

Teaching Artistics in Primary Education: Teachers' Attitudes on the Lesson and its Connection with Culture

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Abstract²

This paper describes the results of a research which took place over the Academic year 2014-15 in the Department of Primary Education of the University of the Aegean, in the context of the lesson, "Composite research applications and evaluation in the course of Artistic Education". The goal of the study is to show that it is the teacher who creates the environment and develops methods that will help a student of Primary Education to maintain the positive dispositions for Artistics and also will offer him the chance to gain skills and knowledge that will strengthen his interest in Art and promotion of Cultural Heritage. The Aesthetic zone in the Primary Education and the successive sections of activities in Secondary education in High school, aims to familiarize students with the artistic expression. Research shows that teachers first of all must be convinced that students' meeting with Artistics needs to be in an appropriate place, be done with the appropriate methods and interdisciplinary and that he must be the mediator to them through educational interventions to proceed to the formation of attitudes (Vaos, 2008).

Keywords: artistic education, teachers' views, Artistics and Culture-Cultural Heritage

1. Introduction

Artistics and Children

A great number of scientists consider that Visual Arts Education achieves the initiation of young people in the creative process through practice and that the act of creation itself offers a new visual way as, children learn how to perceive the world that surrounds them in multidimensional way through form, shape, space and movement (Wycherley, 1962). Whenever a child creates feels the excitement of free expression, mobilizes the "fertilization of imagination, and knowledge of psyche and skill (Danassis-Afedakis, 1997). Meanwhile teaching Art in school gives the chance to students to develop sociability without individualism, since it "excludes the element of rejection and encourages the active participation and cooperation. It is a place of freedom, a place of expression. a meeting place with others" (Danassis-Afedakis, 1997). The objectives of Artistic Education substantially match with the general principles of education as children through Artistic experience seek their personal fulfillment based on experiences.

Education and the Importance of Education in Visual Arts

Visual Arts courses have their own contribution, complementary to other courses and help within an irreplaceable way the learning process. Arts in education have the capability to broaden minds, expand students' system of values and enable them to identify the differences between different Cultures and civilizations, free from stereotypes, prejudices and superstitions (Barret, 2006). Through the teaching of Artistics children succeed to fill their personality, estimate the Artistic Heritage and aware the social role of Art (Chapman, 1993). Art teaches children that problems have many solutions, that there are many ways to

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² **To cite this article:** Kampouropoulou Maria (2015). Teaching Artistics in Primary Education: Teachers' Attitudes on the Lesson and its Connection with Culture. *Studies in Social Sciences and Humanities*, 2(3), 148-162.

explain the world and familiarizes them with the fluidity of things. Also, they can express through Art whatever is unspeakable for them, they gain unique experiences and through them they range their capabilities to a variety of things and actions (National Art Education, 2010).

Aims of Artistics in Students' Education

Courses of Artistics contribute within a vital way in students' education and personality and in specific:

- They develop multiple intelligences as they organize their perception about world in general and lead those in contact with discipline and insight, characteristics considered as virtues for humanities (Gardner, 1996).
- They contribute to the increasing of students' capacity for creative thought and action, qualities that are the base of teaching Artistics through the development of initiate, opportunities and solving problem
- They create a context in which students are able to study not only the world's Culture in general but even more the culture they carry inside them (Ardouin, 2000).
- They create emotions and senses through personal exploration and expression by assisting the organization of students' emotions and ideas through empirical and experimental way (Unsworth, 1986).
- They contribute to the understanding of various cultural changes as, Art progresses through society and various events. Those elements are an integral part of social tradition for students to gain experiences (Smith, R & Simpson, A., 1991).
- They develop students' physical skills and perceptions. Students' involvement in Artistics helps them to increase their practical skills with which they are endowed by their own very nature (Robinson, 1999).

Aims of the Research

The aim of the research was to establish the mode of teaching the lesson of Artistics in Primary education in various areas of the island of Rhodes (teaching in classrooms or workshops, methods, interdisciplinary, connection with Cultural Heritage, etc.). For this reason, a group of Academic students of the Department of Primary Education, University of the Aegean, in the context of the lesson "Composite research applications and evaluation in the course of Artistic Education", distributed questionnaires to 200 teachers of Primary Education in the island of Rhodes. The questionnaire was specially formed part from teachers' general characteristics, to detect the teaching place of the lesson, how important teachers find it themselves in relation with other subjects they teach, and the expansion of the combination between Artistics and Culture, local History and in general the promotion of Cultural Heritage through the course.

