

Developing the 6 Graders' Artistic Creativity

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Abstract

Applied Art teaching method is an important solution to improve the quality of education from primary school to lower secondary school in the Art field as well as to develop students' artistic creativity and their passion on Art while still studying at schools. This paper discusses the concepts of teaching Art; the purposes, meanings and benefits of solutions to support teachers and students to improve their Art abilities. The aim of this study is to survey on the current situation of Art abilities in developing students' drawing ability at Chu Van An Lower Secondary school. The participants of the study were the 6 graders who are studying at Chu Van An Lower Secondary school. The study collected the data related to the students' attitude on developing art abilities in art teaching in the current context and their abilities in using art materials; then suggested solutions to improve and enhance their artistic creativity. The findings of the study would be useful for students at Chu Van An Lower Secondary school in particular as well as for teachers in general.

Key Word: *Art teaching methods, artistic creativity, applied art, ability to create applied art.*

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I. Introduction

In the recent time, with the development of the science and technology, students are attracted to technology games and social networks. Besides that, with the outbreak of Covid 19, students have been stopped to go to their schools. All the time, they use computers with their own Internet connection. It brings students some bad effects on their mind and bodies. This is the right time for teachers to encourage students to reduce their time using the Internet and technology applications and spend time doing applied art. Teachers who are teaching the new 2018 general education program of Ministry of Education and Training feel obligated to confront these new teaching methods which they have not been trained. This shows that creating opportunities for teachers to learn and share how to use suitable methods on teaching the new education program 2018 is very important.

According to Tran Tieu Lam & Pham ThiChinh (2013), fine art is a science that studies theoretical problems of art. This subject will help students who are very interested in art learn the most specific features of the visual art such as paintings and sculpture graphics. This curriculum refers to the issues about language, genres and materials of art forms. In addition, it introduces the application of artistic knowledge to learn, research, analyze works and authors of visual art in Vietnam as well as in the world.

Based on the new general education program 2018 of Ministry of Education and Training, art is one of the necessary factors for students to develop more comprehensively. Students can improve many basic skills such as: problem solving, self-control, creativity, communication and cooperation. Thanks to those basic skills students partly build the foundation for other activities in their life. [2] The school year 2021-2022 is the first school year to apply the new general education program 2018 of Ministry of Education and Training for grade 6 at lower secondary schools. The program is built comprehensively for all subjects and educational activities at the beginning of lower secondary schools. Students study natural sciences, social sciences, music and art.

Art is a subject in the field of art education. Art helps students to form and develop artistic ability. They can show what they can do of art. With other educational subjects, Art builds students' main qualities and common competencies; especially educate the sense of inhesitance and preservation of national culture. [3] The function of aesthetic education of Art helps students love their homeland more, feel the beauty of life; beside that it finds out the students' artistic creativity. By learning art students know the culture and values of humanity in Vietnam and around the world. They can have aesthetic sense and train themselves towards truth-goodness-beauty. The new general education program 2018 of Ministry of Education and Training teaches the Art in modules for students. Art will be taught and studied at lower secondary and high level. [1] These are the highlights of the new education curriculum which has thoroughly grasped of fundamental and comprehensive educational innovation of Resolution No.29-NQ/TW–November4,2013 and Resolution No.88/2014/QH13. Therefore, in the research paper, the researcher studied “Developing the 6 grades' artistic creativity” with the hope that the researcher could suggest effective solutions to improve and enhance students'

artistic creativity.

II. Material And Methods

The aim of this study was to investigate the current situation of art ability in fine art of 6 graders at Chu Van An Lower Secondary school and provide some suggestions for students to improve their art ability. The researcher used questionnaire to collect information.

Participants

40 students in class 6A8 at Chu Van An Lower Secondary school were selected to participate in the study. They are 20 females and 20 males at the age range from 10 to 11 who have learnt the new general education program 2018 of Ministry of Education and Training.

