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Impact Of Visual Arts In Students' Academic Performance

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ABSTRACT

The arts have long been recognized as an essential part of the human emotional experience, which is why they are so important to our young as a safe space for these activities and more. Children have been shown to benefit considerably from art instruction in the areas of critical thinking, creative problem solving, and problem solving in general. It is not known whether children who attend art courses improve their performance in other subjects. Art education has been shown to boost children's confidence, compassion, and interest in their communities. According to the available data, the benefits of art instruction are greatest for children from disadvantaged socioeconomic situations. Art education has been shown to benefit the mental and emotional development of children of all ages in recent years. Students' interest and motivation may be piqued and improved upon by integrating visual arts into instruction across disciplines. A variety of teaching methods have been refined in light of the study's results.

Keywords: Visual Arts, Students' Academic, Performance Development and Achievement.

INTRODUCTION:

Visual arts education focuses on teaching students how to create and appreciate visual art, including but not limited to: visual arts; applied visual arts (commercial graphics; home furnishings); and design in general. Photography, movies, graphics, and computer graphics are all examples of modern themes. In the classroom, students may work on their own artistic projects, read about and discuss works of art, or do a mix of these.

As a result of globalization, individuals from all over the world must learn to work together despite significant cultural differences. Every nation's citizen must learn about and respect the norms and customs of every other nation. Arts education may help students get this perspective. People may develop skills in addressing and appreciating difference, expressing emotions, and distinguishing values via exposure to and participation in the arts. Students may learn ethics, get insight

into societal realities, and gain an appreciation for their own rights and duties via exposure to the arts in the classroom.

Even if they may have fundamentally different norms and civilizations, people from other countries should connect as a result of globalization. Understanding one another's culture, norms, and practices is essential, everything else being equal. Expressions teaching is one approach to helping students reach this comprehension. The standard view of education is that it is a never-ending process of growth and improvement. Enhancing pupils' data and higher-demand capabilities contains encouraging originality, definite thought, communication, and facilitated exertion. The Commission on Higher Education (CHED) has proposed a plan to accomplish this by gradually overhauling the concept of higher education, bringing its software engineers and structure up to par with international standards.

LITERATURE REVIEW

Desiree Conway (2019) If you've ever been inside an elementary school, you may have noticed that the visual arts have being steadily phased out. Elementary school children benefit greatly from exposure to visual arts instruction since it enhances their comprehension of material presented in other subject areas. This senior thesis will examine the value of incorporating art-making activities into primary education and will analyze the many ways in which this might be accomplished. Conducting interviews with educators and reviewing existing material. The results show that introducing visual arts into primary classrooms benefits children and has a beneficial impact on their performance in all subject areas.

Koranteng Christian and Essel Charles (2013) In the early stages of this course, many students have difficulties in design studio. Students, it has been found, either thrive in, or struggle mightily with, design studios, based on their respective backgrounds. The study's overarching objective is to help design studios better meet the requirements of their students via more effective teaching practices. At the undergraduate level, students' progress in the architectural design studio has been tracked over the course of four years. There are a total of 328 undergraduates enrolled. The research relied on data from 315 students. The data was gathered from the examination’s office of the architecture department. Each studio class's average performance evaluation is broken down and shown. Two classes were requested to evaluate the different demographic groupings because of their extensive participation in the program. Half of the class participated in the voting process as a result. Students' socioeconomic status is ranked in relation to their performance levels. Average studio grades for the General Science and General Arts groups were 60.9% and 60.7%, respectively, while those with Visual Arts and Technical backgrounds were 64.3% and 61.7%.

Yunusa Mohamed, Mrs. Esther Mazila, Mr. Bello Usman Amsami (2015) This study looked at how exposure to the Visual Arts might help calm restless youngsters and lessen the likelihood of natural disasters in Borno State. Descriptive and Survey Research Methods were used to help bring this study's findings into focus. Out of the thirteen (13) high schools that were discovered to provide a Visual Arts curriculum, ten (10) were chosen for the research. The research used a random sampling approach to choose 200 students and 10 art professors from the 10 high schools. The information for this research came from two (2) sources: a questionnaire and an achievement test. The information was analyzed using SPSS's Correlation Coefficient Relationship and Percentage functions (Andrew, 2003). The results indicated that (i) there is a strong correlation between students' exposure to visual arts and their academic achievement, and (ii) art instructors were found to be competent but insufficient since their numbers prevented them from covering all high schools. (iii) Visual arts were taught in an effective manner by professional educators. Because not all senior secondary schools in Borno State teach visual arts, there is little or no disaster reduction in the community, leading to young unrest. These are the suggestions that were made: Art instructors in secondary schools, artists in studios, and college professors doing study on local art materials.