2. The Results of the Research

• General Characteristics of the Teachers

In the research in total of 200 teachers 74 of them were men and 126 teachers were women (Tab. 1, Fig. 1).

Table 1: Gender of Teachers

	Frequency	Percentage
Men	74	37.00%
Women	126	63.00%
Ensemble	200	100.00%

As shown in Table 1, in total of 200 teachers that took place in the research, a 37.00% were men and a 63.00% were women.

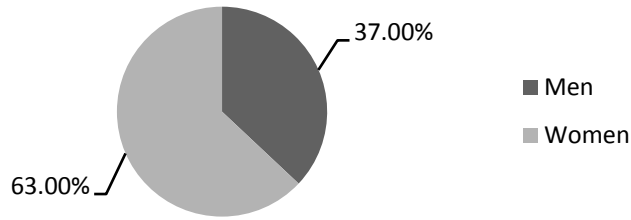


Figure 1: Gender of the Teachers

In the question about their educational level, in total of 200 teachers, 180 of them are graduates of the University, 14 of them have postgraduate degree, and 6 of them have a PhD (Tab. 2, Fig. 2).

Table 2: Answers to the Question of their Educational Level

	Frequency	Percentage
University Degree	180	90.00%
Postgraduate Degree	14	7.00%
PhD	6	3.00%
Ensemble	200	100.00%

As shown in Table 2, in total of 200 teachers that answered the question, a 90.00% them are graduates of the University, 7.00% have postgraduate degree and a 3.00% of them have a PhD.

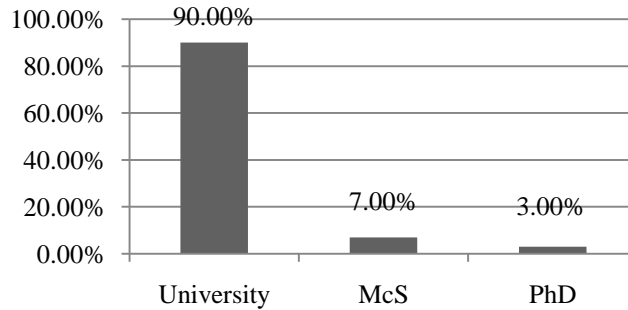


Figure 2: What is your Educational Level?

When teachers were asked, “witch class of Primary school do you teach the current school year” a 6.50% answered “first grade”, 1.00% “second grade”, 21.50% “third grade”, a 32.50% “fourth grade” a 28.00% “fifth grade” and 10.50% “sixth grade” (Tab. 3, Fig. 3).

Table 3: Answers to the Question of Witch Class Do They Teach the Current School Year

	Frequency	Percentage
First grade	13	6.50%
Second grade	2	1.00%
Third grade	43	21.50%
Fourth grade	65	32.50%
Fifth grade	56	28.00%
Sixth grade	21	10.50%
Ensemble	200	100.00%

As shown in table 3, in total of 200 teachers who answered the questionnaire, 13 of them teach the first grade, 2 of them teach the second grade, 43 teach the third grade, 65 teach the fourth grade, 56 teach the fifth grade and 21 teach the sixth grade.

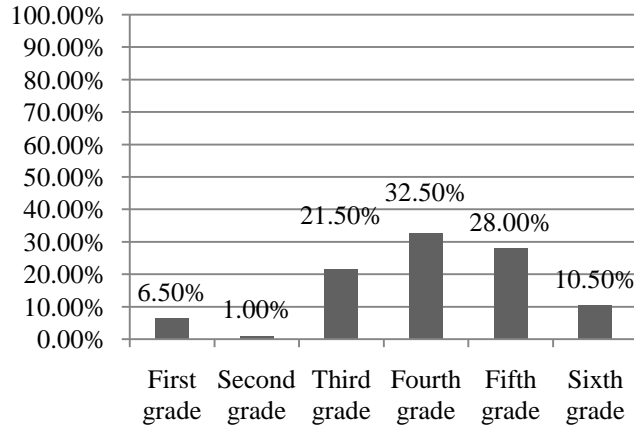


Figure 3: Which Class of Primary School Do You Teach the Current School Year?

• **Teachers’ Attitudes on the Lesson and the Way of Teaching It**

When teachers were asked, “do you teach the lesson of Artistics in the classroom where you teach any other subject” a 48.50% answered “yes” and a 51.50% answered “no” (Tab. 4, Fig. 4).

Table 4: Answers to the Question If They Teach the Lesson of Artistics in the Classroom Where They Teach any other Subject

	Frequency	Percentage
Yes	97	48.50%
No	103	51.50%
Ensemble	200	100.00%

As shown in table 4, in total of 200 teachers who answered the questionnaire, a great number of them, 97 do it in the class and 103 of them do not.

