

Art Pedagogy, art Therapy, art Activities In art and Science

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Abstract: The main focus of the article is to investigate and to define the definitions of art pedagogy, art therapy, art activities in art and science, and to see how these methods works on the Education field. This paper reports on different scientists' opinion about the definitions above. The article is not aiming to discover the best method of learning, but, is going to give some examples about the differences and the benefits of art in education.

Key words: Art pedagogy, art therapy, art activities, children, special educational needs

I. Introduction:

The process of creation, the artefact/outcome produced and experiences of consummation are all significant, with specific reflexivity impacts. Art constitutes an initial and vital part of our life, from the birth until death; people learn and grow up with art. The little baby, uses his hand to touch and to stand, after a while he uses crayon to put colour into things, in order to understand better what is it and to shape different objects. This article are to show that art is able to be applied in education and pedagogy field, not only in therapeutic-psychological field. Through art activities, it is possible to achieve personal development to children with special educational needs as well as students that are not facing any special learning difficulties. The vital core of this is to understand better the needs of those children and to find, explore more methods of learning through art.

Art Pedagogy Art pedagogy is an umbrella term that refers to learning and instruction based upon the visual and tactile or performing arts. It includes the visual arts like drawing, painting, sculpture and other, and performing arts as dance, music, theatre. According to P. Terziyska (2012, pp. 210-211) Art pedagogy is a synthesis of two areas of the scientific knowledge - art and pedagogy. The main aim of art pedagogy is the adaptation of the child with SEN towards these factors: active learning; a locally relevant curriculum that captures the interest and enthusiasm of learners: respect for, and engagement with, local communities and cultures; and trained and motivated teachers.

II. Theoretical Part

Art Therapy

Art Therapy is arisen in the mid-20th Century, commencing independently in English-speaking and European countries. In England, as in the U.S., the roots of art therapy lay mainly in art education, the practice of art, and developmental psychology. Edwards (2004: 2) depicts the two different but "parallel strands" (citing Waller, 1993: that were developed in the UK depicting that, "Art as therapy, as advocated by Hill, and the use of art in therapy, as championed by Naumberg. The first of these approaches emphasizes the healing potential inherent in the process of making art, whereas the second stresses the importance of the therapeutic relationship established between the art therapist, the client and the artwork".

In the UK, in 1942, "the artist Adrian Hill is generally acknowledged to have been the first person to use the term 'art therapy' to describe the therapeutic application of image making" (Edwards, 2004: 1). Hill, while recovering from tuberculosis in a sanatorium, discovered the therapeutic benefits of drawing and painting. He wrote that the value of art therapy lay in "completely engrossing the mind (as well as the fingers)... releasing the creative energy of the frequently inhibited patient", which enabled the patient to "build up a strong defense against his misfortunes".

In order to grasp a deeper understanding of the issue, it is a necessity to understand that Art Therapy originated in the fields of Arts and Psychotherapy, it was only a matter of course that some would incline towards a psycho-therapeutic approach while other to a more pedagogic or art-based approach.

