

【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	• 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	• 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	• 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

		painting as a class. • 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	• 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	• 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	• 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	• 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	• 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

		art on their tablets. • 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	• 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	• 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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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	take care of their instrument. • 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	• 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	• 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	• 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	• 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	• 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.
November - December	Still Life	- 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	- 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	- 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	- 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	- 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	- 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	• 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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令和 7 年 7 月 3 0 日

令和 6 年度 特別の教育課程の実施状況等について

学 校 名	管理機関名	設置者の別
江戸川女子中学校	学校法人 江戸川学園	私立

1. 学校における特別の教育課程の編成の方針等に関する情報

学 校 名	特別の教育課程の編成の方針等の 公表 URL
江戸川女子中学校	国際コース 江戸川女子中学校 江戸川女子中学校・高等学校

2. 学校における自己評価・学校関係者評価の結果公表に関する情報

学 校 名	自己評価結果の公表 URL	学校関係者評価結果の公表 URL
江戸川女子中学校	https://www.edojo.jp/wp-content/uploads/2025/10/immersion-report20251021.pdf	https://www.edojo.jp/wp-content/uploads/2025/10/immersion-report20251021.pdf

3. 特別の教育課程の実施状況に関する把握・検証結果

(1) 特別の教育課程編成・実施計画に基づく教育の実施状況

・計画通り実施できている ・一部、計画通り実施できていない ・ほとんど計画通り実施できていない
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(2) 実施状況に関する特記事項

後述する 3 (1) に記載。

(3) 保護者及び地域住民その他の関係者に対する情報提供の状況

・実施している ・実施していない
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<特記事項>

保護者会、三者面談を、授業内容に関する報告や授業に対する保護者の意見を伺う場としている。授業アンケートを通じて国際コースに対する生徒の意識に関する情報提供を呼び掛けている。

3. 実施の効果及び課題

(1) 特別の教育課程の編成・実施により達成を目指している目標との関係

英語をツールとして活用するイマージョン教育の導入

音楽・美術の授業では、ネイティブ教員と日本人教員のティームティーチングにより、英語での指示や解説を交えたイマージョン教育を実施している。生徒は「英語を学ぶ」のではなく、「英語で学ぶ」環境に浸る中で、芸術表現に必要な基礎的な理解や技能が自然なかたちで培われることになる。

主体的な活動と創造性の育成

音楽では自作曲を使ったグループパフォーマンス、美術では動画制作とプレゼンテーションを取り入れるなど、表現型のアクティビティを通じて生徒が主体的に活動に取り組む機会を提供している。これにより、創造性や表現力を伸ばすことができる。これらの実践は芸術に関する技能習得と英語力向上を両立させる教育モデルにほかならない。

国際的視野の育成と探究型授業との連動

芸術科目だけでなく本コースで行われている **Global Studies** 世界各国をテーマに歴史、文化を英語で探究・発表する機会が設けられており、こうした横断的な学びと連動することで、生徒は芸術活動を通じながら国際社会への視野を広げ、自らの考えを英語で主張できる力を育むことを目指している。

6年間一貫カリキュラムによる継続性と進路展望の統合

国際コースでは中高一貫6年間を通じて、習熟度別の英語授業、ネイティブ副担任体制、海外研修（中3バリ研修・高2以降の複数国研修）、**U.S.デュアルディプロマ**などの制度導入といった一貫した取り組みを展開している。これにより、芸術教育に基礎的理理解・技能を深めながら、生徒の進路志向や国際感覚を育み、教育課程の目標と整合した学びを実現している。

これらの施策を通じて、江戸川女子の国際コースでは、義務教育段階において義務教育の目標として示される「生活を明るく豊かにする音楽・美術等の芸術について基礎的な理解と技能を養う」という目標を達成すると同時に、英語をメディアとした表現活動・主体的探究・国際理解の促進という現代的課題に応える教育を実現していると言える。

（２）学校教育法等に示す学校教育の目標との関係

教育基本法 2 条（教育の目標）より

1

- ・幅広い知識と教養を身につける。
- ・真理を求める態度を養う。

2

- ・個人の価値を尊重する。
- ・能力を伸ばす。
- ・創造性を培う。
- ・自主・自立の精神を養う。

5

- ・他国を尊重する。
- ・国際社会の平和と発展に寄与する態度を養う。

まずイマージョン音楽・美術では、英語母語話者（以下ネイティブ）が授業を担当する。これは、その担当者によってアプローチは違うが、そのアプローチそのものが、日本国内にしながら留学して海外の教授法に触れられる効果がある。

