





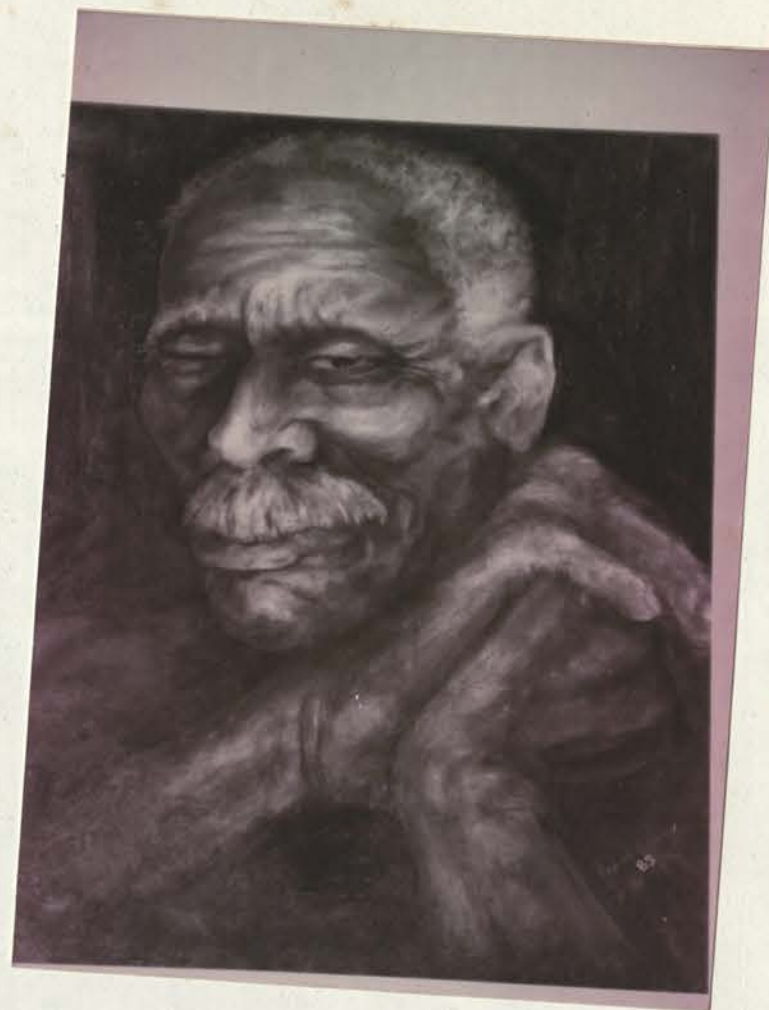
#### ART, ART EDUCATION AND THE TEACHING OF ART

The contents of this paper is the transference of knowledge on the aesthetic feelings on art, it's aims toward education and the teaching of art. The accumulation of this knowledge has been received during the processes of creative expressions.

These are three basic approaches to art. They are closely related, overlap at many points, and are not mutually exclusive. One approach presents art primarily as a medium for expressing ideas and ideals, and as an instrument with which to excite man's sensibilities. Another approach emphasizes its social and educational aspects; art as related to aesthetic experience. A third approach is less concerned with the basic values of teaching art than with its final issues. It is generally applied in criticism, in evaluation, and in the analysis of teaching art.

"The concept of art contains the whole complex inner world coming to grips with the outer world. In art the artist perceives in himself and in nature untold things that lie beyond the confines of accepted cultural conventions." "The artist goes back to the 'Mothers' to the region where man and the cosmos are in their common origin." The artist bring together between points of depths and height, center and the periphery where they never before had met. In art you have the feeling that all of man and the cosmos is alive, and enters into







them visual form. An art teacher must be sure that the teaching of art will lead to the attainment of educational objectives of self-realization, objectives of human relationship, objectives of economic efficiency and the objectives of civic responsibility.<sup>2</sup>

The idea, that making and appreciating art are important ways of building conceptual, intellectual, or rational dimension of mind.

Developing a point of view about the nature of art is necessary to show that art will contribute to the aims of education. The Educational goals in teaching art are to challenge the creative imagination of the student's mind. Educational aims are to provide opportunities for the appreciation of great accomplishment. To offer the student many choices and to permit a great degree of freedom of expression. Moreover, all require about the same of concentrated effort of self discipline, of precision, of stamina to overcome difficulties and of manual skill.

The involvement in art causes a person to perceive the visual aspects of life with intense, active perception of a kind that tends to build mental images of a conceptual nature.

"Experiencing the formulation of creative thoughts or visions, and learning about form or about great artistic accomplishments of the past or present are a part of education and it is important as anything else taught today. Future generations may apply the same values measured



to our culture that we use for those of the past evaluation based on the quality of the art produced."<sup>3</sup>

Returning to the approaches of teaching art, the art teacher should aim to help each student cultivate a particular fondness for at least one form of a creative expression. Also it should be evident that every art teacher ought to continue to be creative in his own right. He must pursue his own artistic development. Otherwise it will become increasingly difficult for him to convince his students that what he is teaching is valid. Moreover, he avoids becoming mechanical in his teaching. Creating works of arts will continue his interest in art and will be a source of new thoughts, ideas, and approaches. This act of inspiration will keep him enthusiastic in the classroom.

"The teaching of art has direct connection to man's finest contribution of art. It gives concrete evidence that man is more than just a creature on the earth, that he is not merely a destroyer, but a spiritual being who create."<sup>4</sup>

In conclusion I conclude that there should be freedom in expression in the creation of forms or the value of art or the teaching of art. If any of these words in the contents of this paper have validity to them then let these few ideas inspire others to write, to teach, to express themselves creatively.

*Bertram C. Sample*

---

<sup>3</sup>  
Manford Keiler, "The Art of Teaching Art." University of Neb. Press, 1961, pp. 59.

<sup>4</sup>  
Ibid.



## BIBLIOGRAPHY

I would like to express my appreciation for the source of invaluable information that contributed to this paper. The research for this paper proved to be a very revealing experience.

Thanks to:

Rapheal. The Deamnds of Art, Princeton University, Press. 1968.

Kenneth M. Lansing, Art Artists and Art Education, McGraw-Hill Book Company, 1969.

Manfred L. Keiler "The Art in Teaching Art", University of Nebraska Press, 1961.







































































