



Art Education for the Selfconsciousness and Sociality

Kim, Jeung-Hee

Gyeongin National University of Education

Republic of Korea

Introduction

Such social problems as youth delinquency, obesity of adolescent people and suicidal youths are caused by factors like “mammonistic, rather than value-oriented, social environment”, “grade-oriented education for college entrance” and “family dissolution”. The family, the school and the society continually ask the students good results and the parents and the teachers unilaterally point out their wrong doings and forbid things on their own eye level, disconnecting communication with the youths. Out of communication, the youths try to be comforted and identify their existence by isolating themselves, spending time doing personal and passive things, or through delinquencies, such as running away from home and violences. In order to resolve the problems such as school violences and bullying and suicides, education administration authorities, schools, homes, teachers, parents and citizens agree with the strengthening of the humanity education.

This research suggests practical strategies for the humanity education in fine art education, so as to enhance the students’ communication and appreciation abilities through the activation of the art education and thus for the teachers and the students to create happy school culture together. We propose ways to practice humanity education in fine art education particularly on the ground of the meanings and the core elements of the humanity education derived based on

the essential characteristics of the art education.

The Meaning of the Art Education as Character Education

The feeling of solidarity may unconsciously be formed while you communicate through art with materialistic and personal interests not involved. The community spirit mentally shared will be the driving force to change and maintain individuals and the society healthfully. All violences starts from dissatisfaction, uneasiness and negativism. Those with positive ego established, who feel happy in their lives, do not rely on violences. As art education will help students to foster their strength to live happily and to design and change their lives independently, the art humanity education should be discussed based on such essential characteristics of the art education.

It has been continually discussed in the East and the West that a happy individual will construct a sound society, and then an ideal nation and a peaceful world will be realized. In the East, an artistic inspiration was regarded as going together with the pursuit of a deep truth and being up to the level of a profound emotional feeling and a transcendental enlightenment (Jangpa, 1999;416-450). So in the East, artistic acts were considered as asceticism and a way to reach a profound emotional feeling and a transcendental enlightenment. In the West, on the other hand, art was considered as an aesthetic practice based on human

consciousness and the ability to use the symbolism reflecting human feelings was thought to artistic acts while perceiving and evaluating such acts were seen as the root of moral understandings and acts (Anderson, 2004; 32-36). In the West they also saw that the sentiments of a small group will develop into the public sentiments and that when such sentiments are expressed in art, the art will be used usefully for an individual and the society (Parsons & Blocker, 1995; 257-297). These views of the East and the West that see the goals of esthetics and ethics are the same mean the contribution of the art education for an individual and the society and that art is the source to understand the human emotional life and art is an important means for man to ripen his life, producing social sentiments.

Confucianists' theory of art emphasizes the social usefulness of art, which originates from Confucius's views on human and society. He defined society as a place for practicing morals, and emphasized "enjoying together with the people". "Enjoying" here is related with the normal satisfaction and expression of your senses and feelings while art, with its practical and utilitarian characteristics, becomes an element necessary for the society and its politics. Mencius connected the beauty of the individual personality with morality, seeing that human morality has its aesthetic characteristics, while he emphasized the sociality of man's aesthetic activities, seeing that man's aesthetic feelings are common (Jo Min-hwan, 1997; 19-41). To him, the purpose of art is to develop morality and create the consciousness of a community through aesthetic activities in which you feel joy together with others. He thought that the purpose of art education is in realizing a society where we live together by leading people to be more human, and to realize the joy to be together with others, through aesthetic activities.

F. Schiller (1759-1805) said fostering humans with emotion and reason harmonized, "aesthetic humans" with totality, is the way to construct a most

ideal nation. R. Steine (1861-1925), influenced by Schiller, insisted that art education is important so as to foster souls which connect man's mind and body, emphasizing that fostering humans with healthy souls through art education is the most important task for the peace of an individual, a society and a nation. H. Read (1893-1968), too, saw that when man expresses all of his emotions through art, he will be liberalized from the suppression of the emotion, so a peaceful society may be realized through art education. (Kim Jeung-hee, 1999)

Symbolism, the core of the art education, refers to, or materially or abstractly displays, an object. It is said to include words, pictures, diagrams, figures, etc. and it can convey our emotion such as sadness, anger, joy and pleasure through its promised meaning and interpretation (Gardner, 1990). Such symbolisms are produced in our culture and they play their roles when they are used to convey their meanings, or when they are used in fine arts, music, dancing, plays, etc. As the communication through a symbolism is not only through your head but through your heart, it can form a genuine bond of sympathy.

The art education will help you see the whole things with a sensitive sense and a high sensibility, continually cognize facts and phenomena structurally, and lead your life subdividing man's emotional and sensible responses, which are getting dull in your daily life (Kim Jeung-hee 1999).