Zena Kirby (2018) Participation in the arts from an early age is crucial in enabling pupils to reach their full academic potential across all subjects. Since the arts give a creative outlet that enables pupils to problem solve in their own unique way, they must be included in the required curriculum from the very beginning of elementary school. School officials sometimes fail to see the favorable impact that art education has on students' academic achievement throughout the curriculum, leading to the elimination of many art programs. In this analysis, I looked at studies that examined how students' exposure to the arts affected their performance in other courses. In addition, I conducted in-depth interviews with K-12 school administrators, district school board members, teachers, and former students to get information on their perspectives on the importance of art education in the K-12 setting and its effects on their personal and professional lives. During my conversations with management and board members, I inquired about issues like why the arts suffer first during financial downturns. The interviews allowed me to hear from people with a range of perspectives on the role of the arts in the classroom. The study's results are informative since they provide several examples of why school systems should include the arts into their curricula. This research is strengthened by the wide range of fields and professions I was able to interact with.

Puppe, L., Jossberger, et al. (2020). Most working visual artists nowadays have degrees from prestigious art schools. Professional development in the arts requires students to engage in tasks that are unique to their field. Instructor

encouragement and peer interaction are also important factors in students' success. Hobbyists who lack formal art training may teach themselves the fundamentals or enroll in community college or adult education classes to develop their abilities. Given the dearth of empirical research in this field, the goal of this study was to examine the many forms of domain-specific practice activities and social connections that professional artists, intermediate artists, and amateurs value most for their creative development in the visual arts. The Professional Development in the Arts Questionnaire (PDA-Q) was developed to learn more about the habits and connections of artists. The participants in this research were 81 seasoned pros, 58 intermediates, and 31 novices. Working on artworks and reflecting were recognized as the most significant forms of domain-specific practice by both experts and intermediates. These two tasks were deemed the most difficult by both experts and intermediates. These pursuits were deemed less important and taxing by amateurs.

VISUAL ARTS EDUCATION BOOSTS STUDENTS' ACADEMIC ACHIEVEMENT.

Participation in the visual arts curriculum has been shown to help pupils succeed in other areas of their education as well. According to studies, exposure to the visual arts may boost academic performance in the following ways:

1. Improves the quality of early writing and reading. One research found that having pupils sketch out their ideas first led to higher quality writing and narratives overall.4 The study's authors also discovered a link between young readers' exposure to the visual arts and their comprehension of spoken language.
2. factors that help students succeed in college. Graduate rates, college enrollment, and bachelor's degree attainment are all higher among students majoring in the arts than among their non-arts counterparts. Participation in the visual arts has been linked to improved performance throughout the curriculum, from mathematics to observational accuracy in the medical sciences.
3. improves academic performance. Students in four Ohio primary schools took a standardized exam to measure their performance in math, science, and social studies; those who participated in an arts-rich curriculum outperformed their peers.

ART EDUCATION AND CRITICAL THINKING

Students who take art classes tend to have higher levels of critical thinking. In 2007, Luke, Stein, Foutz, and Adams conducted research to see whether critical thinking could be measured by an evaluation tool, with the hopes of bolstering the reliability of previous research. Thirteen museum educators from six institutions evaluated their continuing art education programs for children and teenagers using an observational critical thinking assessment. Analysis of the tests and interviews with the educators allowed all thirteen art museum educators to see

the use and exhibition of critical thinking by participants in their programs using the critical thinking assessment instrument. This research demonstrated that art museum educators can monitor, identify, and quantify critical thinking in art programs.

Approximately half of the 3,811 pupils in grades 3-12 who participated in the research went on a supervised field trip to an art gallery. After two weeks, students who did and did not go to the art museum filled out the same critical thinking survey. Students who participated in the art gallery trip had, on average, a nine percent greater performance on the critical thinking test than those who did not participate, as shown by an examination of the surveys. Students in grades 3 through 8 fared better than their classmates across all grade levels on a critical thinking assessment by an average of 11%. Students from low-income households and/or students of color who attended the art museum had an eighteen percent improvement in critical thinking scores compared to their counterparts who did not visit the museum.