Research design and data collection instruments

The researcher arranged a discussion with 40 students in class 6A8 to launch the study. Participants were given general information about how the treatment would be carried out and they were asked to take part in the survey. The researcher sent the link of the questionnaire on Google form to the students via Zalo group.

All students answered 10 questions on the questionnaire. The researcher finally collected and analyzed the data related to the current situation of fine art ability.

As the items in the questionnaire were administered, they were coded and run through SPSS to check the reliability of the items in the questionnaire.

III. Results

Results of the questionnaire

Reliability of the questionnaire

As the items in the questionnaire were administered, they were coded and run through SPSS to check the reliability of the items in the questionnaire. The most popular statistical index that is used to measure the internal consistency for the questionnaire items is the alpha value which was developed by Cronbach (1951). Cronbach's alpha value satisfying 0.7 shows acceptable reliability. If the Cronbach's alpha is below 0.7, the evidence proves that the items do not have much in common and are unable to measure the same construct. Table 3.1 presents the rules of alpha values suggested by George and Mallery (2003).

Table 1. Rules of Alpha Values

Values	Levels
$\alpha \geq .90$	Excellent
$\alpha \geq .80$	Good
$\alpha \geq .70$	Acceptable
$\alpha \geq .60$	Questionable
$\alpha \geq .50$	Poor
$\alpha \leq .50$	Unacceptable

(George & Mallery, 2003)

Table 1 shows alpha value of the items in the questionnaire.

Table 2. Cronbach's Alpha values for the questionnaire

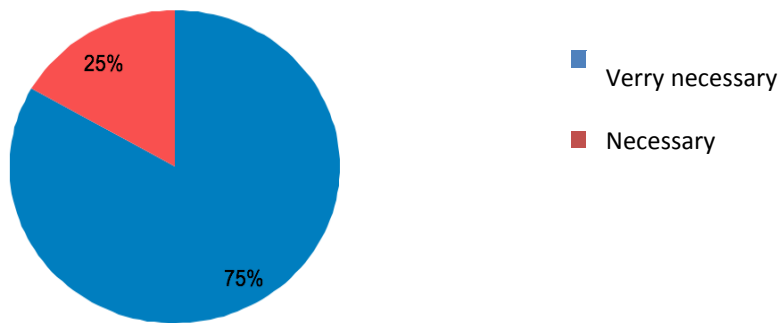
Number of item	Cronbach alpha	Level
10	0.756	Acceptable

Table 2 shows that the alpha value for all question items in the

questionnaire is above 0.7 indicating the acceptable level of the questionnaire. Therefore, it can be inferred that the items for conducting the current situation of fine art skills students at Chu Van An Lower Secondary school are sufficiently reliable.

Students' attitudes towards the necessary of fine art.

Table 1. Students' attitudes towards the necessary of fine art.



From the results in chart 1, the number of the students consider that fine art is very necessary accounts for the highest proportion of 75% (30 out of 40 students) while the number of students who agree that this is a necessary skill is 10 students (equivalent to 25% participants). It can be concluded that all participants understand that art is necessary for them in their study.

The reason why students know about fine art.

Table 2. The reason why students know about fine art

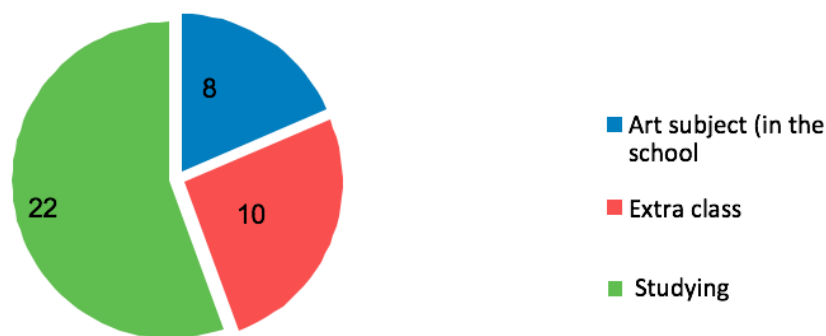


Chart 2 shows the survey results of the reason why students know about art. Only 8 students pointed out that they got this knowledge from Art subjects in their schools and 10 of them learnt about fine art through their extra classes. More than half of the students (22 out of 40 students) taking 55% participants said that they studied by themselves to get this knowledge.

