Communication in English VI • Oral Communication in English VII • Logic • Statistics | <ul style="list-style-type: none"> • Health and Physical Education • Intermediate English II • Upper-Intermediate English II • Oral Communication in English II • Oral Communication in English III • Oral Communication in English IV • Oral Communication in English V • Oral Communication in English VI • Oral Communication in English VII • Information Literacy • Basic Seminar | <ul style="list-style-type: none"> • Social Psychology • Japanese Culture • Advanced English I • Contemporary Sociology • Entrepreneurship | <ul style="list-style-type: none"> • Fine Arts Theory • Cultural Anthropology • Environment and Society • Law (Japanese Constitution) • Local Cultures in Japan • Philosophy of Science and Technology • Advanced English II • Career Planning Workshop I | <ul style="list-style-type: none"> • Career Planning Workshop II | <ul style="list-style-type: none"> • Philosophy | | |
| Specialized Educational Classes (Common to all departments) | <ul style="list-style-type: none"> • Basic Design Workshop I (Drawing) • Basic Design Workshop I (Modeling) • Basic Design Workshop I (Crafts) • Basic Design Workshop I (Design) • Basic Design Workshop I (Integral) • Introduction to Design | <ul style="list-style-type: none"> • Color Theory | | | | | | |
| Inter-Disciplinary Workshops | | | <ul style="list-style-type: none"> • Product Design A • Visual Design A • Arts and Crafts A • Architecture and Environmental Design A | <ul style="list-style-type: none"> • Product Design B • Visual Design B • Arts and Crafts B • Architecture and Environmental Design B | | | | |
| Department-Related Classes | <ul style="list-style-type: none"> • Japanese Art History • Introduction to Product Design | <ul style="list-style-type: none"> • Western Art History • Shape Design Theory • Introduction to Arts and Crafts • Human Engineering | <ul style="list-style-type: none"> • Contemporary Art Theory • Introduction to Multimedia • Product Design Special Lectures • Visual Design Special Lectures • Urban Studies • Interior Design • Area Security Theory • Introduction to the Study of Cultural Properties • Urban Greenery | <ul style="list-style-type: none"> • Anatomy for Art • Arts and Crafts Special Lectures • Study of Symbols in Products • User Interface Design • Marketing • Advertising • Urban Design • History of Architecture | <ul style="list-style-type: none"> • Design and Sensitivity Science • Sign Design • Package Design Practicum • Introduction to Museum Management | <ul style="list-style-type: none"> • Design Management • Intellectual Property Rights • Mechanical Engineering • Planning in Snowy Regions | | |
| Regional/Social Cooperation Classes | | | <ul style="list-style-type: none"> • Community Cooperative Creation Practicum A • Internship A • Volunteering A | <ul style="list-style-type: none"> • Community Cooperative Creation Practicum B • Internship B • Volunteering B | <ul style="list-style-type: none"> • Community Cooperative Creation Practicum C | <ul style="list-style-type: none"> • Community Cooperative Creation Practicum D | | |
| Departmental Classes | <ul style="list-style-type: none"> • Basic Mathematics • Drafting Workshop • Basic Computer Practicum for Architecture and Environmental Design | <ul style="list-style-type: none"> • Basic Design Workshop II (Drawing) • Basic Design Workshop II (Modeling) • Basic Design Workshop II (Crafts) • Basic Design Workshop II (Design) • Introduction to Architecture and Environmental Design • Architecture and Environmental Design Practicum • Building Construction Techniques • CAD Workshop for Architecture and Environmental Design | <ul style="list-style-type: none"> • Architecture and Environmental Design Practicum II • Construction Materials Laboratory • Environmental Planning in Architecture • Architectural Planning I • Computer Graphics Workshop I (Architecture and Environmental Design) • Urban Planning • Land Surveying Workshop • House Renovation Theory | <ul style="list-style-type: none"> • Architecture and Environmental Design Practicum III • Structural Mechanics I • Construction Materials • Structural Engineering • Architectural Planning II • Urban Greenery • Computer Graphics Workshop II (Architecture and Environmental Design) | <ul style="list-style-type: none"> • Structural Mechanics II • Architectural Equipment • Architectural Design • Ecological Planning • Building Regulations • Architecture and Interior Design Practicum I • Environmental Planning and Conservation of Historic Structures Practicum I • Seminar I | <ul style="list-style-type: none"> • Construction Management • Community Design • Architecture and Interior Design Practicum II • Environmental Planning and Conservation of Historic Structures Practicum II • Seminar II | <ul style="list-style-type: none"> • Graduation Work I • Graduation Work II (Throughout the year) | |