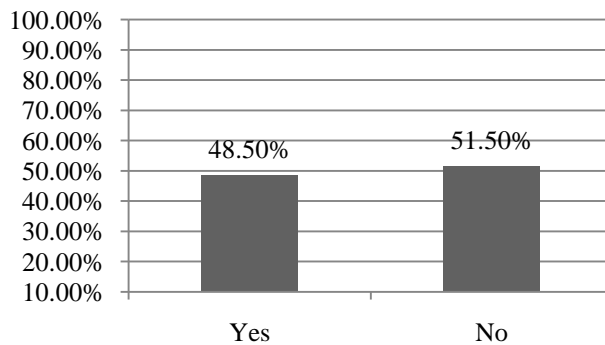


Figure 4: Do You Teach the Lesson of Artistics in the Classroom Where You Teach any other Subject?

Teachers who answered that they teach the lesson of Artistics in the classroom like they do with any other subject, (97 in total of 200), replied that they would rather prefer to teach the lesson in a workshop

specially designed for teaching the course. Specifically, a 90.72% answered “yes” and a 9.28% answered “no” (Tab. 5, Fig. 5).

Table 5: Answers to the Question If They Would You Rather Prefer To Teach the Lesson in a Workshop Specially Designed For Teaching the Course

	Frequency	Percentage
Yes	88	90.72%
No	9	9.28%
Ensemble	200	100.00%

As shown in table 5, in total of 97 teachers who answered that they teach the lesson of Artistics in the classroom like they do with any other subject, 88 of them would rather prefer to teach the lesson in a workshop specially designed for teaching the course and 9 of them do not.

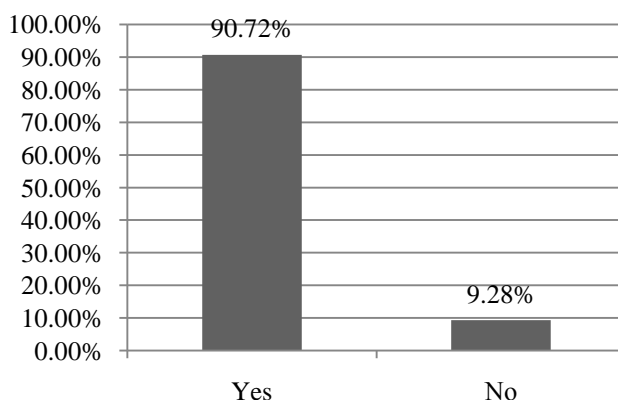


Figure 5: Would You Rather Prefer To Teach the Lesson In a Workshop Specially Designed For Teaching The Course?

When teachers were asked, “do you think that the lesson of Artistics is as important as the other lessons you teach”, a 9.50% answered “strongly disagree”, 20.50% “disagree”, 25.50% “neither agree nor disagree” a 25.50% “agree” and 19.00% “strongly agree” (Tab. 6, Fig. 6).

Table 6: Answers to the Question If They Think That the Lesson of Artistics Is As Important As the Other Lessons They Teach

	Frequency	Percentage
Strongly disagree	19	9.50%
Disagree	41	20.50%
Neither agree or disagree	51	25.50%
Agree	51	25.50%
Strongly agree	38	19.00%
Ensemble	200	100.00%

As shown in table 6, most of the teachers who answered the questionnaire think that the lesson of Artistics is as important as the other lessons they teach.

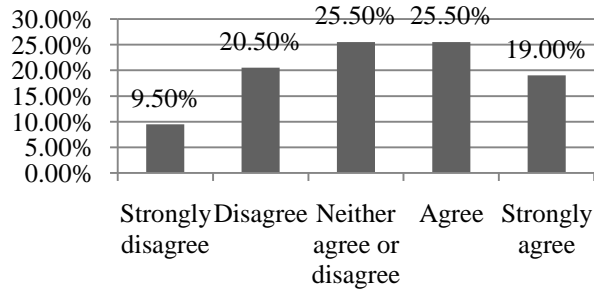


Figure 6: Do You Think That the Lesson of Artistics is as important As the Other Lessons You Teach?

When teachers were asked, “do your students work in Painting exclusively during the lesson of Artistics”, a 0.00% answered “strongly disagree”, 6.00% “disagree”, 19.50% “neither agree nor disagree” a 41.50% “agree” and 33.00% “strongly agree” (Tab. 7, Fig. 7).