Students from rural regions who went to the art museum scored 33% better than their counterparts who didn't go on a test of critical thinking. Researchers who studied the feasibility of measuring critical thinking also studied the effects of a year-long art museum education program on the critical thinking skills of students in third through fifth grade in contrast to the Bowen study, which examined the effects of a single visit. Students who took part in the art museum's multiple-visit education program and students who were comparable to them in terms of academics and demographics were questioned separately and given the option to audio record their visit to the museum. After that, a critical thinking measurement rubric was used to decipher the content of each.

Art Education and Creativity

The ability to think creatively is just as crucial as the ability to think critically in today's rapidly changing, technologically advanced society (Battelle for Kids, 2018). Kim wanted to find out where we were in terms of creative thinking in 2011 and whether anything had changed. This statistical information was gathered with the use of the Torrance Test of Creative Thinking, with figural scores collected from 272,599 children in grades k-12 from all around the United States between 1966 and 2008. There are five components of creative thought. The Torrance Test of Creative Thinking assesses the following aspects of creative thinking: fluency, originality, elaboration, title abstractness, and resistance to premature closure. After looking at the data, researchers concluded that Americans of all ages are becoming less creative over time. This trend is especially alarming when considering the steady and persistent decline in creative thinking among kindergarten through third grade students since 1990.

Kim's study is one of four that have employed the Torrance Test of Creative Thinking to examine the connection between art education and creativity (the others are by Burton, Horowitz, and Abeles in 2000; Catterall and Peppler in 2007; Luftig in 2000; and Schlegel et al. in 2014). Using the Torrance Test of Creativity, researchers Burton et al. (2000) analyzed the impact of art education on 2,406 kids in grades four through eight from twelve public schools in the eastern United States that offered varying or no art programs. The youngsters took the Torrance Test of Creativity, but they also filled out a Self-Description Questionnaire and a Student Arts Background questionnaire. In addition, qualitative research including interviews, observations, and analyses of students' creative works, performances, and written compositions was carried out at five of the twelve schools. Students who had attended more years of art instruction in school or privately had better scores in practically every area of creativity on the Torrance Test of Creative Thinking - figural, according to data analysis. Students with more years of arts instruction showed a larger score difference than students with less years of arts lessons did on the creative thinking component of elaboration. This quantitative information matched up well with the assessed qualitative data.

Art Education and Problem Solving

Critical thinking and creative problem solving are complementary skills This is why several studies have investigated the connection between art education and problem solving. Already presented research with ten elementary school students reveals that participation in an after-school art program significantly improves students' critical thinking and problem-solving skills in the context of making and discussing artistic decisions. In addition, found that high school juniors regularly engaged in collaborative problem solving, individual problem solving, and critical thinking as they created visual art projects to demonstrate reading comprehension.

In 2010, Rostan undertook research to investigate how the creative processes and outcomes of art students evolve over time. Fifty-one students, ages nine to sixteen, participated in the research; all had been sent to the private art program by one of their public-school instructors. Rostan used a Need for Cognition Scale Likert Survey and two drawing tasks to determine whether or whether students' technical drawing abilities, inventiveness, and time spent developing ideas, as well as how efficiently they solved problems, improved with the number of years they had spent studying the arts. It should come as no surprise that kids aged 11-16 demonstrated superior problem-solving abilities compared to those aged 9-10.

Art Education and Achievement in Core Subjects

Student achievement in the STEM disciplines (science, technology, engineering, and mathematics), as well as reading, has received a lot of attention and emphasis

ever since the No Child Left Behind Act of 2001 promoted standards-based education reforms. As a result, researchers have looked at whether or not the talents developed in the arts may be used to success in other, more traditional fields.

Art Education and Literacy

Standardized test results are often cited as the primary indicator of a school's success in fostering its students' reading skills. Several investigations have examined the link between exposure to the arts and performance on reading and writing assessments. In 2012, Catterall and colleagues examined data from four countrywide longitudinal studies of children from affluent and disadvantaged households who participated in the arts to see whether or not there was a link between these variables. pupils from low-income households who were actively involved in the arts from kindergarten through elementary school performed better on standardized writing examinations in eighth grade than similarly situated pupils who had not been as involved in the arts. Students from affluent backgrounds who had access to both high and low levels of arts involvement performed similarly on writing assessments.

