



The Study on Visual Art Works of Primary School : Grade 4 through the Activities of CISST

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Abstract

The purpose of this research was to study on Visual Art Works of Primary school students; Grade 4 through the activities of CISST. The population used in the study was the visual art works of ten primary students who study in grade 4 in the second semester of 2008 academic year. According to the purpose of this study, the samples were selected from the approach of Purposive sampling, and they have been examined from ten periods during ten weeks.

The instruments used in the study were as follows: -

1. The analysis form on Visual Art Works
2. The interview form that related to activities based on CISST

The result of the study revealed that the students were able to do all ten activities based on CISST and able to develop their potential to create the Visual Art Works. So it is obviously related to CISST for three kinds of art that are Contemporary Art, Modern Art and Post-Modern Art.

Keywords: Visual Art, Visual Art Works of Primary School, CISST

Introduction

According to The Tenth National Economic and Social Development Plan (2007 – 2011) focused on human development to reach green and happiness society as people have decency with meet the standard needs of living. The plan is related to the policy of The Ministry of Education, to develop students growing among changing of the 21st century. It is to encourage students to be decency, Thai pride, having thinking skills, creativity and able to live or work globally.

Wiroon Tungcharoen provided his opinion on national economic and social problem that Thailand are facing with the economy crisis including the problems of social, education, culture and environment. Especially, the understated problems caused by weaken government as well as influenced and pressed

from the western that deeply effected to social structure. It made Thai being covered by the achievement that only emphasizes on gross domestic product, not on human development.

Over the facing with social crisis, education has been adapted to support The Tenth National Economic and Social Development Plan (2007 – 2011) in order to develop our country.

Educational reform as Nation Act of 2542 aims to create people as the valued resource to develop the country with filling their potential for global competitiveness. Heart of education reform is learning revolution that implements by teachers or instructors. Aims and learning process have been designed as follows: -

Section 23 is educational management over schooling or non-schooling. Decency, knowledge, learning process and integration are different according to the level of education.

National Education Act of 2542 set guidelines for education in Chapter 4 requires learners are able to improve by themselves and learners are the most importance.

As the study on National Education Act of 2542 found that education reform is related to arts teaching---developed to be multiple arts education, which is able to solve the social crisis of nowadays. It is able to develop Thai youth to be creative.

Creative thinking helps people achieve doing things with a better result. As we are developing country, having creative thinkers help country development (Yoawapa Dechakup. 2527: 243). Creative thinking is the skill composed with ability to think, act and solve. The skill leads to recover and invent a task that are new and benefit to our community. Moreover, creative thinking is an ability of every human according to their potential. So increasing creative thinking would be different as the encouragement.

Arts help learners gain their experiences from research, experiment to find the aim of expression. These expressions are able to increase perception and confidence that effected to cognitive development.

Besides, creative thinking needs repeating of thinking with different aspects. To make decision, analysis, comparison, quantity and quality will be thought (Wiroon Tangcharoen. 2539: 143-144, 146).

Visual art works activities through CISST are formed to develop children and youth without art expression that only focused on craft. It also encourages children and youth to develop as emphasized on education reform.

The air of CISST is multiple intelligence based on modern and post-modern of visual art (Wiroon Tangcharoen and team. 2543: 64)

Nowadays visual art works activities through CISST have been widely used such as Jakkapong Patlakfa, Boonnam Patcharapiyakun,

Sirilak Thaidee. Researcher also greed with them that visual art works activities through CISST was done to develop learners. Nevertheless, expression on art works of learners never been investigated.

From the above importance, researcher would like to study on visual art works through CISST of primary students: grade 4

Aims

1. To study visual art works from primary students: grade 4
2. To study how the visual art works of primary students: grade 4 related to CISST

Scope of research

1. The population used in the study were ten primary students who study in grade 4 in the second semester of 2008 academic year and selected by Purposive sampling
2. The visual art works activities based on CISST

Advantages of research

1. To be as basis to develop arts teaching
2. To be as basis for schooling and non-schooling to encourage creativity of visual art works.

Technical terms

1. Visual art works are the outcome based on CISST
2. CISST stands for
 - C: Creativity
 - I: Imagination
 - S: Sensibility
 - S: Systematization
 - T: Transformation
3. Strategy is a technique to create visual art works by using variety of material.
4. Expression is visual art works outcomes that express as a concrete object, semi-abstract and abstract

Material and Method

Defined population

The population used in the study were ten primary students who study in grade 4 in the second semester of 2008 academic year at Anubanpiboonwes School, Bangkok Education Service Area Office I for totally 100 visual art works and selected by Purposive sampling.

Research Tools

1. Teaching plan that used learning activities based on CISST
2. The analysis form on Visual Art Works based on CISST
3. The interview form that related to activities based on CISST

How to plan a trial and conduct research

This research is a qualitative research that conducted as follows: –

1. The visual art works based on CISST activities of primary students grade 4 have been analyzed through ten activities as follows: –

- Activity 1 Drawing dancing figures of rock music
- Activity 2 Clay creative
- Activity 3 Sculpture from egg shell
- Activity 4 Drawing an imagine city
- Activity 5 Drawing picture of herbal smelling
- Activity 6 Sculpture of creative balloon
- Activity 7 Hand made of clay model
- Activity 8 Sculpture of tree stem
- Activity 9 Taste and draw
- Activity 10 Draw the touching lines

2. The interview form that related to activities based on CISST

References

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Data Analysis

The study of ten primary students who study in grade 4 in the second semester of 2008 academic year at Anubanpiboonwes School, Bangkok Education Service Area Office I for totally 100 visual art works and selected by Purposive sampling, researcher used data analysis including interview on visual art works found as follows: –

Most of students who practiced through 10 activities based on CISST were happy and fun. They were able to express their visual art works by using variety techniques. Art works mostly were concrete objects, semi-abstract and abstract.

Conclusion and Discussion

The purpose of this study was to study on Visual Art Works of Primary school students; Grade 4 through the activities of CISST. The population used in the study was the visual art works of ten primary students who study in grade 4 in the second semester of 2008 academic year. According to the purpose of this study, the samples were selected from the approach of Purposive sampling, and they have been examined from ten periods during ten weeks. The study found that students were able to integrate arts and others subjects.

Suggestion for further research

1. Should be studied Visual Art Works through the activities of CISST in long term
2. Should be studied Visual Art Works through the activities of CISST individually and as a group
3. Should be studied the results of Visual Art Works through the activities of CISST

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