Environmental Planning and Preservation Practicum I

This practicum is separated into two courses, the City Planning Course and the Cultural Property Building Preservation Course, each with its own assignments.

In the Cultural Property Building Preservation Course, we think about new ways to use cultural property buildings in the future, and what would be the best way to reinforce each building so that it is earthquake-resistant.

Here in Japan, there remain numerous buildings built with amazing world-class techniques. In the Cultural Property Building Preservation Course, we learn the knowledge and methods necessary to leave these buildings in better shape for the following generations. This was a thoroughly enjoyable practicum in which I investigated, in my own way, the charms of architecture and thought about how to design so that other people could also see the charms of architecture.



Hinata Yoneda

Senior, Architecture and Environmental Design Department
Graduate of Hyogo Prefectural Kitasuma High School

Architecture and Interior Design Practicum I

My assignment was to propose a display plan for a museum. I proposed display contents along with display spaces. I entitled my display work "The World of Words – Exploring under the Guidance of Shakespeare's Witty Remarks." The concept of this display was to express the world depicted in books. I tried to express Shakespeare's unique views of the world by

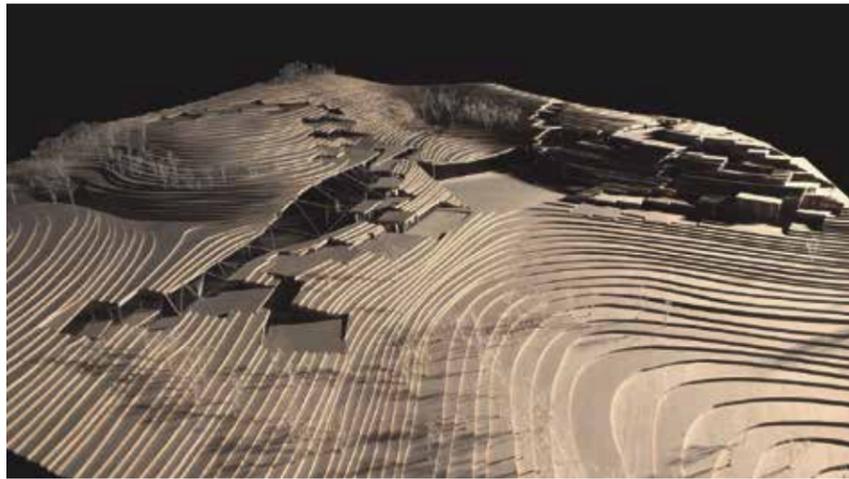
dividing the display space with large books, varying from two to four meters in height. I was even particular about what content to include in the books. I had to work very hard, beginning with proposing a display plan up to completing the space plan. However, upon turning in my assignment the sense of accomplishment was the most fulfilling in my life.



Nao Hagiwara

Senior, Architecture and Environmental Design Department
Graduate of Gunma Prefectural Maebashi Women's High School

Graduation Work



Toshiki Kajimura
 "It Is Not a Fake Window – A Community Caring for Japanese-Brazilians in Kure City, Hiroshima Prefecture"