Housen, in research conducted ten years before, reported outcomes in standardized reading scores that were comparable to those discovered by Catterall et al. for eighth grade writing scores after analyzing data from a six-year longitudinal study of 52 kids in a public school who received visual arts training throughout that period. kids in Minnesota's eighth grade who had received five years of visual arts training had a 23% higher average reading test score than kids in the previous year's eighth grade who had not had any visual arts teaching. Students' state reading scores improved by 11% the following year after they had received six years of visual arts training beginning in third grade. The findings of a separate research conducted in Minnesota were similar. children in grades three and four from 35 public primary schools in Minneapolis were surveyed by Ingram and Seashore (2003) who analyzed standardized test results in English/Reading in Minnesota. Of these children, 77% had arts incorporated into their English instruction. The results showed that pupils in grades 3 and 4 who had arts education incorporated into their English sessions performed better on reading tests than their counterparts who did not. Third graders from low-income households and English language learners benefited the most from the connection between arts integrated education and reading achievement. These findings point to a strong correlation between arts-integrated education and increased literacy acquisition amongst students.

Arts Education and Mathematics

Standardized test scores in mathematics have been analyzed in the same way that reading and writing test scores have been analyzed in an effort to examine the relationship between art education and student achievement in mathematics Seventy-seven percent of pupils at 35 Minneapolis public elementary schools that received arts integrated into English classes performed better on the Minnesota standardized test for mathematics in 2003, conducted by Ingram and Seashore. Test results revealed that third and fifth graders who got integrated arts teaching in math classrooms outperformed their peers who did not get such instruction. In 2005, Kinney and Forsythe conducted research with fourth graders at four public primary schools in Ohio and found similar findings. The research found that compared to pupils who did not get the arts curriculum, those who did had considerably better mean scores on the Ohio Proficiency exam in mathematics. Mathematical achievement gaps between children who did and did not have access to arts education were bigger in low-income schools than in high-income schools when findings were broken down by school socioeconomic status. Students from low-income backgrounds may benefit more from a well-rounded arts education, according to these results.

ARTS EDUCATION AND PERSONAL DEVELOPMENT

Standardized testing has made it easy for educators to lose sight of the importance of encouraging students' moral and civic growth during their time in school and beyond. The effects of arts education on students' growth in areas like self-efficacy, communication skills, focus, participation, and civic engagement will be discussed.

Art Education and Self-Efficacy

Several research have investigated the correlation between art education and students' perceptions of their own abilities. In 2000, A total of 2,406 students in grades four through eight from twelve public schools in the Eastern United States with different to no art programs participated in the study by Burton et al. Students' perceptions of their own academic ability in general and in reading and mathematics were shown to be significantly correlated with their exposure to art in the classroom, while the relationship was modest. Students who had more exposure to art classes also scored better on measures of academic self-concept than their less-art-educated counterparts.

A student's non-academic self-concepts include things like their sense of physical ability, beauty, peer connections, and parent-child relationships, were not significantly related to their art education experiences. Quantitative data was gathered via student surveys, while qualitative data was gathered from interviews, observations, and analyses of student projects. Qualitative data analysis revealed that kids who had sustained exposure to high-quality art experiences gained self-assurance, a willingness to try new things, and a sense of satisfaction in their

accomplishments. The students in Craig and Paraiso's 2008 research also reported feeling more positive about themselves. They looked explored the effects of including the arts into the English language instruction of 34 immigrant middle school children in an urban setting.

Arts Education and Communication Skills

Several qualitative research examined the effects of arts education on students' ability to communicate. Seventy-five percent of the 79 British secondary school pupils questioned numerous times over a three-year period by Harland and colleagues in 2000 reported improved interpersonal skills as a result of their involvement in the arts. However, just 22% of students said that their engagement in the arts helped them become better communicators. Ingram and Seashore (2003) observed 45 public schools in Minneapolis over the course of three years and found that 77% of instructors there included arts into their lessons. According to the qualitative evidence, students and instructors were better able to communicate and work together after receiving integrated arts education in non-art subjects.

Art Education and Attention

The capacity to concentrate for long periods of time was investigated in three studies that focused on the relationship between art education and student performance. According to qualitative data from a study conducted by Heath and Wolf in 2005 with students aged four to seven at a public elementary school in Kent, England, students' attention spans increased from less than ten minutes at the beginning of the school year to half an hour a month after receiving art education. Two years later, in 2007, Catterall and Peppler conducted a study with slightly older elementary school students in Los Angeles, CA, and St. Louis, MO, and found that compared to the 103 students who received arts classes, the 76 students who did not had sustained attention 15-30% more of the time in their non-art classroom. This research provides some support for bringing the benefits of improved sustained attention learned in art classes into other subject areas.

