

20th Century quest for new art and interdisciplinary approach

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Suggested Citation:

Keser, S.C. (2017). 20th Century quest for new art and interdisciplinary approach. *Global Journal of Arts Education*. 7(2), 61-65.

Received December 21, 2016; revised March 26, 2016; accepted May 23, 2016.

Selection and peer review under responsibility of Prof. Dr. Ayse Cakir Ilhan, Ankara University, Turkey.

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Abstract

Art; when setting up the combined connection of feelings and thoughts, it is a very effective helper of learning and development. It develops one's source of explanation better, form of expression and other disciplines. That is why, in modern education systems science and art should be nested together. Collaboration of different disciplines in art education started to gain importance towards the end of the 20th century. Because both fields are aimed for service development and discovery of the new, when feelings are educated, mental abilities, thoughts and intelligence have been seen to be developed. In this study, the key actions of the art education in the 20th century education has been briefly noted and towards the end of the 20th century with the importance gained from different disciplines with art the new created discipline based art education and approach to interdisciplinary art has been investigated.

Keywords: art, education, interdisciplinary art, mental abilities, learning, development.

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1. Introduction

Art, which is a requirement of humans; was a defense tool against the nature at the beginning and it has served religious purposes and presented a selective portrayal. Three dimensional designs applied throughout history were formed for different purposes and they took place in different shapes in the open area in almost every era of the history. They undertook important religious and ideological functions especially when volumetric art objects were placed in the open area. Art has been used as a tool to form visual richness in urban locations with functions such as bringing people together, marking, orienting, giving a message and analyzing living conditions of societies. When the subsequent eras were examined, it is observed clearly that it has acquired a different expression language. In this context, when today's art is considered, it is known that there is differentiation in the matter of adopted and accepted classical material as well, because art develops a unique language with its intellectual and stylistic aspects and provides an action.

Art is influenced by social, economic and political variables or displaying a stance against these, and transfers the thought world to the audience with a unique language that remains out of the direct communication from the past to the present. As it is known, art content gained a new dimension especially at the end of 1960s. Artists removed the borders that are determined in the entire world in the definition and application of art, and showed that the location perception is opened to the eternity. The thought to make art free came forward in the locational meaning, and artists started to build their artworks in endless deserts, mountains, fields and shores, instead of galleries, museums or urban locations. In this context, Land Art, which emerged at the end of 1960s in the United States of America, marked the art world as a crucial movement. This new formation, whose Turkish meaning is Land Art, removed the borders of art between other disciplines, primarily painting, sculpture and architecture, and brought a new perspective to the material diversity and time understanding with an interdisciplinary perspective.

Today, studies are performed in many countries on improvement of environmental quality, improvement of general aesthetic liking and sensing gratification from the locations that humans are situated in. Art activity in environmental arrangements is important in the search of the said quality due to the formation of location image and environmental identity, and motivation of human behavior in the environment and creation of an aesthetic liking in the visual integrity. Artists, who carry out environmental art applications, aim that everyone becomes an art observer. All environmental and public art samples show that the audience is obliged to be art consumers whether they want it or not. In addition to these, there are artists formed by organized groups and aiming to bring a difference to daily social life, and questioning the things that are accepted to be normal by acting against the behaviors that are regarded as normal every day. Collaboration of different disciplines in art education started to gain importance towards the end of the 20th century.

Art; when setting up the combined connection of feelings and thoughts, it is a very effective helper of learning and development. It develops ones better source of explanation, form of expression and other disciplines. That is why; in modern education systems science and art should be nested together. Because both fields' aims are to service development and discover the new, when feelings are educated, mental abilities, thoughts and intelligence have been seen to be developed. In this study, the key actions of the art education in the 20th education has been briefly noted and towards the end of the 20th century with the importance gained of different disciplines with art the new created discipline based art education and approach to interdisciplinary art has been investigated.