– About a Community Blending with the Local Topography –
 Hiro in Kure City, Hiroshima Prefecture, was a well-known rural district that was recognized as one of the finest farming communities in the Meiji period. However, its pastoral features disappeared due to the development of the navy arsenal there and Hiro became industrialized. Even though Hiro had its own plans as a rural community and had designs to become independent as Hiro City, it was forced to consolidate with Kure City despite local opposition. In Hiro, there was a village at an excavation site where people were crammed in during the war. Now, the site is just open ground with no sign of such a tragic history. There have been an increasing number of overseas workers working in local factories in Hiro. However, there is relatively little contact between the foreign nationals and the local Japanese. The theme of my project has its basis in the former excavation site, considering how to restore the nostalgic rural landscape, how to attract people there, and how to allow the surrounding vegetation and the people, as well as the people themselves, to come together. Specifically, I thought about greenhouses, churches, residences, and community facilities. I aimed to develop architecture that blends with the local topography and allows for areas of vegetation here and there.



Rina Kosaka
 "A Study of Nanokamachi Street and Discussion about Its Space in the Future"
 Nanokamachi Street in Aizuwakamatsu City was once a deserted commercial district with many shuttered stores. However, the district has revived as a tourist spot featuring a historic streetscape. We don't usually see such examples of revival in other parts of Japan. As a local of this district, I was interested in the town's revitalization project, while also wondering whether this kind of tourist-oriented project could truly bring any benefits to residents. In order to check the current situation of the town, I investigated the efforts of the locals. With my understanding of the outcome and the concerns, I considered what would be the best future urban development plan for this district.



Serena Oshima
 "Snow Sculptures in Echigo Tsumaari – the current state of the natural phenomenon known as *shimiwatari* (frozen snow grounds), which provide seasonal playgrounds for children in snowy regions" – A Study of Snowy Playground Design and Regional Revitalization Programs in Tsunan Town, Niigata Prefecture.
 I was born and raised in a town where snow falls deeply and quietly. Every winter, the pure white snow blankets my town. In my childhood, I thought that this white landscape spread its beauty to the edge of the world. On the contrary, children in large modern cities indulged themselves in playing games in urbanized towns filled with innumerable manmade artifacts. In my childhood, I enjoyed playing outdoors every day. Snow was my best friend. I came up with an idea to make playgrounds filled with snow in Tsunan. I also believe that this can help Tsunan revitalize. I designed a model of Tsunan with "Yukindō (snow hut)" and 107 "Snow Sites" in my memorable playgrounds such as around my grandfather's house, the other side of the riverbank I used to play on, and along the path I used to take on my way to school.



Rina Arai
 "Beyond Death" – In Kunimura that Lost Its Name –
 How can "death" exist? "Death" is not visible, but it surely exists somewhere. "Death" does not exist in a physical form in any graveyards, which have their basis in certain actions and phenomena. The "Landscapes" found in graveyards are the "Acts" of true affection and condolences. I thought about proposing a place where "condolences" could be continually in mind by making them shared in society, "A place to contemplate your life through looking at death." My concept is to place six graveyards in the six remaining communities of Kunimura, which has lost its name, using "death" to unite the village. My hope is to help people think about living by getting in touch with the strange feelings associated with death.

Kanta Kikuchi
 "Smoke-Emitting Chimneys of Private Houses"
 The smoke-emitting chimneys for ventilation of the former residence of Yahei Tajima (an architectural example of modern sericulture farmhouses) and the old site of Takayama Sha are essential components of world cultural heritage in Gunma Prefecture. I started this study because of the jealousy and curiosity that arose when thinking about why the old house of my grandfather, who was also a sericulture farmer, did not have this type of chimney. Using the data compiled by the Agency of Cultural Affairs, I looked at 3,700 private houses to determine the existence of smoke-emitting chimneys, their number, their locations, how they connect to the lower parts of structures, and their relation to sericulture farming. With the data base I obtained, I analyzed the regional trends and functional differences found in the eastern and western parts of Japan.



NID
Campus



Facilities



Drawing Room
Newly-enrolled students start learning here. Mainly used for Basic Design Workshops. The room is spacious thanks to a high ceiling, and is also equipped with an exhibition rail along the wall.