Table 7: Answers to the Question if Their Students Work In Painting Exclusively During the Lesson of Artistics

	Frequency	Percentage
Strongly disagree	0	0.00%
Disagree	12	6.00%
Neither agree or disagree	39	19.50%
Agree	83	41.50%
Strongly agree	66	33.00%
Ensemble	200	100.00%

As shown in table 7, teachers who answered the questionnaire focus more on painting for teaching the lesson of Artistics.

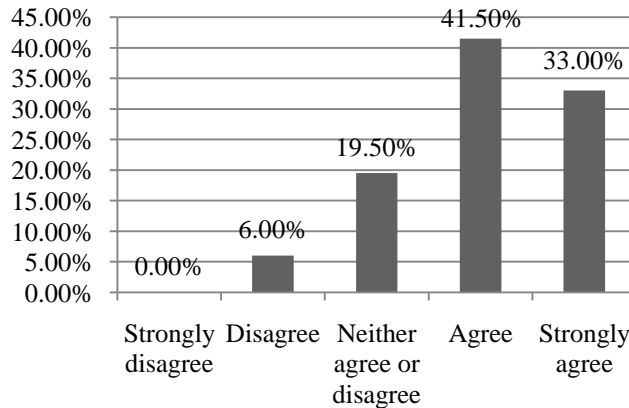


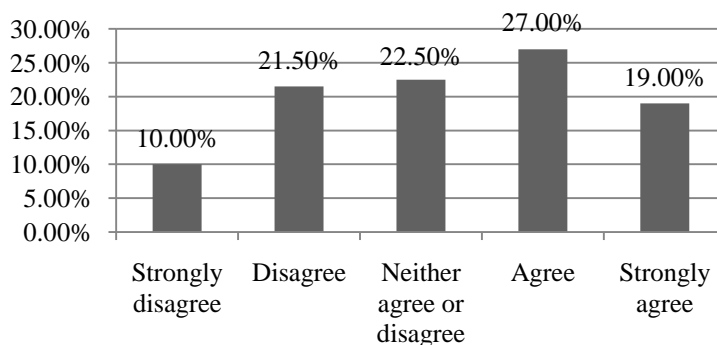
Figure 7: Do Your Students Work in Painting Exclusively During The Lesson of Artistics?

When teachers were asked, “do you teach your students other Artistics methods such as collages, models, woodwork, clay etc. part from Painting”, a 3.50% answered “strongly disagree”, 14.00% “disagree”, 29.00% “neither agree nor disagree” a 33.50% “agree” and 20.00% “strongly agree” (Tab. 8, Fig. 8).

Table 8: Answers to the Question If the Teachers Teach Their Students Other Artistics Methods, Such As Collages, Maquettes, Woodwork and Clay Etc., Part From Painting.

	Frequency	Percentage
Strongly disagree	7	3.50%
Disagree	28	14.00%
Neither agree or disagree	58	29.00%
Agree	67	33.50%
Strongly agree	40	20.00%
Ensemble	200	100.00%

As shown in table 8, teachers who answered the questionnaire focus more on painting for teaching the lesson of Artistics.

**Figure 8: Do You Teach Your Students other Artistics Methods Such As Collages, Models, Woodwork, and Clay Etc. Part from Painting?**

When teachers were asked, “do you think that the lesson of Artistics can be combined through interdisciplinary with other courses (Mathematics, Language, Grammar etc .)”, a 0.00% answered “strongly disagree”, 9.00% “disagree”, 32.50% “neither agree nor disagree” a 39.50% “agree” and 19.00% “strongly agree” (Tab. 9, Fig. 9).

Table 9: Answers to the Question if They Think That the Lesson of Artistics Can Be Combined Through Interdisciplinary With other Courses (Mathematics, Language, Grammar Etc.)

	Frequency	Percentage
Strongly disagree	0	0.00%
Disagree	18	9.00%
Neither agree or disagree	65	32.50%
Agree	79	39.50%
Strongly agree	38	19.00%
Ensemble	200	100.00%

As shown in table 9 most of the teachers who answered the questionnaire agree that the lesson of Artistics can be combined through interdisciplinary with other courses (Mathematics, Language, Grammar, etc.).

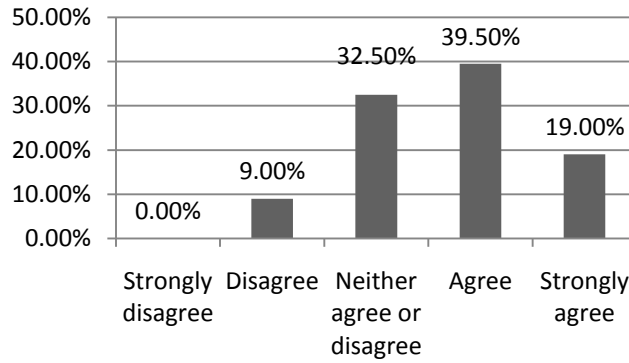


Figure 9: Do You Think That the Lesson of Artistics can be combined Through Interdisciplinary With other Courses (Mathematics, Language, Grammar Etc.)?

