



# Overview of the History of Art Education

## **Industrial Drawing Movement**

- instigated in 1871 by Walter Smith through the Massachusetts Normal Art School
- teacher-directed copying from drawing exercise books that were sequenced in order of increasing complexity (though not originally intended for children)
- goal was occupational training; to produce ‘masters of industrial drawing’
- realism/naturalism promoted; product-oriented

## **Picture Study Movement –**

- established by Henry Turner Bailey in the 1890s
- focus on art appreciation to improve spiritual and moral consciousness
- studied European ‘masterpieces’ that equated beauty with morality

## **Synthetic Art Education**

- conceived of by Arthur Wesley Dow in 1899; taught through the Pratt Institute and Columbia University Teachers’ College
- based on the fundamentals common to all of the fine arts– now referred to as the elements and principles of design – focus on composition
- his theories influenced the stylistic foundation of the American Arts & Crafts movement, and supported Clive Bell’s theories of formalism

## **Progressive Education**

- art education for the whole child to develop skills of self-expression
- art as expression of ideas rather than development of manual skills
- teacher seen as guide; child-centred approach to learning; copying avoided; variety of materials used; process-oriented; integrated with other subjects
- based on theories of John Dewey, Franz Cizek and others in the 1920s

## **Social Consciousness Movement**

- art as a form of self-expression helps develop social good
- art deeply integrated with community life; art and design to improve aesthetic quality of everyday objects (wide variety of forms of art studied)
- made manifest through the Owatonna Art Project in the 1930s

### **Creative Self-Expression**

- art education develops self-expression and creativity, used as a 'potential force working for the redemption of mankind'
- hands-on experience with materials is central, as is artistic freedom
- based on Freud's notions of psychoanalysis and Lowenfeld's theory of children's stages of artistic development
- teacher's role is to anticipate/encourage a child's artistic needs at each stage and provide appropriate tools and media to facilitate expression
- developed by Viktor Lowenfeld, Victor D'Amico (education in art), Herbert Read (education through art) in 1940s & 50s

### **Aesthetic Education**

- art seen as an instrument of communication
- teaching of art must take into account the child's needs as well as social and cultural factors
- child can take on the roles of artist, art historian or critic
- developed by Manuel Barkin in the 1960s

### **Discipline-Based Art Education (DBAE)**

- promoted by the Getty Center for Education in the Arts in the 1980s
- proposed that art education focus on four art disciplines: art history, art criticism, aesthetics, and art making
- students should express ideas with art media; read about/criticize art; be aware of art history as the chronological, geographic, and personal context of what they are seeing all around them; and have an intro to the basic issues of aesthetics

### **Visual Culture Art Education (VCAE)**

- developed in response to 21<sup>st</sup> c. post-modern shifts in theory and pedagogy
- promotes the critique and creation of images, artifacts, cultural sites, and public spheres; use of newer visual media and alternative sites of teaching
- reflects on the relationship of visual culture to the construction of identity, global cultures, and natural and human-made environments
- focus on curriculum content that is conceptually based, interdisciplinary, and socially relevant through creating and responding to images, artifacts, and performances
- supporters include Kerry Freedman, Paul Duncum, Deborah Smith-Shank, etc.

### **Other movements afoot:**

- Comprehensive Arts Education
- Community-based Art Education
- Multi and Cross Cultural Art Education
- Eco-Art Education

### **For more information on the history of art education:**

D. Soucy & M. Stankiewicz, (Eds.) (1990). *Framing the Past: Essays on Art Education*. Reston, VA: National Art Education Association.

Art Education and Visual Culture <http://www.naea-reston.org/archives/6vis.pdf>

