



RELATION BETWEEN ART AND EDUCATION

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ABSTRACT :

Irwin Edman, writing about art as education, says: “I am submitting the hypothesis that art or the art, adequately taught, are perhaps in day the most central and important means of education. Upon further reading, one finds the following as components of Edmans concept of the functions of art: art is education in and for the senses; art educates sense of the form; art is the teaching to the inexperienced of the habits of attention, discrimination, and exactitude; art is the education of the emotions; the quarts are a kind of therapy and at the same time, and kind of fulfillment; art is escape, in the sense that it liberates the individual from the rigidity and regimentation of society.

Keywords : democratic society , Art and human Needs.

INTRODUCTION :

The third basic premise is that art education for democratic society implies harmonious social living.

Art and human Needs : There is another point of view, just as tenable namely, that art arises from the needs of humankind.

Early aims and objectives : The aims of art education as the aims of the aims of other subjects, have undergone evolutionary change. These appear to have been in two general directions in relation to the field of art expression itself and in relation to the aims of education in general.

Imagination, creativity and innovation are present in every human can be nurtured and ^applied. There is a strong connection between these three core processes. As Sir Ken Robinson has noted, imagination is the characteristic feature of human intelligence, creativity is the application of imagination, and innovation completes the process by utilizing critical judgment in the application of an idea.

Any approach to arts education must take the culture(s) to which the learner belongs as its point of departure. To establish confidence rooted in a profound appreciation of one’s own culture is the best possible point of departure for exploring and subsequently respecting and

appreciating the cultures of others. Central to this is acknowledging the perpetual evolution of culture and its value both historical and contemporary contexts.

Educational content and structure should not only reflect the characteristics of each art form but also provide the artistic means to practice communication and to interact within various cultural, social and historical contexts.

In this regard, there are two main approaches to Art Education (which can be implemented at the same time and need not be distinct). The arts can be (1) taught as individual study subjects, through the teaching of the various arts disciplines, thereby developing students' artistic skills, sensitivity, and appreciation of the arts, (2) seen as a method of teaching and learning in which artistic and cultural dimension are included in all curriculum subjects.

The Art in Education approach, utilizes the arts (and the practices and cultural traditions related to those arts) as a medium for teaching general curriculum subjects and as a way to deepen understanding of these subjects; for example, using colours, forms and objects derived from the visual arts and architecture to teach subjects such as physics, biology and geometry; or introducing drama or music as a method to teach languages. Drawing on the theory of "multiple intelligences", the Art in Education approach aims to extend the benefits of Art Education to all students and subjects. This approach also aims to contextualize theory through the practical application of artistic disciplines. To be effective, this interdisciplinary approach requires changes in teaching methods and teacher training.

Human all have creative potential. The arts provide an environment and practice where the learner is actively engaged in creative experiences, processes, and development. Research¹ indicates that introducing learners to artistic processes, while incorporating elements of their own culture into education, cultivates in each individual a sense of creativity and initiative, a fertile imagination, emotional intelligence and a moral "compass", a capacity for critical reflection, a sense of autonomy, and freedom of thought and action. Education in and through the arts also stimulates cognitive development and can make how and what learners learn more relevant to the needs of the modern societies in which they live.

As extensive educational literature illustrates, experiencing and developing appreciation and knowledge of the arts enables the development of unique perspectives on a wide range of subject areas; perspectives which cannot be discovered through other educational means.

In order for children and adults to participate fully in cultural and artistic life, they need to progressively learn to understand, appreciate and experience artistic expressions by which fellow humans – often called artists – explore, and share insights on, various aspects of existence and coexistence. As it is a goal to give all people equal opportunities for cultural and artistic activity, artistic education needs to be a compulsory part of educational programmes for all. Arts education should also be systematic and be provided over a number of years as it is a long term process.

Art Education contributes to an education which integrates physical, intellectual, and creative faculties and makes possible more dynamic and fruitful relations among education, culture, and the arts.

These capabilities are particularly important in the face of the challenges\present in 21st century society. For example, due to societal changes which affect family structures, children and often deprived of parental attention. In addition, due to lack of communication and relationship-building in their family life, children often experience a variety of emotional and social

problems. Moreover, transmission of cultural traditions and artistic practices within family environments is becoming more difficult, especially in urban areas.

Today, there exists a growing divide between cognitive and emotional processing that reflects a greater focus in learning environments on the development of cognitive skills, and a lesser value placed on emotional processes. According to Professor Antonio Damasio, this emphasis on the development of Cognitive skills, to the detriment of the emotional sphere, is a factor in the decline in moral behavior in modern society. Emotional processing is an integral part in the decision-making process and works as a vector for actions and ideas, establishing reflection and judgment. Without and emotional involvement, and action, idea or decision would be based purely on rational terms. Sound moral behavior, which constitutes the solid grounding of the citizen, requires emotional participation. Professor damasio suggests that Arts Education, by encouraging emotional development, can bring about a better balance between cognitive and emotional development and thereby contribute to supporting a culture of peace.

21st Century societies are increasingly demanding workforces that are creative, flexible, adaptable and innovative and education systems need to evolve with these shifting conditions. Arts Education equips learner with these skills, enabling them to express themselves, critically evaluate the world around them, and actively engage in the various aspects of human existence.

Art Education is also a means of enabling nations to develop the human resources necessary to tap their valuable cultural capital. Drawing on these resources and capital is essential if countries wish to develop strong and sustainable cultural (creative) industries and enterprises. Such industries have the potential to play a key role in enhancing socio-economic development in many less-developed countries.

Moreover, for many people, cultural industries (such as publishing, the music venues, cultural centres, art galleries and theatres) solve as key gateways by which to access culture and the arts. Arts Education programmes can help people to discover the variety of cultural expressions offered by the cultural industries and institutions, and to critically respond to them. In turn, cultural industries serve a resource for educators seeking to incorporate the arts into education.

CONCLUSION:

The available studies conducted in the field of Art, Aesthetics, Art & Culture were reviewed in detail. It has been observed that most of the study were conducted either on aesthetics or on the technique of Art. Some of the study was conducted in connecting art. But no one Education and its Relation with Art. In India to bridge some of the existing research gaps in this field.

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