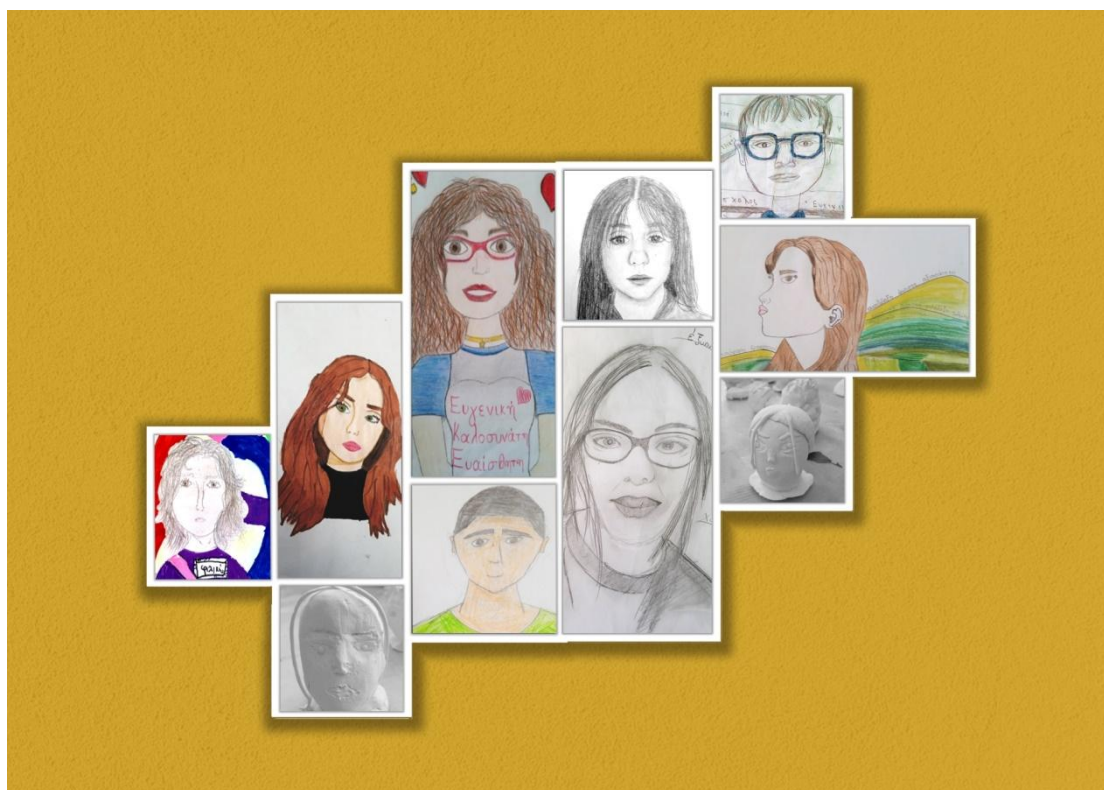
The British Association of Art Therapists largely focuses on aesthetic or diagnostic assessment of the client's image. Art becomes the outlet of complex and sometimes confusing emotions that cannot always be expressed verbally. Emphasis is also laid on the environment, which must be facilitating and safe one. Poring over the diverse definition up to date we can conclude that art therapy is defined as: the therapeutic use of the combination of the creative process of art making and psychotherapy. The first involves the art itself as therapeutic tool, which means the process of art-making is healing as it offers opportunities of self-expression. Apart from the view "art as therapy", a second element seems to emerge, emphasizing on the symbolic expression of the art product. The creations of patients are deemed as the medium of bringing to the surface inner emotions or conflicts of their creators. In this case, art therapy as "art psychotherapy" embraces these inner expressed traumatic issues and helps them be resolved.

Art activities for children with special educational needs In the same way that art therapy (in the sense of visual arts) can be proven an efficient therapeutic medium for students with special educational needs, other expressive art activities, under the term of "performing arts", using drama, dance/movement, music and other creative means, are able to positively impact the students' academic performance, cognitive functioning, social and communicative interaction, emotional domain, motor/sensory functioning and overall personal development. These positive effects led to the creation and expansion of the Art Education. Movement and later on to the infusion of art therapeutic approaches to Special Education as well.

The correctional-pedagogical potential of the arts activity and their artistic means in children with special educational needs can be identified in the available literature where a wide array of conducted researches, case studies, narratives, projects and programs, measure these effects. Art activities makes it possible to carry out the type of correction work which is suitable for children with SEN with the aim of avoiding and preventing any secondary conditions in children with developmental disorders (Terziyska, P. (2012). She writes that the role of art activities in the correction work increases considerably when it comes to school children with SEN with whom, for one reason or another, it is impossible to establish verbal communication. When different art activities are used in the correction work, it is essential to lay emphasis on the correction and expansion of the existing perceptions, ideas and speech acts, and, it is also important to enrich the imagination of the child. The art activities are perfect in this respect but things should happen gradually, and a lot of tact and patience is required in order to provoke the child's emotional response.

Through art and art methods everyone is able to understand and to explore more things than he could see inside his own eyes. Moreover art is the vital criteria to see something apart from our feelings and also to teach with fun to pupils the basic.