KINDS OF VISUAL ARTS DRAWING

Painting

Painting is the process of decorating a surface with paint, pigment, color, or another material. Most often, a brush is used to apply the medium to the base, although knives, sponges, and airbrushes may also be used. The word "painting" refers to both the process itself and the ultimate product. Walls, paper, canvas, wood, glass, lacquer, pottery, leaf, copper, and concrete are only some of the many possible supports for a painted work, and the materials used in their creation may range from sand and clay to paper and plaster to gold leaf and beyond.

Painting is a major kind of visual art because of its emphasis on drawing, composition, motion, story, and abstraction. Still life and landscape painting are two of the numerous representational genres of painting. Other styles include photography, abstraction, narrative, and symbolism, emotional styles, and political styles like Expressionism and Symbolism. Both Eastern and Western art have a section of their histories that are dominated by religious paintings. Images of Buddha or other Eastern religious figures, as well as biblical themes painted on the ceiling of the Sistine Chapel, are all examples of this kind of art.

Printmaking

Printmaking is an art form that involves transferring an image from a matrix to a receiving medium Screen-printing is a relatively new kind of printmaking that has joined the likes of woodcut, etching, engraving, and lithography as options for contemporary artists.

Photography

Photography is the art, application, and practice of creating permanent photographs by collecting light, whether digitally with the assistance of an image sensor or chemically with the use of a light-sensitive material like photographic film. In addition to its more obvious applications in the realms of art, cinema, video production, leisure, hobby, and mass communication, it is used in numerous scientific, industrial

During an exposure, a camera utilizes its lens to focus the light from nearby objects onto its light sensor, creating a clear picture. These photons are then transformed into electrical charges at each pixel by an electronic picture sensor, which may then be displayed or processed digitally. In the end, photographic emulsion creates a latent picture that must be chemically "developed" to reveal itself as a positive or negative photograph, depending on the intended use of the material and the processing procedure. Using an enlarger or contact printing, a negative picture on film is utilized to make a positive image on a paper foundation, often known as a print.

Computer art

In this context, "computer art" refers to any kind of visual art created or shown with the aid of a computer. Images, music, animation, video, CDs, DVDs, games, websites, algorithms, performances, and gallery installations all fit the bill. The distinctions between classical works of art and new media works generated with computers have blurred as digital technology are increasingly incorporated into many formerly separate fields. An example of this would be an artist who combines oil painting with algorithm art and other digital methods. Because of this, it might be challenging to define computer art based on the final output alone. As

computing hardware and software evolve, so too must the aesthetic possibilities of computer art.

Sculpture

Sculpture is the visual art form that is concerned with three-dimensional space. Sculpture is a kind of visual art that takes up all three dimensions of space One of the visual arts it belongs to. Before Modernism, carving and modeling were the primary methods of creating long-lasting sculptures out of stone, metal, ceramics, wood, and other materials. Carving, welding, and modeling may all be used to remove material before assembling or casting can take place. Despite the fact that traditions of sculpting in wood may have perished totally, stone sculpture has fared significantly better than works of art in perishable materials and typically constitutes the bulk of the surviving works from ancient societies. Most antique sculpture, however, was once colorfully painted but many works have since been lost.

Large sculptures, which were too costly for private persons to construct until the recent centuries, were often a statement of religion or politics. The ancient civilizations of the Mediterranean, India, and China, as well as several in Central and South America and Africa, are among those whose sculptures have survived in significant numbers. Greece is usually regarded as generating great masterpieces throughout the classical period and as the birthplace of the Western art of sculpture. Gothic art was popular throughout the Middle Ages and depicted the suffering and fervor of the Christian religion. Michelangelo's David is only one of many great sculptures that sprang from the Renaissance's rediscovery of antique forms. Constructed sculpture and the display of discovered things as completed works marked a departure from conventional methods and a focus on depicting the human body in modernist sculpture.

CONCLUSIONS

Students' confidence and motivation to study will grow as they actively engage with visual arts throughout subject areas. There is now substantial evidence that art education may improve analytical reasoning, creative problem solving, and logical deliberation. However, there does not seem to be significant evidence that art education has a detrimental effect on student performance in 65 math, science, or English. Furthermore, several studies have shown that students' levels of self-confidence, empathy, and civic involvement increase after participating in art education programs. Art education has been shown to have a greater favorable effect on pupils from low-income homes than on students from high-income families. The vast majority of studies conclude that pupils of all ages benefit intellectually and emotionally by exposure to the arts.

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