First-Year Students Atelier
An atelier dedicated to first-year students, which is mainly used for Basic Design Workshops. It is available even outside of class hours and is also used as a forum where first-year students exchange information with each other.



NID Hall
This hall is large enough to set up a basketball court or a volleyball court. It can also be used for various extra-curricular activities and events.



Glass Workshop
Fully equipped with materials for glassblowing, kiln working, lampworking, cold working, and other processes required in glass crafts.



Engraving Workshop
A work environment for engraving and jewelry production, fully equipped with a wide range of equipment and tools. It also provides a gilding machine to perform traditional plating.



Hammering and Embossing Workshop
A workshop dedicated to “hammering,” which consists of molding metal by striking and extending it. Fully equipped with more than 80 types of dolly blocks, a gas burner for thermal processing, etc.



Library
A collection of about 73,000 books centered on design and art. It is also equipped with AV booths.



Cafeteria
With its double-layered arcade, it is a self-service dining hall filled with a feeling of openness. The wall made entirely of glass showing the scenery of Higashiyama from the garden as if it were a screen brings out even more of the landscape's beauty.



Gallery
An exhibition space for class works and those created in club activities, etc. Ordinarily it is set with tables, chairs and a piano, and is used as a rest space for students.



Metal Casting and Molding Workshop
A workshop dedicated to “metal casting,” which consists of creating forms by pouring melted metal into a plaster pattern. Fully equipped with a tilting furnace that can contain up to 100 kg, a gas kiln, a hoist crane, etc.



Sculpture Atelier
Filled with plenty of equipment and tools that allow students to professionally learn mainly modeling and wood carving. It supports the production of large-scale works and also offers a space supporting various methods of expression in a flexible way.



Architecture and Environmental Design Atelier
A production space for students of the Department of Architecture and Environmental Design. The wooden spiral staircase at the center of the atelier is a structure without supports, and was designed by a graduate of the Nagaoka Institute of Design.



Printing Workshop
A studio exclusively used for the dyeing of continuous patterns on clothes with a mold and color paste (dye added to glue). Equipped with two printing machines, both 1.3 meters wide and 9 meters long.



Product Design Atelier 402
Clothing, bags, hats, etc... It is mainly used as a place of production for students learning fields related to fashion.



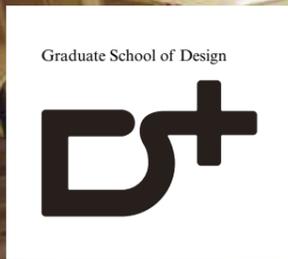
Video Studio
A studio dedicated to photo and video shooting. It is fully equipped with backdrops, a skylight that can be opened and closed, large-scale lighting equipment, computers (Macs), printers, digital SLRs, medium-format digital cameras, video cameras, etc.



Video Editing Room
Equipped with computers (Macs), animation stands and audio equipment, it is used in the production and editing of video works and for screening.



A collection of masterpieces of furniture and the surrounding landscape with its seasonal features continue to inspire students to create things.



A Practical Graduate School Focusing on Creating the Future

Now that the world needs various innovative ideas, what kind of human resources can contribute to achieving this goal?

Answer: People with “Design-Oriented Thinking”

Conventional Innovative Human Resources:

“Human resources who have the capability to solve given technological problems”

Technology-Oriented Human Resources



The Ideal Innovative Human Resources:

We need human resources who have design skills to create 1 from 0, derived through creative problem-solving achieved by discovering previously unclear interdisciplinary problems, defining those problems, and establishing new relations.