In Korea, too, art education programs are provided by various art groups centered around Korean Culture and Arts Education Foundation for the purpose of humanity education. Particularly, humanity education programs are being run through art education, modeled after "El Sistema", Venezuela's free art education program, while group activities and after-school activities are being supported on the level of the government.

According to the result of the "2012 Character Education Situation Survey" by Ministry of Education, Science and Technology, 81.0% of the students,

89.6% of the parents and 92.0% of the teachers answered positively to the item “More support for the art activities will help foster humanity. On the other hand, 48.0% of the students, 58.5% of the parents and 74.2% of the teachers answered students” daily participation in art activities is not sufficient. And 63.6%, 79.4% and 79.6% of the teachers of the elementary school, middle school and high school teachers, respectively, answered art activities are not sufficient (Korean Culture and Arts Education Foundation, 2012;19-20). Such survey results indicate that increasement of the art education is required in the school education field for the character education.

According to “Study on the Vision of the Artistic Character Education and the Tasks for the Practice of It” report, “artistic humanity education” is defined as “art education to foster humanity of the students based on the aesthetic and emotional characteristics and cultural and social roles and functions of the art and systematic education trying to bring about from an individual’s humanity development and change to his relational changes through various art activities based on the aesthetic and emotional experiences (Korean Culture and Arts Education Foundation, 2012).

Thus, fostering of aesthetic taste through aesthetic experiences, which is the core of the art education, will help judge the value of the human life, growth and happiness and grow moral personality to behave oneself properly with common-sense, adjusting oneself. Particularly, the aesthetic experiences with pleasure involved in it in art education will refine your sensibility and perceptivity and so not only improve the quality of your life but let you grow as a mature citizen by providing chances for self-reflection through leading to voluntary expressions in the art education.

Character Education Elements in the Art Education

A happy individual will not only build a desir-

able relationship with others but lead a life as a sound citizen. A happy individual is a man with positive ego, who, with high self-efficacy and self-adjusting ability, positively accepts others’ behaviors and thoughts and consider them, putting values on living together with others. A society with many such people who live with values for the life with others is one for which sustained development is possible, providing driving forces for the future national development. So the character education elements in art education should be discussed in the aspects of an individual, his relationship and the society.

In the individual aspect, fine art activities will let you have an opportunity to find and reflect on yourself, in the process of expressing your emotions and thoughts. It will also help you to develop your thoughts and create your values, adjusting and expressing your emotions. And in all these processes, your self-efficacy will be enhanced, helping you form a positive ego. Many students experience lowering of self-efficacy by self-denial, so many of them choose suicide or a defense mechanism is aroused in the situation of a psychologically conflicting structure which threatens their self-respect. So the art education should be planned to help the students escape from the situation which threatens their self-respect, or foster their strength to overcome them. Such self-respect-threatening situations take place complexly at home, at school and in the society, with major causes originating from “pointing out” and “fault-finding”.

In a situation where there are more fault-findings than encouragements, an individual will lose his self-respect and display a crisis syndrome such as denial, violence, self-isolation, shrinking and identity confusion, which will cause other conflicting situations. In order to help the students escape from those situations, the art education should let them strengthen their self-regulation ability, knowing their situations and overcoming them, and create self-cognition, enhancing their self-respect. Therefore the contents of the art education should be organized and planned

based on the grasp and the coping plan on the individual situations and the crisis syndrome.

In the aspect of relationships, the character education in the art education is to help students build relationships with others, sympathizing and communicating with them, and live together with others, considering, trusting and respecting them. Verbal and physical violations taking place at home, at school and in the society not only weaken the self-respect of the students, but lower their ability to create relationships. The maladjustment of the students to their school lives and the bullying, which have now become serious problems in the school education field, is generally caused by the lack of the ability to create relationships. The maladjustment to the school lives takes place when the students suffer from psychological conflicts and behave themselves improperly as individual desires are not accepted or accepted poorly at school (Jeong Jin-suk, Kim Gap-suk, 2008).

Particularly in the case of a student maladjusted to the school life, because he is uneasy about his ability and lacks self-confidence, he tends not to build a friendly relationship, being alienated and shrunk. By making the students express their desires and dissatisfaction on their relationships with the friends or with the teachers at the art education, you can find out the main causes of the problems and ways to resolve them with the teacher at the position of the student. The maladjustment to the school life or the bullying problems should be settled and the spirit of team work and the sense of belonging should be fostered by making the students learn considerations, generosity and respect for others, and by building up trust, while

communicating and sympathizing with others, in the processes of finding out the causes deteriorating the creation of the relationship.