When teachers were asked, “do you believe that the lesson of Artistics can be approached holistically”, a 6.00% answered “strongly disagree”, 16.00% “disagree”, 28.00% “neither agree nor disagree” a 27.00% “agree” and 23.00% “strongly agree” (Tab. 10, Fig. 10).

Table10: Answers to the Question If They Believe That the Lesson of Artistics Can Be Approached Holistically

	Frequency	Percentage
Strongly disagree	12	6.00%
Disagree	32	16.00%
Neither agree or disagree	56	28.00%
Agree	54	27.00%
Strongly agree	46	23.00%
Ensemble	200	100.00%

As shown in table 10 teachers who answered the questionnaire neither agree or disagree that the lesson of Artistics can be approached holistically.

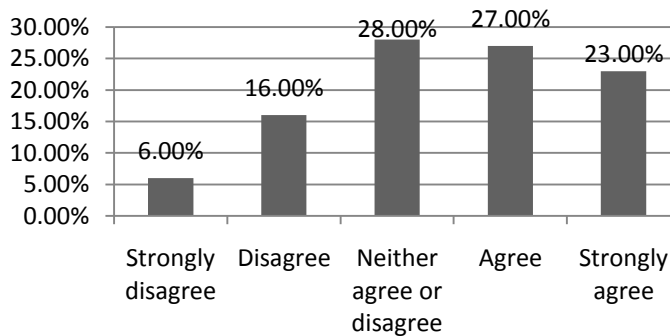


Figure 10: Do You Believe That the Lesson of Artistics can be approached holistically?

When teachers were asked, “do you think that the lesson of Artistics should be more experiential in nature (visits in Exhibitions of Paintings, Sculpture, and Museums etc.), with organized educational programs especially for students”, a 7.00% answered “strongly disagree”, 21.50% “disagree”, 26.00% “neither agree nor disagree” a 25.50% “agree” and 20.00% “strongly agree” (Tab. 11, Fig. 11).

Table 11. Answers to the question if they think that the lesson of Artistics should be more experiential in nature (visits in Exhibitions of Paintings, Sculpture, and Museums etc.), with organized educational programs especially for students

	Frequency	Percentage
Strongly disagree	14	7.00%
Disagree	43	21.50%
Neither agree or disagree	52	26.00%
Agree	51	25.50%
Strongly agree	40	20.00%
Ensemble	200	100.00%

As shown in table 11 most of teachers who answered the questionnaire neither agree or disagree and agree that the lesson of Artistics should be more experiential in nature (visits in Exhibitions of Paintings, Sculpture, and Museums etc.), with organized educational programs especially for students.

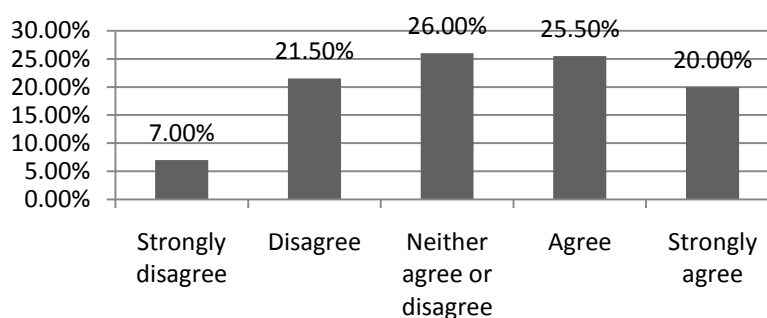


Figure 11: Do You Think That the Lesson of Artistics should be More Experiential in Nature (Visits in Exhibitions of Paintings, Sculpture, and Museums Etc.) With Organized Educational Programs Especially For Students?

• **Teachers’ Attitudes on the Importance of Culture and Art**

When teachers were asked, “is the emergence and promotion of Art and Culture to the students important to you”, a 2.50% answered “strongly disagree”, 10.50% “disagree”, 17.50% “neither agree nor disagree” a 31.00% “agree” and 38.50% “strongly agree” (Tab. 12, Fig. 12).

