

Art In Education

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Abstract:

The current assignment deals with the arts in education. In particular it attempts to present the importance of art in education, as well as the factors that take part in and affect the educative process, meaning the teacher and the scholar. Furthermore, there are presented two theoretical approaches that refer to the interpretation of art, but also learning through the aesthetic experience. Overall, the point of view that is being highlighted is that the teacher has to create a controlled framework, which will reinforce the self expression of the students and under no circumstances should the teacher promotes methods that don't favour the existence of new ideas. The purpose of art, as stated, is the utilisation of the aesthetic experience of the students, through their active involvement.

Key Words: art; education; aesthetic; teacher; students.

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I. Introduction

It's a matter of fact that art was born through the need of human expression. The human has the possibility through their art to entertain, to edifice themselves, while simultaneously they can communicate, as art is considered a way of expression through which the values, the ideals, the thoughts and emotions of every human can be conveyed. In many instances, art can be the way to bring peace to a person, to still their soul, to rest their spirits, while it can work as a way of decompression. And so, we understand the importance of art in the human life and its necessity to exist in the educative process (Μαλαφάντης & Καρέλα, 2012).

The introduction of art in education is an essential issue of our days as the teachers appear in a constant pursuit for ways with which they can use the works of art during their teaching process. One of the most fundamental reasons that teachers desire this edition is because they want to evolve the critical thinking of their students and because they want to offer to the students new dimensions of knowledge. Moreover the works of art are capable to develop the imagination of the student and push their thought to have a more complex form. In a cultural level they can be as beneficial for human, as they develop their aesthetic perception, their creative ability and their reflective abilities.

So, the purpose of this assignment is to touch upon specific issues that concern the art and education. We will begin with an extensive report to the meaning of art in education. Consequently, we will present certain theoretical methods that refer to the interpretation of art in a general level (Perkins methods), but also more specifically in the school context. (Reforming education). Finally, we will focus on the visual process in the educative system, in reference to the people that participate in it, as well as the factors that affect the way in which art is introduced and utilized in the educating process.

II. The importance of art in education

Art is mainly occupied by a universal spirit, it has global character and helps us receive better the social reality. Art gives chance to the individual to live a quality experience in a focused way through observation and imagination. (Eisner, 2002). According to several researchers, it is claimed that the procedure of learning is improved with the use of artwork during the educative process, because artwork function in an enhancing way, as they can particularize the abstract experiences stimulating the imagination, to recall repressed knowledge activating mental and psycho-emotional functions to rouse the critical thought, creativity and emotional expression from the students' aspect. (Gardner, 1990` and Bosnou & Christou, 2015).

Gardner (1990) claims that art is an intellectual activity, which is actualized with the use of a variety of symbols. The usefulness of this symbols is big, because they can activate the attention and observational skills of a person but also create a holistic opinion (Wick, 2000). He also claimed that adults as much as children can be involved with a systemic observation of artwork, which can happen through the aesthetic experience, obtaining in that way the deepest meanings of life (Garner, 1990). Fowler (1996) adds that art, through the

aesthetic experience, can help in education, as the human thinking changes and becomes more open and creative. Additionally, he supports, that arts amplify the learning process, more than any other subject, as they can combine with success the old with the new and transfer to today the different movements that existed in other time periods (Garden, 2008). In that manner, people are succeed through the art to form their thoughts, shape their opinion and transform from simple witnesses of facts into participants. Certainly, for this transition to be able to happen, from inactive to active witness, the activation of imagination, the creation of critical thinking, and developing of our resourcefulness is required (Fowler, 1996).

Moreover, Efland (2002) mentions that the preoccupation of a person with art, can help them and their cognitive development, since all of the cognitive functions develop through ART, as their imagination is boosted and they have better insight for the aesthetic value of art. Besides, the observation of artwork can offer the right stimulation to a person in order to activate their perception even further, comprehending better the social and cultural framework in which they live, but also comprehending better even their own emotions, ethical values, and spiritual concerns. (Efland, 2002). Finally, Eisner (2002) stresses that art equips us with the tools we need so we can detect what we haven't observed or all that we haven't felt. Through ART approach, our individuality is being rewarded more than the uniformity and are outer appearance (Eisner, 2002) and that happens because we start a conversation with other aspects of ourselves, that we haven't yet gotten to know (Kokkos, 2011). So, the personality of a person reforms in a way, it starts acquiring a holistic consciousness for the world and the culture of other population (Eisner, 2002). Furthermore, one of the most fundamental characteristics of teaching through the art, is the relaxation and the dimension of anxiety in students. This can happen if the students have the possibility to express freely their creativity, their ideas and communicate their emotions. In that way, not only do they cultivate their skills and maintain agility in South end emotion but also reach effortlessly in the acquirement of knowledge (Sovatzoglou, 2008).

