

Functioning of Performance-Oriented Workshop Courses in Art Education

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Abstract— Art, in its most universal language, is the effort of man to express himself. Since the early ages, human beings have expressed many activities in order to be able to communicate and commented their experiences and the environment. Without thinking that the documents that it reveals could have a historical value, mankind has struggled to understand and explain life. The only thing man has to do is to survive.

One of the most important aims of art education is to perceive and shape the individual's environment. Because the field of art is a different communication medium than others. As well as providing the visual personality development of the individual, basic art education aims to develop the concepts of plastic values and sensory perceptions, create new forms, establish relations between objects and arrange these relations in accordance with certain design principles. The basic art education course, which consists of the teaching and practice steps of the design principles forming the basis of art education, is very important for the individuals who receive art education in a higher education institution.

Student is the basis of education which is a social element. Education is one of the most important topics of our time. In our universal era, developments in every field are affecting education to a great extent. Education, which is a continuing program aimed at creating responsibility behaviors in young people, is a process of change and development that takes a person as a whole with mind, feelings and behaviors.

In order to create the information society required by the rapidly developing modernization in today's age and to enable individuals to renew themselves and adapt to technological developments, modern age educators have sought to broaden the perspectives of workshop works.

Keywords—Art education; practice; workshop.

I. INTRODUCTION

Education is one of the most basic requirements of the individual. Meeting the increasing demand for qualified education in our country in recent years and

raising individuals suitable for the conditions of the future are among the tasks of the present Turkish education system. Our age is the age of knowledge and advanced technology, the most fundamental and indispensable element of this age is knowledge society and knowledgeable educated human power. It will only be through education that the individual does not lag behind this age and progresses forward together with the developing world and its conditions at the same time. Just being literate is not enough to be able to keep pace with the changing conditions of the new century and to live as a contemporary society with the values that it stands for.

The initiatives to provide a qualified education system with original, creative, strong and rich language of expression have required a multifaceted approach to reveal the artistic understandings of the students expected to be more free and innovative. Regardless of the period and the duration of the education program, the indispensable elements are the content, the program, the method and the medium [2]. The workshop classes, which have an important place in the construction of the learners about their department, are very important in terms of different approaches to education and evaluation, both in the preparation of the programs. The quality of the conceptual and theoretical content of the lessons provides a contemporary understanding of education. The student should be able to demonstrate his background of knowledge and thought at the same time, and reflect his personal interpretation into practice while considering the contents and concepts.

In contemporary workshop systems, the student should put forth aesthetic products by adding creativity to the material he has studied during the course. For being able to think in a multifaceted way, it is necessary to work with a program flexible, developmental and sensitive to different thoughts. With project-centered work, students use their creativity in the art to bring new ideas and results from the known to the unknown [4]. With this model expressing itself in a multi-faceted way, the importance of art from past to present and the effects of art on art education must be examined. Art education in this model is also proposed as an integrated information system and way of thinking.

II. THE IMPORTANCE OF ART EDUCATION AND WORKSHOP PROCESS

Workshop courses covering different traditions, innovations and culturally interdisciplinary fields of Art and Design aim to make production of contemporary and original works and create a common workshop. Individuals should take broader perspectives of their workshops so that they can renew themselves and adapt to technological developments. In the education units, these courses are not only helping students to improve their creativity, but also helping them in their professional fields [5].

Multidimensional thinking is possible with a flexible and open-ended, multi-voice sensitive program. With performance-oriented works, students use their creativity in arts to create new thoughts and new results. Approaches to the importance of art and its effects on art education should be determined. Integrated approach to applied training develops the creativity of individuals in art as well as in other fields. It helps the knowledge and skills to be learned through an organization and to use them in a meaningful way [7].

An integrated art education allows the student to learn in several ways; these are 'content and skill'. In a world of constantly changing and increasing knowledge, when skills are in integration with content, students develop skills such as critical thinking, creative problem solving and high-level thinking [3]. Performance-oriented workshop courses require a co-evaluation of coinciding information. Coinciding information is a multi-faceted approach such as ability, responsibility, perception, observation, interpretation and problem solving.

Performance-oriented art education is a unifying and integrative form of education that includes all narrative and communication forms, visual and interpretative education so that the individual can express himself. Whereas art education is an effort of education to develop aesthetic feelings, ability and creativity in an individual's mental, emotional and physical education integrity.

During the courses, it is necessary to follow a holistic practice way and a performance-oriented education. There must be different practicable approaches, the existing conditions must be restructured within possible abilities and skills, and multifaceted art practices should be developed to increase the productivity of art education. All artistic educations refer to different emotions and express themselves in different ways. The workshop environments must be equipped with scientific equipment to facilitate training and interaction. Applied programs should be developed and must be renewed on the basis of scientific and technological possibilities. Skills should be developed in parallel.

Key goals such as self-evaluation and awareness-building of the individuals are reached.

Art education; is an educational effort made by art, in the name of the individual's physical, emotional, perceptual and mental development. It is expected that art workshops provide a research and application environment for students' work, and instructors contribute to professional and personal development [1].

The topic of art education has been developed from the critical, creative, innovative, participative and prospective characteristics of the individual. It also carries the qualities of being able to look at the issues from the right angle, approach the issues effectively, and be ready for innovation. In addition, it is required in terms of being able to work in a changing environment that students can think, define, conceptualize, apply their knowledge, choose and use materials [6]. Within the scope of performance-oriented education, not only plastic and visual education, but all human expression forms can be considered, so that a workshop system with such important goals and objectives can benefit from all the possibilities of contemporary education. Project work can be considered as individual or group work. Students with different characteristics can reach the intended target because of differences as they move towards the same target together. The goal is to achieve a single targeted achievement by protecting the differences between the students. They will develop new and different perspectives by reinforcing their individual differences with each other through the exchange of ideas, sharing of information and discussions. During the performance-oriented education process, students gain a different point of view by conducting their work in relation to other approaches both inside and outside the workshop and try to relate knowledge and concepts. They can achieve their goal with a high-quality program that focuses on performance-oriented education and can demonstrate qualified practice work. In art education students, revealing, guiding and transforming aesthetic and artistic concern into a lifestyle is only possible with art education which gives the adequate time and appropriate workshop environment.

III. RESULT

In the performance-oriented workshops, students are thought to be more free, productive and creative in the artistic sense. It is thought that experimentality, multi-faceted understanding of arts, the use of different materials and co-producing in courses, gives the students multi-dimensional awareness.. Approaches to the problems related to work topics should be improved with different subjects, techniques and materials in order to develop their own artistic personality, so that the development of original artistic styles should be provided. In a workshop education environment established with appropriate methods and techniques, efforts are made to respond to deeper and more comprehensive learning needs of

the students. In this context, the workshop application and practice process helps the students to develop capacity to know, associate and change processes.

Since applied workshop activities aim at student-centered art education approach, practical courses in the Faculty of Arts and Design-Fine Arts Faculties and Fine Arts Institutes should be developed and kept alive for the age we live in.

As a result of the searches, turning workshop activities into practice or using appropriate materials will determine the current industry and technological developments as well as contributing from a technical aspect. Our awareness at the base of applied art education shows us that art and art education will take place in every circumstance. Nowadays, we can provide it with courses and workshop environment that we have seen in educational programs.

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