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The assessment of drawings of 5 grade students in the state or private schools, according to the different variables

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Abstract

Art education is a field of education which is given importance and regularly conducted throughout the contemporary and civilized world. At present, in the education of students of different age groups in every civilized country, capability development studies are conducted as drawing studies and it is an important subject. It is known that visual art education in public and private schools in our country will have a significant influence on the careers of students in their future lives.

The objective of this study was to evaluate the creative ideas of 5th graders who had visual art lessons using the same programs in public and private schools in 2013 – 2014 academic year and the evaluation was performed according to different variables.

This study was performed on 20 students from public schools and on 20 students from private schools and their studies in art education classes were evaluated with respect to their use of materials, techniques, themes and creative approaches, and the results were interpreted by means of qualitative research.

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1. Introduction

Contemporary and civilized countries in the world, have attached importance to the art education throughout their histories. Arts have taken part in the curriculums with scientific publications, conferences and courses.

Making the topic of culture is an importance factor for governments in order to show that they are advanced.

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Therefore, it has been an important decision to attach importance to art and culture in the education in the republic period. Visual courses of art education, without any doubt, will affect our students in the future when they have their jobs.

This is an important discipline in the cultural and scientific aspects that, there is no difference between the curriculum of painting lessons in state schools and private schools. When the cultural future of the country is taken into consideration, in order to keep the skills and achievements of generations and to maintain the equality of opportunity, it should be kept in mind that, the curriculum of state and private schools should be same and this policy should be continued.

Exhibitions, conferences, concerts, painting, music, drama lessons, activities of press are important events that organize the development of countries. If the painting, music, literature and science lessons are good from the beginning of the primary education, these events gain importance. Children, give messages about themselves, talk to us, with the works they do through painting, music, writing and drama. Children think multidimensional, have high self-esteem, have a sense of aesthetic, and become creative, civilized individuals. (Striker, 2005)

A child, at age of 11 and 5th grade and have normal skills, may not be able to use the scientific and technical concepts like perspective, light, shadow, volume in arts and science. As it is known, perspective is not taught at this age level because it has no place in the curriculum as a technical knowledge. But, if the teacher recognizes a special skill in the students about that he/she can help the students to enrich it. Besides, it is useful that, to give special attention to the students who have a special skill about painting.

It can be useful that, the teachers make work students about the topics, objects that are easier and building a lot of visual contact, in order to maintain the love and curiosity of students in painting if they have. Also, teachers should make five graders who are 11 years old, work relax, and keep the charm of painting lessons, with encouragement.

In addition, the concentration span increase and the actions become more independent. At this stage, friend relations start to gain a lot of importance (Pektuna Keskin, 2012).

Children at these ages, create their art with a tendency to reality. Children construct a relation between colors and objects, on the other hand teachers try to give information about colors. May be the best way is, to mature the relation of color and the children, with leaving them on their own (Kehnemuyi, 1992).

Researches on children at this stage show that, children are interested in details and they have less and less tendency about showing their paintings. They do not choose the colors randomly, instead, they start to choose colors in more realistic ways. (Yavuzer, 1992).

Therefore, teachers should work on to encourage the students to reflect their imagination to their arts. Improving students' imagination and hand skills can enable students to paint more successfully. In order to do that, student – teacher ratio should be low.

Drawing the fairy tales that children listen to from the early ages at home, is another important factor in the aspect of improving the imagination. It should be kept in mind that, cinema, the technical scenes of TV in today's world enrich the imagination of children and shadow plays like Karagoz – Hacivat in the past, enriched the imagination of children.

In addition, giving colored examples from the history of arts and mythology lessons, since mythology lessons stimulate the creative thinking, will be useful to enrich the imagination (Gurtuna, 2005).

2. Method and Exemplification

This study has been made in a state school named Gazi Mustafa Kemal Pasa Secondary Education School and a private school Ahmet Yesevi in the 2013 – 2014 academic year, with five grade students who are 11 years old and take painting course, by using qualitative research methods related to different variables and assessing them.

20 students participated in the study. Free and colored drawings of participated students were analyzed in the study.

3. Means of Data Collection

Works of five grade students who are 11 years old are taken as a basis and data were collected, assessed with qualitative research method and final report were prepared

4. Evaluation Criteria

Table 1. Use of Material

Use of Material	Number of Students who use the materials – State School		Number of Students who use the materials – Private School	
	Yes	No	Yes	No
Pastel	15	-	2	-
Water Color	-	-	-	-
Dry Paint	4	-	6	-
Ink	-	-	-	-
Magic Marker	-	-	2	-
Mixed Material	1	-	10	-

About the criteria: In the use of material, the state school and the private school are different. For example; in the state school pastel use rate was %75 (15 students), in the private school that rate was %10 (2 students). If we take into consideration that, physical conditions are not enough and the number of students is higher in the state schools, students can paint with pastel more easily. Dry paint usage rate was, %20 (4 students) in the state school and %30 (6 students) in the private school. In the private school, magic marker use rate was %10 (2 students). In the use of mixed material, the rate of state school was only %5 (1 student), while in the private school the rate was %50 (10 students). It can be related to the more space and painting ateliers in the private school, and this creates better opportunities for students.