The students' frequency of using art materials

Table 3. The students' frequency of using art materials

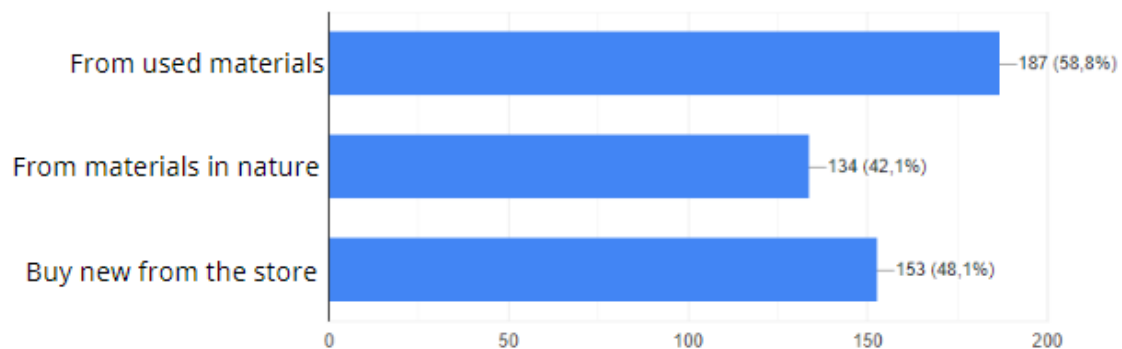


Table 3 indicates the students' frequency of using art materials. From recycled materials, from natural materials, new materials from the store. Recycled materials are always used by the highest number of students accounted for 187 students, 153 students and 134 students respectively.

Time to shape an art product

Table 4: Time to shape an art product

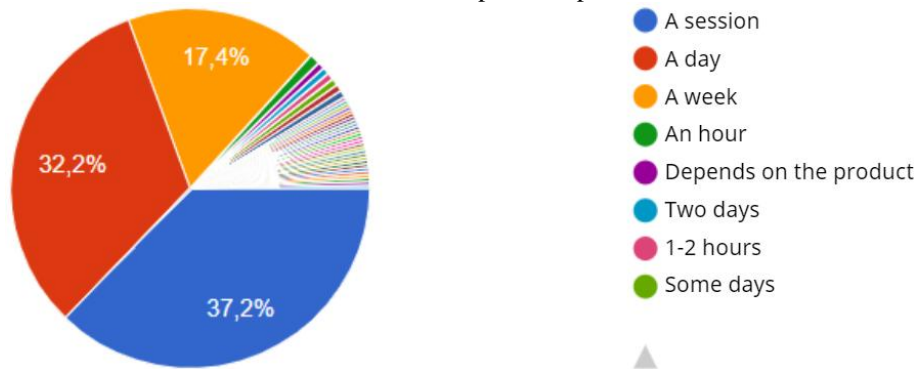
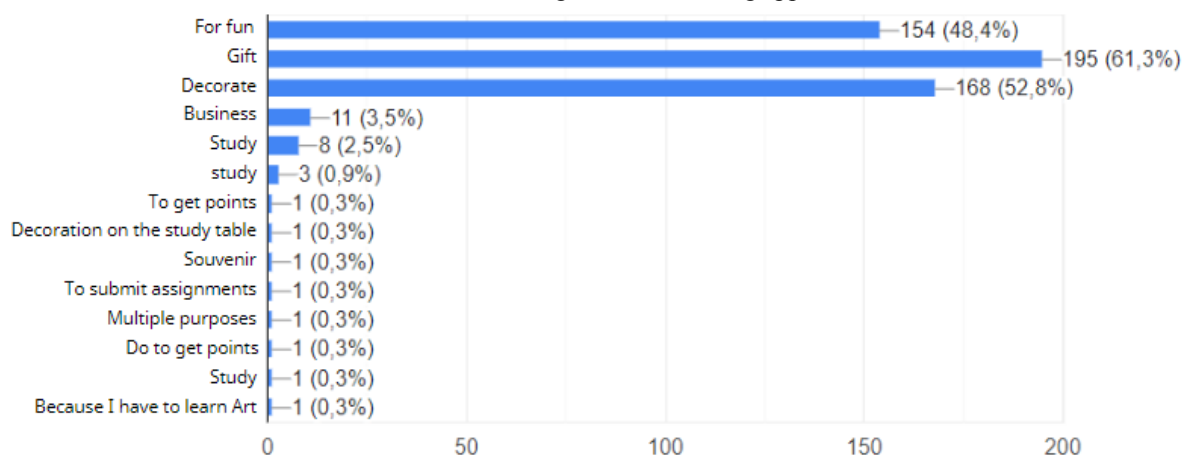