2. Art Education and Interdisciplinary

Art education, from the beginning came about as a tool. After it was seen as a need people from the low social-cultural group of the public started to get education in order to gain more expertise in the field of art. Art, was seen as the same as crafts, because it answered the needs of either practical or decorative works, that is why art went through the same education and institutional stages for a long period. But, along with the start of the Renaissance the statues of art and of the artist rose for the reason the education for these started to change. Art began to be recognized as a product of intellectual accumulation. When we look at the modern times, art has been referred to become a

fundamental of the education system. The core function of art education is to teach, produce, and interpret and to enjoy it. After art has gone through these stages, nowadays, forming nice shapes and taste, be able to think of new and original thoughts and be more creative is the most of art.

During the 20th century the most important action made in the art education field was done by Walter Gropius, where in Weimar Germany 1919 he formed a school called Bauhaus. In Bauhaus's workshops the main understanding was to bridge the gap between art and craft; avoid rationalism style and functionality. The main aim of Bauhaus was to put together everyone's piece to make one artwork. Instead of using a teacher-student structure of education like very bored in the middle ages there was a system of master-apprentice education in Bauhaus, where the masters taught their apprentices everything in practice; also both artists and craftsmen worked together. So Walter Gropius's and so Bauhaus's thoughts of, art education and what can be taught in art and what cannot are listed below (Gropius, 1998):

1. All arts are combined and integrated with architecture.
2. Art is based on dexterity and handicraft.
3. Handicraft can be taught in this form of art.
4. Every artistic education, handicraft, pattern drawing and painting is all covered by scientific and theoretic.

According to Gropius's (1998) art lessons at school should be to aim towards the persons power of creation. It should both develop sense of sight and awareness of forms and manual skills and also at the same time it should teach these in a form of a game, should ensure experiment, should provide free formatting habits, technical information should be given. The principles prepared by Walter Gropius for the Bauhaus program are these; art can be taught but handicraft can be taught well. Architects, artists, sculptors are handicraftsmen as a whole. That is why all of these should be taught well in the workshops to the learners. School is at service of the workshop and one day it is going to be a part of the workshop. There are no teachers and students at Bauhaus but there are masters and apprentices. Apprentices are to join with the masters at their works (Gropius, 1998). Although this school was an important action of art education, in 1933 this school was closed down by the Nazis.

During the 20th Century, there were some important studies done for education through art by English art historian and educator Herbert Read. To Read education should be art based. To this, teaching a person's awareness of the mind and the power of judgment would be more successful. A person can only know what good and beautiful is through art education. Because in art good and beautiful are together. Ensure compliance and balance in the human personality can be performed again through art. In Reads' theory the only criterion of art is nature. Who is dealing with art can reach harmony that exists in nature. Herbert Read, in the year 1948 brought out a book called "education through art" and with this book it had big effects of art education of the 20th century. With this book, not education for art but every form of expression was put together. His thoughts were for all those educators and thinkers that teach through art should not just stay in art but should broaden outside of it.

In the 1940's art and sculpture education, its foundation was brought about in the 1920's, the understanding of creative self-expression was dominated. Some methods came about with artist-teacher between the years 1920 and 1940. This was that every child that had expression towards the outside was an artist. But, this expression was blunted because more naturally appropriate formal education was to adults. The most important representatives for this approach were Marison Richardson, Florance Cane, Natalie Cole, Victor D'Amico and Peppino Mangravite. The words of Mengravite explain very well of this approach (Efland, 1990): "I believe that teaching art successfully to someone that is not an artist is impossible. A teacher which is brought up in a certain system cannot go out of those standards. No artist has the intuition to understand what another person is trying to express."