音楽史・美術史について学ぶ授業があるが、例えば、音楽の授業ではアフリカで発祥したリズム音楽が、奴隷としてアメリカ大陸に移ってきた人々によって伝わり、ブルーズやジャズに発展していったことを学ぶ。音楽だけでなく、世界史を学び、音楽を通じて世界は繋がっていることを学ぶ。このほか、世界各国の音楽プレゼンテーションを行い、他者の価値観や多様な考え方に触れることで、幅広い知識と教養を身につけ、真理を追求する姿勢を養っている。

また、生徒自身が主体的にテーマを調べ、発表する過程を通じて、自主性や自立心が育まれ、創造的に考える力や個々の能力を伸ばすことにもつながっている。さらに、異なる文化や国際的な課題について理解を深めることで、他国を尊重する態度を育て、国際社会の平和と発展に寄与しようとする意識が養う。これらの学習活動は、教育基本法第 2 条に示されている学校教育の目標とも深く関係している。

義務教育の目標（学教法 21）

- ⑨生活を明るく豊かにする音楽、美術、文芸その他の芸術について基礎的な理解と技能を養う

芸術に関する基礎的な理解や技能を自然な形で身につけるとともに、言語や表現の多様性にも触れることができる。また、英語による指導を受けることで、実際のコミュニケーションを通じた言語習得が促進され、表現力や感性が豊かに育まれる。異なる文化背景を持つ教員との交流は、生徒に新たな視点を与え、芸術に対する興味関心をさらに高める契機となる。

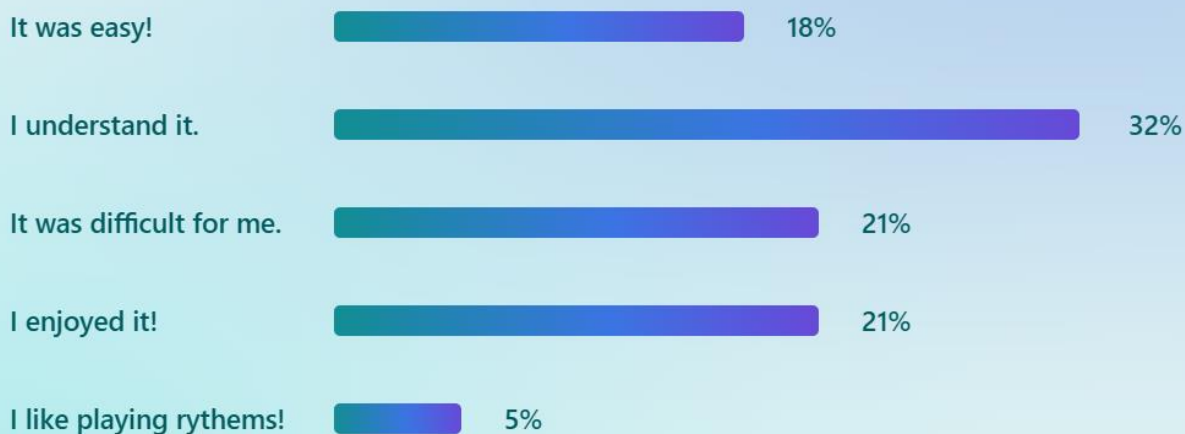
音楽では歌唱、実技、作曲など音楽表現の様々な技法を学び、美術では作画を通じて自らを表現し、他者に伝える（イメージン美術ではできた作品について英語でプレゼンテーションを行う）技術を養う。これらの学習活動は、生活を明るく豊かにする芸術に対する理解と技能の育成を目指す義務教育の目標（学校教育法第 21 条第 9 号）に合致している。

自己評価参照資料

授業アンケート結果（イマージョン音楽）

①生徒の自己評価

How much did you learn 【rythem(リズム)】 ? And did you enjoy it? (Many choices are OK)



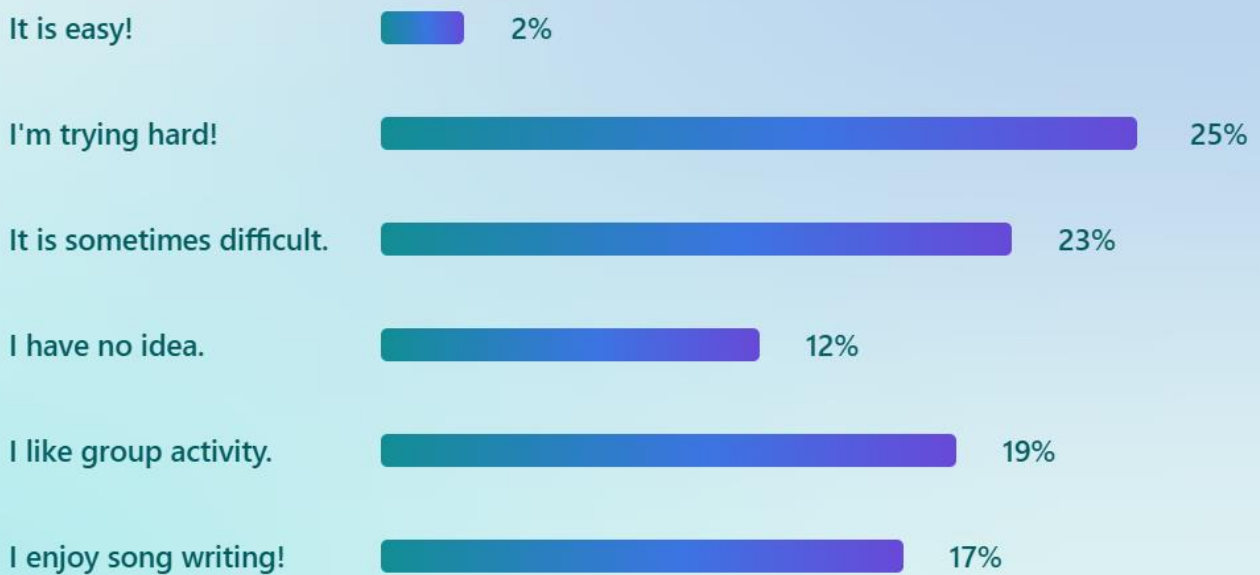
How about 【time/conducting=拍子/指揮の練習】? Did you enjoy it? (as many choices as possible)