Research Part



Aim of the research

The performance and behavior of C secondary school class students in subtraction is the main goal of this research, where they are divided into Students with learning disabilities and Students without learning disabilities and asked to perform art tasks regarding their self image as well as the perspective of emotions such as love. On this basis we want to check if the learning disabilities are having effect on students performance and flexibility on the above operation.

The sample and the method

The sample consisted of 77 of the c- graders of the 5th secondary school Kozani's a city of West Macedonia in Greece.

We should note that in this school there is an integration class where the students who face learning difficulties take part.

In this research, there was a quantitative analysis as we compared the averages of the groups. Also, a quantitative analysis was done on the strategies which followed by the students. The program used for statistical analysis and process of our data is SPSS.

Students with Learning Disabilities

This research dealt with cases of students that have learning disabilities and have been diagnosed by the responsible center <<Diagnosis and Support of Special Educational Needs>> (KEDDY) and there is an analytical report on the characteristics of each. According to these data, students with learning disabilities are a total of seven.

Below, there is: a detailed description of the characteristics of students with learning disabilities.

Of the seven students who have diagnosed with learning diagnosis disabilities, six have the diagnosis of Specific Learning Disabilities. Specifically, in four of the six as a referred Dyslexia, while in two of the four, Dysorthografia and Dyscalculia.

Regarding the two students who have been diagnosed with "learning disabilities", one of them presents proven "Disabilities in Expression. As for other student of C class diagnosis states "Difficulties Cognitive Processing". Cognitive placed in lower than their age level.

Finally, one of the C graders is referred as the diagnosis "Generalized Learning Disabilities" This schoolgirl from A class has been accepted on behalf of the school a systematic in-service support in order to succeed. The last two years she studies at the class of integration of the school.

Procedure

Students at first attend in the classroom informative and experiential activities regarding the self image theme as well as the perspective of love from the social worker and psychologist of the school and afterwards there were taught several art techniques by their art professor on how to capture them within different art forms such as portraiture.

Before undertaken the class the students were informed that the results will not be used either for their school evaluation or for a purpose other than this research.

It is noteworthy that all students agreed to participate in order to complete the survey. The total time given to perform was a class hour, the students worked on their own, after the appropriate instructions were given. It is emphasized that have been answered all of the 77 tasks.

Performance

Mental computation and Written Algorithm Students with learning disabilities answer correctly either mentally or through the art procedure in the first part expected, responding successfully by 81.4%. of the first task of the subtractions at a rate of 55.3% while other students are making better performance, than It is noteworthy that in the last three classes, the performance of students with learning disabilities dropped significantly (below the 43%), and excludes something similar to others students.

The performances of the two groups are shown in the following table. The rates of success representing the total sample size, but not all of the students which accomplished the task (non-response was taken as a failure).

Table 1: Multitude and percentage of students who participated correctly in the first part

	Ia: 90-40	Ib: 63-30	Ic: 96-56	Id: 60-25	Ie: 59-37	If: 43-27	Ig: 300-46	Ih: 502-328	Averages success
Students with learning difficulties	6 85,7%	5 71,4%	5 71,4%	3 42,8%	5 71,4%	2 28,5%	3 42,8%	2 28,5%	55,3%
Students without learning difficulties	66 94,2%	61 87,1%	62 88,5%	53 75,7%	65 92,8%	53 75,7%	52 74,2%	49 70%	81,4%

In the second part of the task we compare student performance with learning disabilities with other students. Regarding the concerns which expressed we notice poor performance for students with learning difficulties, who

corrected participated at a rate of 35,6% while the rate for students who do not face learning disabilities is 76,7%.The success of the two groups are shown at the following table.

Table 2

	C1 class	C2 class	C3 class	C4 class	Averages success
Students with learning difficulties	2 28,5%	3 42,8%	4 57,1%	1 14,2%	35,6%
Students without learning difficulties	52 74,2%	49 70%	58 82,8%	56 80%	76,7%

III. Conclusions (Students with LD/ Students without LD)

Making summary, we are able to say, as originally expected, that students with learning disabilities scored lower on all tasks compared to other classmates. It was observed that they respond successfully at the first three tasks, however, they have a clear difficulty in the other. As far as their flexibility, we notice that students without learning disabilities are using a wide variety of strategies in order to complete the process than those who face learning difficulties.

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