Towards the end of the 20th century, different disciplines cooperation began to gain importance with art education. The best example for this is the approach of discipline based art education

(DBAE). This was separated into four different disciplines primary, secondary and adult, which was a very effective form of teaching and learning of visual arts. J. Paul Getty foundation, in 1982, in America established Getty fine arts centre to increase the quality of visual arts in schools of America. This centre, not only aimed for students to create art but to also understand, interpret, and gain the skills for criticism. This is the reason why 4 discipline junctions were adopted: art history, art criticism, aesthetic and art creation (Dobbs, 1998). W. Dwaine Greer who was president of the institute, named this new theory discipline-based art education. Before this for 40 years, in the art education field 'creative expression' approach was mainly used. Creative expression main objective is for a person to express themselves by using different varieties of art and researching. DBAE is a more comprehensive approach. In art lessons there is to be not only art and sculpture lessons but textile, fashion design, architecture, photography and sorts of arts is to be combined. Students are to every period research and create objects and artworks that have a meaning for culture. Discipline based art education lessons will meet the needs of the public in different ways. For the students to understand the artworks they will need to take part in various discipline centers; museums and the original artworks in which they hold and to emphasize them; to combine different art forms and try to use new technologies (Efland, 1990). This art education approach, even though half a century has passed, still today in the 21st century this approach is still argued and is suggested as a new approach.

Of course art education has not also been taught in a formal manner. In the modern world, even though art academies have a keen role in educating new artists, where there is a place where a person who does art and shares what they do is the same sort of education. The only difference is that in academies the teachers are well known artists sharing their experiences. If this wasn't come together as a programme then when people came into groups and shared their experiences it would have been the same thing.

Science grasps art and philosophy in a creative manner. Even though it is said that these are very different from each other, in basic they are all connected at one root. These disciplines and education has to be combined together. "All perception of an educational experiment aimed at fully operated with the emotion and artistic reformatting, come face to face with the danger of one-sided and incompleteness" (Tunc, 1984). Also with art and general culture it is said that these are keys when bringing up a creative person, art is different sort of communication between people apart from direct communication. At this point reaching different disciplines with a common language isn't logical. With art combining with other disciplines it will not only create a new language but also increase the creativity.

Art; when installing the nested connection between thoughts and feelings, it is an effective helper of learning and development period. So it can be said that because of this it creates a better sense of expression and has contribution towards other disciplines. For this reason in modern education systems science and art should be given together. Because both of them aim to develop people and find new things, while developing the feeling it is clearly seen that the thoughts, mind skills intelligence levels develop as well.

3. Results

As we have seen in this study art at first, was formed as a tool. Even though it was seen as a need, only the lower social cultural people received this education to be an expert in art. Art was seen as the same as crafts meeting practical or decorative needs, that is why in this field of education it institutionalized in the same way for a long period of time. But, during the Renaissance with the raise of art and artist status also the education centers along with it rose. Art began to be recognized as a product of intellectual accumulation. When we look at the modern time, it was supported that art should be at the foundation of the education and also with this art education centers are to teach, create, and interpret, and also to enjoy and have pleasure with it. After going through all of these stages art education, today, art is seen to create and pleasure, using feel education along with bringing out new thoughts in a creative mental way.

Interdisciplinarity, an interdisciplinary study, two or more artistic, requires scientific or other academic disciplines. While a research is done with interdisciplinary studies, theories and methods

from different areas of study in an academic context depends on the application to adopt (Keser, 2005). An important scientist in Art Education San (2003) while the emphasis on a requirement in the field of interdisciplinary art education, conceptual and generally encompassing all fields and forms of fine arts, takes into hand in-school and out of school creative education. Art education began to be recognized as a product of intellectual accumulation. When we look at the modern times, art has been referred to become a fundamental of the education system. The core function of art education is to teach, produce, and interpret and to enjoy it. After art has gone through these stages, nowadays, forming nice shapes and taste, be able to think of new and original thoughts and be more creative is the most of art. Collaboration of different disciplines in art education started to gain importance towards the end of the 20th century.

The main aim of art education; is to support to build up people to have courage in themselves, think in a freeway, can achieve self-realization, use their skills to the fullest, be able to form, be creative and be balanced. Art education as it relates to human sensitivity; for sensitivity to develop education is a must for people (Ince, 2000; San, 1984). And for this reason art education is a must and its methods can be argued; currently, there are studies and creations to find alternative methods for the dominant art education system.

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