Table 4 indicates the students' time to complete a product. 13,2% students take other time to complete the product. The time depends on the difficulty and the details of the product. The most common time to create an art product is a half of the day (37,2%) to relax. Students use a day to make a product (32,2%), they can make the small and simple products which are suitable for gifts or home decoration. Students use a week (17,4%) to create one which is meticulous and elaborative product, that is the reason why students take a week to complete it.

Students' goal when creating applied art

Table 5: Students' goal when creating applied art



The most common purpose of students is giving gift (61,3%). It may be due to the aesthetic nature of the product. Therefore, the gift will become more meaningful. Students create art products for home decoration (52,8%); it makes the space more beautiful. For entertainment (48,4%), making art products can help students relieve stress after a hard studying day.

Students' understanding about the features of online teaching software

In response to the survey question "Do you understand all the features of Art? If yes, can you list the features of the one you will use in the near future?" students revealed that they understood a little bit and would love to have the opportunity to learn more about artskills. There are 5 students claimed that it was easy to do applied art. The other 9 participants claimed that they did not know anything aboutthis.

Students' understanding about how to deeply integrate art knowledge with art products.

Regarding the survey question "Do you know how to deeply integrate art knowledge with art products? Can you explain how you could integrate them to make the products more attractive?" 25students said that they had integratedfine art knowledge with art products. Almost all students (15 out of 40 participants) claimed that they didnot know about this.

IV. Discussion

Recognizing that the students at Chu Van An Lower Secondary school have struggled with using art materials in art lessons and they emphasized that they really would like to have the opportunity to learn more about all kinds of art in order to improve their art ability, the researcher has found it important to seek for feasible solutions to the improvement of the students' art ability. After conducting the survey, based on the obtained results, the author found that the current situation of students' art skills is still weak, most of them know a little about it.

Due to the limited time in class for art lessons and the relatively new and abundant content, teachers cannot have enough time to convey all the necessary knowledge to help students understand deeply and clearly about how to use these art materials and art skills.

To be able to use proficiently and effectively the fine art and tools to support art lessons effectively, students need to know a reliable source of learning materials. Therefore, it would be reasonable for the researcher to suggest the implementation of art designing clubs which guide students to use necessary materials to design art products. These clubs will run as a meaningful tool to enhance students' art ability not only in Thai Nguyen city but also in other educational institutions with similar contexts.

V. Conclusion

Based on the survey results, most of students see the need to equip themselves with artistic creativity, thereby they will actively and voluntarily explore, discover and study to develop art ability for themselves. When being oriented and provided with clear and scientific learning resources for self-study, students will have the opportunity to actively access useful learning resources to serve essential needs for their passion about art. The provision of clear and scientific guiding affects the learning efficiency of students, helps to form initiative, positivity and creativity in their learning. This is another reason why the researcher proposes the building of an art workshop at schools to support and guide students to self-study and learn in order to improve students' artistic creativity.

References

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