Table 12: Answers to the Question If They Think That the Emergence and Promotion of Art and Culture to the Students Important To Them

	Frequency	Percentage
Strongly disagree	5	2.50%
Disagree	21	10.50%
Neither agree or disagree	35	17.50%
Agree	62	31.00%
Strongly agree	77	38.50%
Ensemble	200	100.00%

As shown in table 12, most of the teachers who answered the questionnaire think that is the emergence and promotion of Art and Culture to the students important to them.

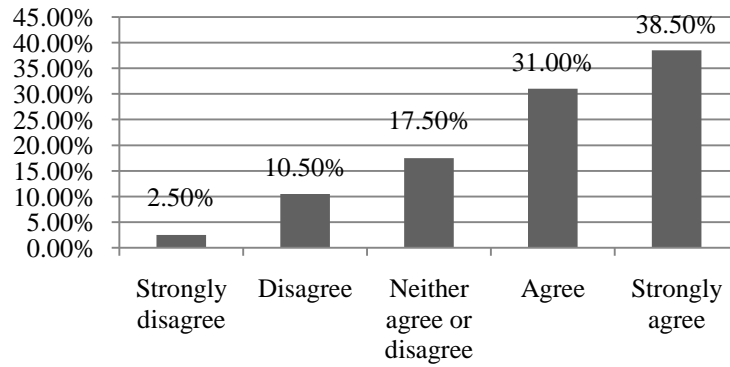


Figure 12: Is the emergence and promotion of Art and Culture to the students important to you?

When teachers were asked, “do you think that the lesson of Artistics should be related to the local History”, a 3.50% answered “strongly disagree”, 14.00% “disagree”, 29.00% “neither agree nor disagree”, 33.50% “agree” and 20.00% “strongly agree” (Tab. 13, Fig. 13).

Table 13: Answers to the Question If the Teachers Think That the Lesson of Artistics Should Be Related to the Local History

	Frequency	Percentage
Strongly disagree	7	3.50%
Disagree	28	14.00%
Neither agree or disagree	58	29.00%
Agree	67	33.50%
Strongly agree	40	20.00%
Ensemble	200	100.00%

As shown in table 13 most of the teachers who answered the questionnaire agree that the lesson of Artistics should be related to the local History.

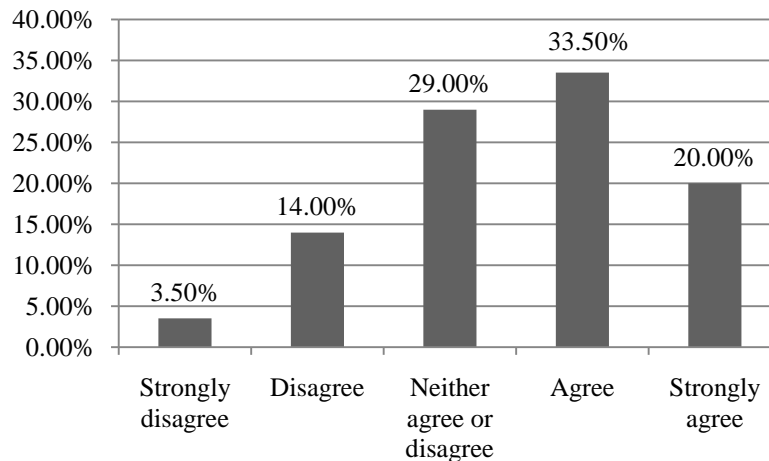


Figure 13: Do You Think That the Lesson of Artistics should be related to the Local History?

When teachers were asked, “do you think that the lesson of Artistics sensitizes students on the Art and Culture in general”, a 5.00% answered “strongly disagree”, 20.50% “disagree”, 26.50% “neither agree nor disagree” a 30.00% “agree” and 18.00% “strongly agree” (Tab. 14, Fig. 14).

Table 14: Answers to the Question If the Teachers Think That the Lesson of Artistics Sensitizes Students on the Art and Culture in General

	Frequency	Percentage
Strongly disagree	10	5.00%
Disagree	41	14.00%
Neither agree or disagree	53	26.50%
Agree	60	30.00%
Strongly agree	36	18.00%
Ensemble	200	100.00%

As shown in table 14 most of the teachers who answered the questionnaire agree that the lesson of Artistics sensitizes students on the Art and Culture in general.