How about 【Melody identification = メロデー】? Did you enjoy it? (many choices OK)



How about 【song writing / 作曲】? Are you having fun with it? (Many choices OK)



教師の評価

Based on the survey results, most students expressed a high level of satisfaction with the music classes. Many students found the lessons enjoyable and engaging, showing interest in various musical activities. The responses of "Very satisfied," "Mostly satisfied," and "Satisfied" accounted for the great majority, indicating that students feel positively about the class environment and learning content.

A small number of students felt somewhat dissatisfied, suggesting that there may be room to enhance individual guidance or diversify lesson styles. Moving forward, we aim to continue fostering students' musical appreciation and creativity while ensuring that all learners can participate confidently and enjoyably.

訳

アンケート結果によると、多くの生徒が音楽の授業に高い満足度を示しました。多くの生徒が授業を「楽しい」「興味深い」と感じ、さまざまな音楽活動に意欲的に取り組んでいる。「とても満足」「だいたい満足」「満足」と回答した生徒が大多数を占めており、授業の内容や雰囲気に対して前向きな評価がうかがえる。一方で、「あまり満足していない」「満足していない」と答えた生徒も少数ながら見られ、今後は個別の指導や授業スタイルの工夫をさらに充実させる必要があると考えられる。今後も、生徒一人ひとりが音楽に親しみ、創造的に表現できる授業づくりを目指していく。

授業アンケート結果（イマージョン美術）

①生徒の自己評価

（2021 年国際コース 1 期生～2024 年国際コース 4 期生対象）

*I was able to stay focused during the drawing lessons.

*It was fun and inspiring to see everyone's artwork.

*The English presentation was challenging, but it was a good experience.

*I want to receive more guidance from the teacher to improve my expression.

訳

作画の授業では、集中して取り組むことができました。

みんなの作品を見るのがとても楽しく、刺激を受けました。

英語でのプレゼンテーションは難しかったですが、良い経験になりました。

もっと先生に教えてもらって、表現の幅を広げたいです。

②教師の評価

Students showed strong engagement and focus during the drawing lessons. They enjoyed appreciating each other's artwork, which encouraged creativity and mutual learning. Although some students found the English presentation challenging, it provided a valuable opportunity to express their artistic ideas through language. Moving forward, I would like to provide more personalized guidance and support to help each student develop their own unique style of expression.

生徒たちは作画の授業に意欲的に取り組み、集中して制作する姿が見られました。互いの作品を鑑賞し合う中で、新しい発想や表現に気づくなど、学び合いの姿勢も育っています。英語でのプレゼンテーションには難しさを感じた生徒もいましたが、作品の意図を言葉で伝える良い練習となりました。今後は、生徒の個性をより引き出せるよう、指導やサポートの方法をさらに工夫していきたいと考えています。

学校関係者評価

<保護者>

*子どもは歌や演奏、作画などの実技活動を楽しんでいる。

*表現する喜びを感じながら、自分の力を発揮できる活動は楽しい。

*今後は、音楽や美術の学びを通して、さらに英語での理解力や表現力も伸ばしていけることを期待している。

<オープンキャンパスでの体験授業アンケートより>

*リズムの練習がとても楽しく、体を動かしながら音楽を感じられました。

*歌の活動が印象的で、クラスの雰囲気が明るくて良かったです。

*授業内容はとても楽しかったですが、英語のヒアリングが少し難しかったです。

*先生との英語のやり取りが実際に体験できてよかった。

*音楽を英語で学ぶ雰囲気が感じられました。

(以上、2021 年国際コース 1 期生～2024 年国際コース 4 期生対象)