Table 2. Technique

Technique	Number of Students who use the technique – State School		Number of Students who use the technique – Private School	
	Yes	No	Yes	No
Pastel Technique	15	-	3	-
Water Color Technique	-	-	1	-
Collage	-	-	-	-
Dry Paint Technique	4	-	9	-
Scraping Technique	-	-	-	-
Pressing Technique	-	-	-	-
Lavi Technique	-	-	-	-
Mixed Technique	1	-	7	-

In the use of techniques, pastel technique usage rate; in the state school, it was %75 (15 students) and in the private school, it was %15 (3 students). Water color technique usage rate; it was %5 (1 student) in the private school, it was not used in the state school. Dry paint technique usage rate; in the state school, it was %20 (4 students), in the private school, it was %45 (9 students), mixed technique usage rate; in the state school, it was %5 (1 student), in the private school, it was %35 (7 students)

Generally pastel technique, was the most popular one; %45 (18 students). Dry paint technique was the second; %32.5 (13 students). Mixed technique rate was; %20 (8 students) and the last one was water color technique just %2.5 (1 student). Collage, scraping and pressing techniques were not used by any student. Maybe the reason for that, these techniques are relatively harder.

Table 3. Organization (Composition)

Organization (Composition)	State School Students		Private School Students	
	Yes	No	Yes	No
Using of Space	13	7	20	-
Proportion among objects	5	15	17	3
Using the whole paper	14	6	15	5
Using of figures	17	3	19	1
Written expression	8	12	17	3
Depth perception	4	16	10	10

Organization (Composition):

Using of Space in the state school and in the private school respectively: %65 (13 students) and %100 (20 students).

Proportion between objects in the state school and in the private school respectively: %25 (5 students) and %85 (17 students).

Using the whole paper in the state school and in the private school respectively: %70 (14 students) and %75 (15 students).

Using of figures in the state school and in the private school respectively: %85 (17 students) and %95 (19 students)

Written expression in the state school and in the private school respectively: %40 (8 students) and %85 (17 students).

Depth perception in the state school and in the private school respectively: %20 (4 students) and %50 (10 students)

Private school students achieved higher rates in all parts of the composition branches. It can be said that, opportunities like the ateliers in the private school, the concern of teachers, the transfer of information and the caution, skills of the students may have been the reasons.

Table 4. Use of Colors

Use of Colors	State School Students		Private School Students	
	Yes	No	Yes	No
Student used the real colors of objects	17	3	19	1

Use of colors: Private school students used the real colors of objects with the rate of %95 (19 students) and the state school students used %85 (17 students).

The skills and imagination powers of the students in both schools who painted the objects with unreal colors can be investigated.

Table 5. Creative Approach

Creative Approach	State School Students		Private School Students	
	Yes	No	Yes	No
Using of different perspectives	4	16	14	6
Using the colors in a free way	7	13	11	9
Diversion in the movements of figures	8	12	15	5
Details in the objects and figures	6	14	17	3

Creative Approach:

Using of different perspectives; in the private school: %70 (14 students), in the state school: %20 (4 students)

Using the colors in a free way; in the private school: %55 (11 students), in the state school: %35 (7 students)

Diversion in the movements of figures; in the private school: %75 (15 students), in the state school: %40 (8 students)

Details in the objects and figures; in the private school: %85 (17 students), in the state school: %30 (6 students)

In the criteria of creative approach, state school students could not reach %50 rate, the highest rate was %40 (diversion in the movements of figures). On the other hand, private school students passed %50 rate in all criteria.

5. Data Analysis

In the study, the topics that 5 grade students try to express, were assessed.

In the analysis and assessment of drawings, qualitative research methods were used. Understanding the drawings and making comments on them is an inseparable part of the qualitative research. Qualitative research is not a research that we degrade the data into numbers, yet numbers can be used in the qualitative research.

But numbers may not be sufficient, to assess the drawings of students, comment on them and show the difference between composition and thought. In order to make the final report descriptive, the qualitative research methods should be used (Glesne, 2012).

In the study, drawings of 5 grade students (40 students overall), were analyzed. There were 5 main topics and groups of topics related to them. These topics were proportionated with the number of participants.

6. Results and Implications

The differences between 40 students at five grade and go to a state and a private school in the 2013 – 2014 term, analyzed with different variables and qualitative method, are below:

In the aspect of classification of the topics there were obvious differences between the drawings of private and state school students. Private school students showed different numbers in the topics like using of materials, techniques, composition, using of colors, creative thinking.

In the state school, the numbers of the materials and techniques were limited, on the other hand in the private school, students used a variety of materials and techniques, with the help of financial possibilities.

These diversions enabled them to use the parameters that help the expression in composition. Private school students were more successful, in the organization on the drawing paper, space perception in the composition, depth perception, proportion among objects, using the whole paper, using of figures, written expressions, explaining the topic of the drawing and composing it with their imagination.

It was realized that, students in different school but go under the same curriculum, were different in the aspects of creative approach and using of colors.

In this study, the power of art education in self – expression, ateliers, providing of materials, visiting more museums and exhibitions, the lesser number of students in private schools and the relation between teachers and students, are thought to be effective.

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