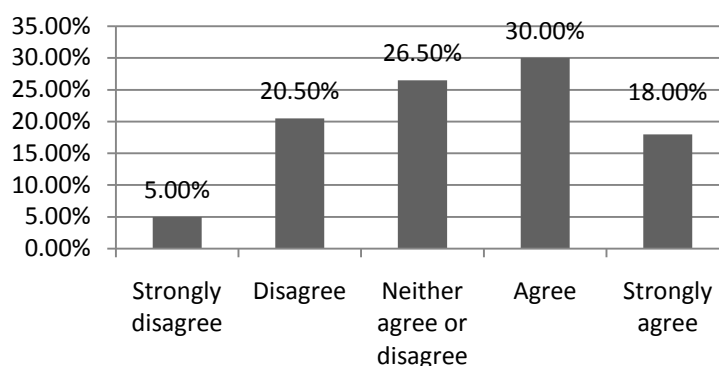


Figure 14: Do You Think That the Lesson of Artistics Sensitizes Students on the Art and Culture in General?

When teachers were asked, “is it possible to emerge and promote the local Culture of a place through the lesson of Artistics”, a 6.50% answered “strongly disagree”, 19.00% “disagree”, 26.50% “neither agree nor disagree” a 28.00% “agree” and 20.00% “strongly agree” (Tab. 15, Fig. 15).

Table 15: Answers to the Question If the Teachers Think That It Is Possible To Emerge and Promote the Local Culture of A Place through the Lesson of Artistics

	Frequency	Percentage
Strongly disagree	13	6.50%
Disagree	38	19.00%
Neither agree or disagree	53	26.50%
Agree	56	28.00%
Strongly agree	40	20.00%
Ensemble	200	100.00%

As shown in table 15 most of the teachers who answered the questionnaire believe that it is possible to emerge and promote the local Culture of a place through the lesson of Artistics.

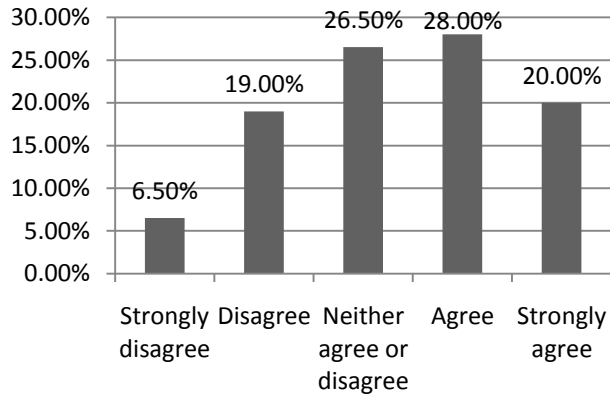


Figure 15: Is It Possible to Emerge and Promote the Local Culture of a Place Through The Lesson of Artistics?

When teachers were asked, “do you believe that students can perceive the size of cultural development by studying the Art of a place”, a 6.50% answered “strongly disagree”, 15.50% “disagree”, 23.00% “neither agree nor disagree” a 31.50% “agree” and 23.50% “strongly agree” (Tab. 16, Fig. 16).

Table 16: Answers to the Question If They Believe That Studying the Art of a Place Student Can Perceive the Size of Its Cultural Development

	Frequency	Percentage
Strongly disagree	13	6.50%
Disagree	31	15.50%
Neither agree or disagree	46	23.00%
Agree	63	31.50%
Strongly agree	47	23.50%
Ensemble	200	100.00%

As shown in table 16 most of the teachers who answered the questionnaire believe that students can perceive the size of cultural development by studying the Art of a place.

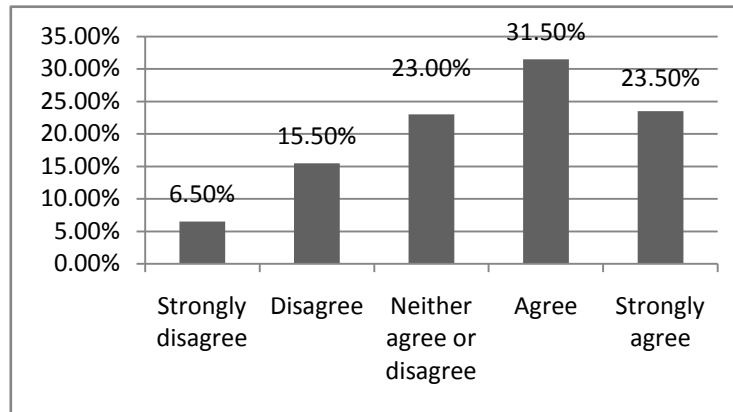


Figure 16: Do You Believe That Students Can Perceive The Size of Cultural Development by Studying the Art of A Place?

When teachers were asked, “do you believe that when students “meet” their culture through the course of Artistics, they feel more “tethered together” with their place”, a 1.50% answered “strongly disagree”,

6.50% “disagree”, 16.00% “neither agree nor disagree” a 32.00% “agree” and 44.00% “strongly agree” (Tab. 17, Fig. 17).

