Emerging Visions and Approaches to Art in Education

“There is no one history of art education and that research on the history of art education continually redefines the history of the field.” (Chalmers)

Martina Riedler, Ph.D.
Assistant Professor of Art Education
Canakkale Onsekiz Mart University, Turkey
Emerging Visions and Approaches to Art in Education

Bibliography


Further recommend readings


Emerging Visions of Art Education

- Why do specific visions achieve dominance within education theory?
- What is their role in shaping practice in art education?
What is a Paradigm?

“Universally recognized scientific achievements that for a time provide model problems and solutions to a community of practitioners.”

A scientific revolution occurs, according to Kuhn, when scientists encounter anomalies which cannot be explained by the universally accepted paradigm within which scientific progress has there to been made.
A New Paradigm Formed

PARADIGM

Anomalies

STATE OF CRISIS

PARADIGM SHIFT

New Ideas/ Vision Tried
(Continuity, Revision, Depth-and-Breath)
Emerging Visions of Art Education

Efland identified visions that have their origins in opposing conceptions of

• The individual
• The nature of knowledge
• The role of the visual arts in social and cultural life and in rival educational purposes

Each critiqued the practices in art education of its day, offered remedies, and promoted reform.
Approaches to Art in Education

While Efland employs a philosophical concept (Kuhn’s paradigm), Chapman uses an historical methodology to analyze past and contemporary approaches to art education.
Walter Smith (1836-1886)
“South Kensington Approach”

• Anyone can draw – Visual arts is a language that all students can learn

• Skills are mastered through imitation, drill and practice

• The goal is to teach skills necessary for technological development
Walter Smith (1836-1886)
“South Kensington Approach”

Making accurate drawings is still a popular adult standard for judging artistic ability.
Arthur Wesley Dow (1857-1922)  
Elements of Design – Synthetic Art Education

• Art is formal order

• Like laws of science art has its elements and – as in music – synthetic principles

• Teaching of art through such elements as line and color organized by specific principles of composition
Walter Smith – Arthur Wesley Dow

• Stimulate the rational power of the mind
  Enlightenment: Power of Reason

• Learning Theory: Behaviorism

• Social efficiency:
  Ended up becoming the servant of the factory system as the Industrial Revolution spread
Learning to Draw in the World of Technology

The industrial revolution was one context for nineteenth-century art education. Today, electronic information technologies are transforming our lives and ways of working.

How are electronic technologies affecting art education?
Art for Cultural Refinement

• The goal is to teach and refine manners and moral through visual arts

"Instead of 'It sucks' you could say, 'It doesn't speak to me.'"
Art for Cultural Refinement

• Art appreciation is a privilege of social elite
Art for Cultural Refinement

• Acquiring aristocratic values by studying European “masterpieces” from the Renaissance

• Today?