The utilization of the aesthetic experience of the students doesn't mean, of course, that the other methods of developing their critical thinking are disregarded. Through the utilization of the aesthetic experience the transformation of mental habits of the students is being succeeded and they re-evaluation of the reference points of the critical thinking (Kokkos, 2011). For that reason the choice of artwork is especially important, which must have everlasting value and in general mass culture artwork should be avoided. A good conception of the analysis and observation of artwork comes from Perkins (1994), which will be analysed more thoroughly further down.

In any case when a person observes a work of art, automatically if they can come in front of values, cultures, philosophies of a different population (Kokkos, 2011). The information that is being offered sensitize and create the desire to learn even more things for the culture and the civilization of other populations. With my son forget though that works of art can project the humanitarian values. The combination of all of these benefits can diminish the racist believes of a person and lead them to a different path, in which they can start learning to accept the similarities as well as the cultural differences with other population, thinking finally collectively and put aside geographical limitations (Fowler, 1996). Art can act as a stimulus of human connection, it can become a canal of communication and have as a result the understanding and respect of the differences people may have between them (Raikou, 2013). After the understanding and respect, the next stage a human can conquer through their preoccupation with the art observation, is the one of empathy, since they are capable finally to comprehend the situations and the experiences of others (Greene, 2000), without judging it or blaming it. In that way we come to a conclusion, but all types of art help and comprehending and accepting the different as most of the time they discourse social matters.

All of the above showcase that art is mandatory and education and generally an average stage of a humans life. In the modern reality however, school remains fixated mainly in the Byron transfer of knowledge which has as a goal the better performance at the university entrance exams and the confirmation of future occupation. The visual education is neglected. School must follow a uniformed teaching method in order to help the child understand by themselves the importance of the marvel of art.

That is to say it would be beneficial to become aware of that art is a phenomenon which we encounter daily around us and has its own characteristics. Besides, as we already mentioned, through the art one can develop their culture and come in contact with other populations. If the curricular manage to make the most of this privilege that art gives and explore artistically the ethics and traditions of other civilizations, then surely they'll manage to expand the aesthetic education of the students. Therefore, the teaching method of visual arts mustn't be treated as a simple transfer of knowledge, but as a process in which the teachers can interact with the students but also the students with each other. There that could be a teaching proposition that will focus as much in the content of the subject, as well as in the relationship of the students with the learning process, aiming to develop the reflective attitude (Ardouen, 2000).

Considering we live at an age in which we get bombarded constantly from you useful or useless information and from powerful images, which convey many right or wrong messages, it's necessary to be in a position to distinguish what we want to keep and go forward with. For this thing to happen, every person

separately it's to use their critical thinking and to be able to use that they need to be trained for it. At that point the part that school plays, is being involved. So, school through ART can modify the awareness of the students and help them acquire the proper tools to develop their own understanding and that way not only do students learn to defend themselves mentally but they will also understand the value of their own contribution to the world.

Perkins methods – reshaping learning

When humans observe a work of art, they tried to detect the deeper meanings of it and discover the real message they convey. The personal involvement of each observer is the key of the case, as these artworks have been created exactly for that purpose, in order that when someone observes them, they would be activated and personally involved in the artwork itself. The reason why this personal participation is so important it's because multiple cognitive functions are being mastered simultaneously. For example, when someone observes a painting initially they observe it visually (1st function), afterwards they tried to decode and comprehend it (2nd function, thought) and finally to transfer their opinion to others (3rd function, communication) and support it (4th function, reasoning) (Perkins, 1994). Based on these observation was the Perkins model, a method that claims that the sorrow observation of artworks gives to a person the possibility to withdraw deep meanings (Perkins, 1994).

This method is separated into four different stages. The first stage concerns the time for observation. At that stage, the observer has the time to observe the artwork spontaneously and point out their observations. At the second stage exists the open and adventurous observation. This means that the observer activates the perception, without interpreting the artwork, but on the contrary they try to take into consideration more parameters. The third stage includes the analytical and in depth observation. At that stage, the observer delves deeply into it, documents their opinions and their thought becomes critical. The last stage concerns the holistic observation, where a person after they have concentrated all the information, they tried to interpret the artwork themselves, observing it in a holistic way. For someone to reach that holistic perceivable level of the artwork, they must use the emotional intelligence and cultivate their critical ability.