The purpose of the character education through art education in the socio-cultural aspect is the creation of the community spirit and the fostering of the culture literacy. The creation of wrong values by the students displaying their existence, or being comforted, as they express their dissatisfaction on their families, the school and the society by way of problem behaviors through the fine art activities. The denial of the local community and culture you belong to will not only bring about self-identity confusion but weaken your adaptability to the society, keeping you from leading a life as a member of the society and bringing about the loss of sound citizenship. Co-operative art education connected with the local community or culture will help the students foster cooperative spirit and the community spirit and will lead them to the cultivation of cultural literacy which lets them enjoy and produce culture. Making the students create the community spirit through the activities connected with the cultural art of the local community they belong to, and helping them create new culture and values based on their communication and comprehension ability through the cultural appreciation and experience, may be seen as fostering sound citizens, which means the accumulation of the capital for the development of the society.

The core elements of the humanity education in art education, which we may propose based on the above discussion, are as Table 1.

Table 1 Core Elements of Character Education in Art Education

Dimension	Main agent	Core elements
Personal dimension	'I, myself'	Aesthetic experience, independence, self-regulation, self-existence, self-perception, identity
Relational dimension	'You and I, we'	Consideration, generosity, respect, appreciation, trust, communication
Socio-cultural dimension	'All, together'	Cooperation, leadership, global mind, community, cultural literacy

Character Education Effect of the Art Education and Its Core Elements

Because fine art, as a non-linguistic means, is controlled by relatively little reason, there can sometimes be unexpected expressions depending on the themes dealt with, when learning and growth can be made as you look into your internal world through the unexpected expressions. While you can express images defensively with a language, you will be able to express images actively and frankly with the formative language in fine arts, an example of which is a case in which a visitor for an art therapy tells about his problems like a monologue through the fine art.

Art is an activity by which you can immediately get a concrete, tangible material, so visible and tangible materials are produced through it. Particularly because your emotion or thoughts are materialized into a thing such as a picture or a sculpture, you will realize your existence seeing your own work. The results of the fine art activities can be an object of reminiscence and a material to let you perceive a change at the same time. That is, as you re-appreciate your previous work, you can recall your feelings at that time, or you can perceive for yourself the change of your mental state.

Art activities are not simple work but they are activities to release creative energy, like recreation and music, in which as you proceed in your work, you will be absorbed with your internal energy produced and released into expressions. As such creative energy release will induce active mental and physical activities, it will help you remove your suppressed emotions and dissatisfaction.

Due to such characteristics of the art, it has been proved through many art therapy cases that art activities are effective in the alleviation of aggressiveness, reducing anxiety and depression and increasing the desire for human relationship and love. Moreover, there are research results that art activities will reduce the delinquency attitude and tendency (Yang Gyeong-ja, 1999) and that cooperative fine art activi-

ties will help you realize the importance of support, acceptance and cooperation, and consider others, through mutual interactions between peer groups (Shin Gi-eun, 1998), which tell us that fine art activities will enhance self-regulation ability and relationship build-up ability.

Particularly, as the isolated feelings and loneliness of the group members of the group art therapy activities are reduced, and so they get out of distorted feelings and thoughts, better human relationship will take place. And as they draw pictures with the same themes or do cooperative work, they get close with each other, and seeing that everyone experiences anxiety, with suffering not given only to themselves, they will get to grow community spirit. Also, as the members encourage and help each other, they share hope, and thinking all people can experience the same as they do, they feel stability and active atmosphere is created (Lee Eun-jin, 2007). Thus we can see that through fine art activities, self-respect is formed, with human relationship and sociality improved.

When at a juvenile reformatory an fine art program for the youths there was given, it was assured that the fine art activities, as a non-linguistic communication tool, can change the youths' consciousness. The activities in which they were made to express what they say to themselves, dear friends, family members and the world through pictures, not words, in which after listening to a music they want to, they were made to choose the pictures they had taken to make a music video and to have them played, etc. helped the youths who participated release creative energy, escaping from their listless lives and experiencing achievement. In the process of choosing the pictures they had taken with others and make a music video, they got to cooperate with each other for a goal, appreciating and considering each other, while when they appreciate the music video finished by each group, they had an opportunity to encourage and understand each other. Such educational effects of the art activities are not those made possible because they

were in a juvenile reformatory, but they prove the effect of character education through the art education.

Basically there is no objection to the fact that fine art activities are effective to character education. But in order to enhance the effect to the human education, the art activities should be planned in consideration of what art activities should be made, and for what purposes, to strengthen the core elements of the character education. This does not mean that the art education should be a tool subject for character education, but in teaching the contents of the art education, you should choose the learning subjects, and organize its form, strategically in consideration of the core elements of the character education.