Innovative Human Resources with Design-Oriented Thinking



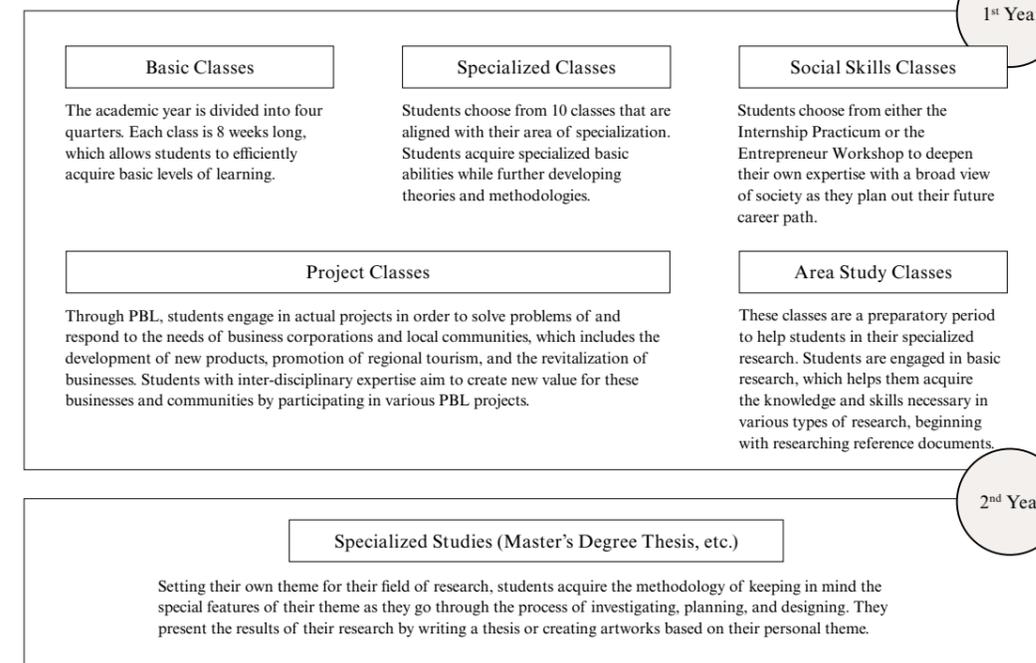
Introducing a new curriculum and starting renovation of campus facilities in 2018, the Nagaoka Institute of Design Graduate School will commence an innovative design educational program based on “design-oriented thinking,” which will delve into various fields of learning in order to further develop established expertise and professional capabilities.

Master’s Program

Department of Design
– Graduate Design Program

- Innovative Design Field
- Product Design Field
- Visual Design Field
- Arts and Crafts Field
- Architect and Environmental Design Field

Degree: Master’s Degree in Design

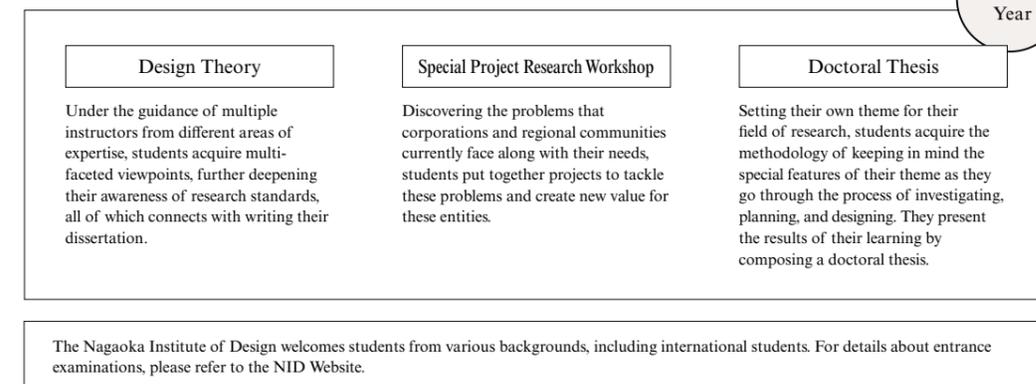


Doctoral Program

Department of Design
– Graduate Design Program

- Design Theory

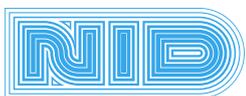
Degree: Doctorate in Design



Prototyping Room

In this room equipped with digital tools such as 3D printers and a laser cutter, graduate students use their “design-oriented thinking” to carry out rapid prototyping in which they can create trial products one after another.





公立大学法人

長岡造形大学

Nagaoka Institute of Design

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