Another one method that is worthy of being mentioned as it is encountered an education and concerns the arts is the there is shaping learning through the aesthetic experience. The aesthetic experience constitutes the main component of this method. This method is an approach we come across often in the space of the education of adults. It's main goal is to activate the critical reflection of the students, so they can evaluate their own admissions. The goal of this method is that the students through the aesthetic experience will approach a work of art so they can express their feelings. What is strived for, specifically, is the change of the mental habit or opinion through a series of escalating reshaping of opinions. Starting from the critical processing of an individual opinion, and then follows the critical processing of other opinions so that the student will learn to function in that manner (Mezirow, 2007). In that way, the students will be capable of analyzing and observing artworks, which will be related to the subject that comes to the floor. For example, without method the meaning of friendship can be taught to kids, showing them artworks (ex. "Christmas cheers" by N. Lytra) and connecting the artworks with critical questions let's relate to the lesson.

This method is distinguished in six stages. The first stage refers to the investigation of the need for critical thinking, meaning that it is mentioned in the investigation of the educative needs of the student for critical thinking. When the teacher realizes that the students consider a mental habit correct while it's dysfunctional, then they coordinate a conversation to examine critically the stereotypical acceptances of the student. Its' main goal is to make them rethink what they believe and to show them that and more critical viewpoint is needed for that matter. At the second stage the students express their opinions as they answer to the questions of the teacher has raised, one later there is a research of their acceptances which afterwards they express openly to everyone. Up the third stage is a choice of the artworks, while at the 4th stage the teacher with the students define and choose works from all the types of art, as for example music, painting, cinematography, poetry, sculpting, photography, and theatre. At the fifth stage the critical thinking happens through the aesthetic experience. At that stage the students observe the artworks they chose and they evaluate the opinion they expressed initially (Mezirow, 2007). The teacher pinpoints and categorizes the acceptances of the students that emerge from the observation of the first artwork which is analysed with the Perkins model. At the last stage there's a re-evaluation of the acceptances, meaning God the initial opinions are being compared with the new ones and random changes are being observed (Mezirow, 2007).

The artistic process in the educating system

The goal of the visual art in school is to promote the visual process of the students with an ulterior motive to raise the desire for self-expression through ART. Basic requirement for children to participate in this process is for them to feel that what they do is related and away with themselves and their own interests. For example, in the art class their creations, provided that they are a result of their own creativity, should induce

thoughts that are related to their experiences and their personal events. That is to say, that a connection of thought and creativity should exist. If the children can manage to make rich intellectual and sensory associations, then they can easier implement these ideas and emotions and in that way they can illustrate them visually (Chapman, 1993).

Assuredly, for something like this to be able to happen there should be a relative freedom. Art must be faced as an activity, during which the students can discover new things, experiment, explore. The ideal way in which art could enter schools is a holistic model of evolution, where knowledge will be a result of the motivation of the student and their cooperation with other people, promoting in that way, learning through experience (Vaos, 2008). In the stated manner, the student can manage to be educated to have critical thinking, they can form their personal opinion on daily life matters and even finally form their own worldview (Ardouen, 2000).

Nevertheless, for that goal to be succeeded there must be a teaching condition found, during which the participation of children will happen with their own initiative. The visual activities must have as a foundation that each child consists of a different personality, is unique, they don't look like any other and for that reason they have their own thoughts, their own experiences and their own questions about life. The active role, therefore, of the educating environment and the teachers aims to create a safe environment, in which the child can comfortably create, explore, cultivate themselves without being reprimanded. The target of the artistic learning will be the pursuit of an education about during which the student themselves will try to implement it in their personal life, through experiences and personal events and in that way they have the possibility to reflect on mothers concerning all of the humanity, but also communicate their thoughts with other humans (Vaos, 2008).

The role of the school and the teacher

The role of school as a welcoming space of the artistic education is exceptionally important. The child as they attend school, they become part of a small society, gets to know new people beyond their family and learns about themselves. This transition must be very careful, as a child comes in contact with a new framework of society and it comes in contact with a lot of issues of human life. One of these issues is art, which in the minds of most humans can become property of someone only through school (Chapman, 1993). But, this opinion is not entirely correct any longer, as other factors play a part as well. For example, the child through the internet or other experience of their own requires visual experiences with art as a guideline and having specific knowledge, an opinion about the marvel of art is being shaped.

