EDU 403
Art, Craft and Calligraphy
GDB Solution
Spring 2022

Start Date: 16.08.2022 **Total Marks: 10**

Due Date: 22.08.2022

Q: How teachers can develop holistic thinking in art students?

Solution:

In holistic approaches to art education, one does not need to be well-versed in art or learn it. People can be groomed into more creative and critical thinkers through art education. Skills need to be learned through exploring instead of in a fixed manner.

If children are given opportunities to explore more subjects and skills in schools, rather than being limited to a few, they will better be able to understand their capabilities and decide what they are good at. The aim of holistic education is the development of the moral and spiritual aspects of the children.

Rather than seeing education as a process of transmission and transaction, in holistic education, the teacher is seen less as person of authority who leads and controls but rather is seen as a mentor or facilitator. According to the Holistic approach, the art room should be seen as places where students and adults work toward a mutual goal. Open and honest communication is expected, and differences between people are respected and appreciated. Cooperation, rather than competition, is the expectation. Private or alternative schools incorporating holistic beliefs do not usually give grades or rewards. The reward of helping one another and growing together is emphasized, rather than being placed above one another. Students are expected to self-regulate their own learning, although not completely expected to do this on their own. The teacher's role is to anticipate "teachable moments" when the opportunity presents itself. "The key is not teaching how to make something, but how to

think about something". A safe climate is created in which each learner is met with genuine regards. Information and insights about students are gathered. Students are invited to share their questions and personal learning agendas. Pre-instructions work samples and surveys are used to identify attitudes and assumptions about art as well as interest, hobbies and concern. Teacher time is taken to record observation, questions and ideas implemented and their results. The larger curriculum is plumped to find of partial processed information, ideas, theme and questions that merit investigation visually and through art. Students are invited to bring and display work done at home. Opportunities for expression and response are designed to call for deeper levels of engagement and accommodate for choices that encourage personal voice. Specific strategies are employed that will help align the body, mind and spirit in the process of making and responding to art. An exchange of insights with colleagues is pursued. Advocacy for those who are visual, spatial or kinaesthetic learners is voiced. Observation about those who appear to struggle or need extra help in art are shared. Collaboration with colleagues results in plans for learning and that are more integrative and benefits all learners.

In planning lessons, the teacher needs to consider if the problem they are giving students reflect creative thinking and what artists and creative thinkers struggle with? Is it relevant to their lives and the lives of others? It is important to give them credit for the deep thought they are capable of. We must encourage them to create authentic work, original because it comes from finding their voice.

Holistic approaches to art education are important to help students groom and grow mentally and physically through the arts they create, study, explore, and to not let them feel restricted, suffocated, and alienated inside the systems in which they are being taught and are studying.