Table17: Answers to the Question If They Believe That When Students Know the Culture of Their Place through the Course of Artistics, They Feel More "Tethered Together" With It

	Frequency	Percentage
Strongly disagree	3	1.50%
Disagree	13	6.50%
Neither agree or disagree	32	16.00%
Agree	64	32.00%
Strongly agree	88	44.00%
Ensemble	200	100.00%

As shown in table 17 most of the teachers who answered the questionnaire strongly agree that when students know the culture of their place through the course of Artistics, they feel more "tethered together" with it.

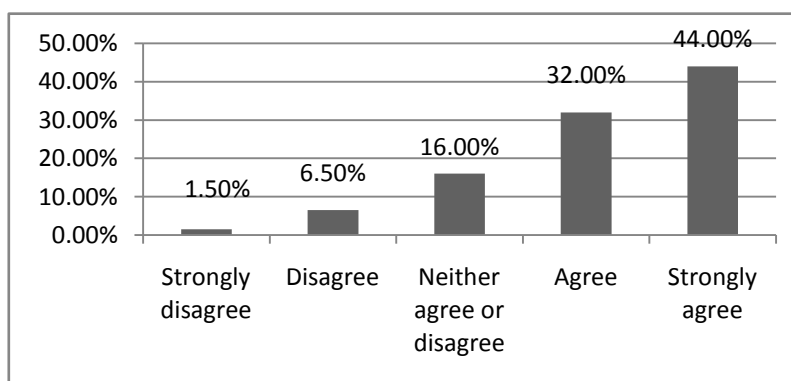


Figure 17: Do You Believe That When Students “Meet” Their Culture Through The Course Of Artistics, They Feel More "Tethered Together" With Their Place?

When teachers were asked, “do you think that the lesson of Artistics in combination with the local History at school, can promote Cultural Heritage”, a 15.00% answered “strongly disagree”, 24.50% “disagree”, 25.00% “neither agree nor disagree” a 22.00% “agree” and 13.50% “strongly agree” (Tab. 18, Fig. 18).

Table18: Answers to the Question If They Think That the Lesson of Artistics in Combination with the Local History at School, Can Promote Cultural Heritage

	Frequency	Percentage
Strongly disagree	30	15.00%
Disagree	49	24.50%
Neither agree or disagree	50	25.00%
Agree	44	22.00%
Strongly agree	27	13.50%
Ensemble	200	100.00%

As shown in table 18 most of teachers who answered the questionnaire neither agree or disagree and agree that the lesson of Artistics in combination with the local History at school, can promote Cultural Heritage.

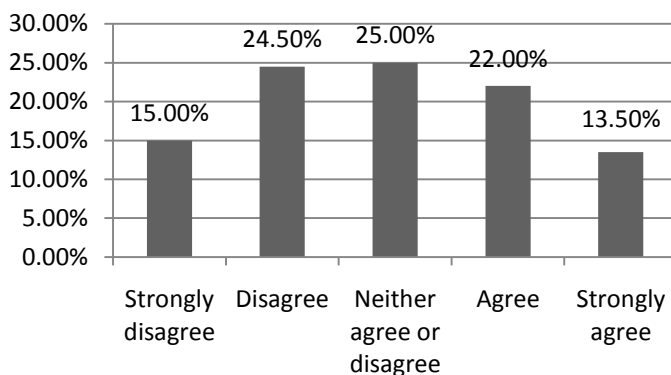


Figure 18: Do You Think That The Lesson of Artistics in Combination With The Local History At School, Can Promote Cultural Heritage?

3. Conclusions

In this investigation we searched for elements that may affect the way of teaching the lesson of Artistics in Primary schools in different areas of Rhodes, the space and the methods used by teachers, their connection with other courses and the relationship teacher can develop between the course and the promotion of Culture and Culture Heritage. Many teachers do not use appropriate workshops for teaching the course and obviously it is the state that should take care of this problem and equip schools with adequate infrastructure. It is also very obvious from the research that experimental training seminars should be organized for the teachers so to enhance more methods in the lesson and combine more materials over the courses. The research found that some of these teachers use interdisciplinary as a tool and while they believe that the course must promote the culture and cultural heritage and must be combined with the local history, few of them do it. In view of the above findings of the investigation, we believe that artistic treatment should be particularly emphasized in the Universities with departments of Primary Education. Therefore it was proved that traditional teaching methods can adopt parallel activation of alternative methods to the course of Artistics as across-thematic tool and helps to promote the Cultural Heritage in Primary school students (Kampouropoulou- Savvaidou, 2007).

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