However, in the Greek society, school is most of the times, the first medium through which a person can be educated upon arts. It is the first place in which they can acquire the mandatory knowledge for this specific domain. Inside the gulfs of school the student is given the opportunity to structure themselves as an independent person, who is called to find their place in society. Simultaneously, they're being called to explore their own selves and discover aspects of their personality. School, for that matter, makes up a good opportunity for the cultivation of a person, as they can come in contact with different cultures and personalities. The artistic education the kid will receive is the one that will manage to incorporate arts into their life as an internal part.

Nevertheless, the fact that the school strives for the Byron requirement of knowledge, without giving specific emphasis to experience, affects the artistic learning directly. It's a mistake for education to focus only on that, meaning the simple requirement of knowledge, because in that way doesn't give the kids the opportunity to transform later on the important experiences they had, into an action of creation, into a work of art. The clout is focused mainly on the result of the artistic attempt of the child, there is no meaning given to the process of the artistic experience, while many times no attention is being paid to the attempt of expression of the child either. The perspectives around art that prevail in schools are exceptionally obsolete and call for immediate renewal. So, it is considered that whoever is occupied with some kind of activity that concerns is remarkably time consuming and then as many instances costly while the only thing it has to provide is the cooling down of the children from the rest of the school courses (Vaos, 2008). This kind of notion of course cannot foster all of the positive results are has for a human. For this exact reason it is so important that the educating design can teach children the marvel of art is not confined into the small society of the school but exists everywhere around us and can accompany us for our entire lives.

The role of the teacher in the instruction of art is especially significant as they are the one that will convey the positive results of art to the kids, through their teaching. They are the one that will make it possible to combine the knowledge with the experiences. If the proper conditions and stimuli exist then the education can evolve (Vaos, 2008). It is mandatory for all these extracurricular experiences the kids get to be combined with experiences at school so they can gain a bigger interest. In other words, the experiences and personal stories of each student must become embodied with the school activities and carried inside the classroom. The teacher, in that way, it's not the one that will offer knowledge to the child, but is the one that will assist the child to

comprehend the social and cultural issues that come up, and afterwards the child themselves will process and shape their own opinion.

The challenge that the teacher is being called to confront has to do with the fact that they have to find the proper artistic experience, which will be able to associate in a way with the lives of the students.(i.e. the painting “New kids in the neighbourhood“ by N. Rockwell for the issue of the dissimilarity). The creative process has to do as much with the artistic preoccupation as with education. Hence, a fundamental concern of the teacher is not the creation of copies or the creation of aesthetically pleasing results. This kind of act is capable to limit the creativity and imagination of children. On the other hand though, there shouldn't be given complete freedom, because something like that cannot help children, but on the contrary confuse them (Vaos, 2008). The teacher must create a controlled framework which will amplify the self-expression of the students, but in no way should it promote methods that do not favour the existence of new ideas. It would be beneficial for a balance between the two to exist, which in certain cases might be difficult to be found. Great attention is required in the maintenance and control of freedom.

III. Conclusion

The educated system must hold at its core the student and the student only, accept them as they are with their knowledge and their weaknesses. Each student as a unique and special person, which means that they have their own special needs and skills, their thoughts and desires are different from the other children. As far as it concerns their course towards art, it's normal to follow their own path and for that to work out they need their own time and away. All of these are important parameters of the educative process. The artistic actions that will be fostered must be to a point personalized, without this meaning that the general educating goals will be lost (Gloton, 1976). In no way does it mean that the acceptance of individuality can lead to the escalation of differences between students.

The child is a developing person that follows their own trajectory. Associated environment in which the students leave, the questions that are being born, the knowledge they acquire, the skills they have, the experiences they get are elements which can shape their personality. Ergo the teachers must account for everything so that they can manage to form an educating plan (Gloton, 1976). This plan must exceed the obstacles and difficulties that may arise, while it will be useful to pose constantly new questions, which the students will be called to answer based on their knowledge, their experiences and art. For something like this to be able to happen, it means that the teacher will be well acquainted with their students. The essence of an approach like this for such an educate thing plan is has to do with the organization of the teachers thought according to the topic they're being called to teach and the deeper interest for art they will manage to awaken inside the students.

The school and the teacher oh to be open in innovative ideas of the children. In that way different opinions can be heard and the foundations for the development of critical and creative thinking are being laid while the freedom of expression is being favoured as well. In that way, the students will comprehend that there are multiple ways with which art affects the human life. Inside this framework each student can create their own trajectory and their work is being appreciated by the teacher and their peers. Finally, they manage to realize that the artistic forms do not make make a craftsmanship but that is human work that emerge from real everyday humans.

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