The goal of the art education is set to be “to foster a whole human who can understand objects with aesthetic sensibility and intuition, enjoy life creatively and succeed and develop the fine art culture”. Its detailed goals are given as “aesthetic sensibility on and around oneself”, “the ability to express and communicate feelings and thoughts creatively”, “the ability to understand and judge the values of the fine art”, “creation of attitude to cherish and respect fine art culture by making fine art part of one’s life”.

Practical Strategy of Character Education in Art Education and Its Contents

If we suggest the strategies to foster the virtue items of character education in art education in the personal, relational and social aspects, they may be planned to be “a strategy to strengthen self-respect”, “a strategy to strengthen relationship building” and “a strategy to strengthen sociality”. They are a suggestion for an active practice of character education in art education and should be planned and practiced based on the goals and contents of the art education. If we suggest the practical strategies for humanity education in art education centered around the core elements of the character education of the art education, they are as following:

1) Goals of Self-respect Strengthening Strategy

and Related Art Activities

The goals of the self-respect strengthening strategy is self-education, or strengthening of one’s self-healing ability through art activities which go on by the process of self-expression to self-finding to self-understanding. The self-respect strengthening strategy, which is focussed on providing opportunities for self-reflection, will help students improve their self-regulation ability, self-cognition ability, independence, etc., making them establish self-identity and have self-respect. It can lead the students to conscientize their internal world by actively accepting the processes proceeding in art therapy now, and it can also expect a prevention effect against school violation, particularly by letting the angers and violence latent within the students due to external stress. The goals of the art activities to strengthen one’s self-respect and related activities are as Table 2.

2) Goals of the Strategy to Strengthen Relationship Buildup and Related Art Activities

The strategy to strengthen relationship buildup a strategy to communicate with others and exchange feelings through art activities so as to create a bond of sympathy, with its goal being forming and maintaining psychological companionship with others. Relationships with friends and teacher-student and family relationships are the basic relationships which make you cognize the value of your existence and the lack or collapse of them weakens your self-respect, so fine art activities are needed which strengthen relationship build-up. If when planning and carrying out fine art activities, you let the students consider and respect others, and build up trust and treat others with generosity, then you can settle the bullying and suicide problems which appear in the education field these days due to the lack of communication and relationships. The goals, and related activities, of the fine art activities to strengthen relationship build-up are as Table 3.

3) Goals, and Related Art Activities, of the Sociality Strengthening Strategy

Table 2 Self-respect Strengthening Strategy

Strategy	Core Elements	Goals	Art Activities
Self-respect strengthening Strategy	Independence, self-regulation, self-cognition, self-respect	Self-cognition Tense alleviation self-emotion cognition	<ul style="list-style-type: none"> ● A treasure box making to keep your cherished things ● Talking while pasting images from magazines which represent you ● Drawing a picture of your youth ● Making a storybook about your own self ● Drawing your own self being born from an egg ● Drawing things a seed will need to grow, as you imagine you were a seed ● Expressing your past, present and future ● Making a mask which goes along with your life, as you think of your own daily life ● Expressing your daily tasks with your facial expressions ● Expressing your thoughts and ideas in a circle ● Making a certificate of merit for your own self ● Making your hope tree with fruit of hope attached ● Making and decorating a sign board with your motto on it ● Drawing with paint put at the tip of your finger ● Printing with your hand ● Drawing a big picture with a big brush ● Sandplay and sand painting ● Expression with colored powder you made for yourself ● Tearing, crumbling and throwing newspapers ● Mandala drawing, writing down its title and keeping it ● Expression by decorating your name ● Expressing your own self with collage ● Giving form to your mind three-dimensionally ● Drawing yourself with yourself ● Making a pizza which contains your various feelings ● Expressing your internal and external mind with empty boxes ● Expressing your mind which you wish to hide in your shadow ● Scribbling and talking looking after images in it ● Giving an explanation after expressing with a picture the solution to a troubled situation

The sociality strengthening strategy is a strategy to foster cooperative spirit and make the students have a sense of belonging about the group and the society they belong to. You can make them be interested in the group and the local community they belong to through art activities connected with the community based on the public art and environment art they learnt in the art education. Such activities help the students form a social bond of sympathy through the communication between students and the local residents, their participation in local community ac-

tivities, etc, and this will eventually develop into the community spirit for the local community.

The art activities connected with the school, the residents and the local community which proceed not as a one-time event, but through a continuous interest and affection will form social sympathy and sense of belonging, contributing to the development of the community. Art group activities at school participating in local festivals, connected with local art groups, or local artists continually doing activities together in the mentor-mentee relationship with the art group

Table 3 Strategy to Strengthen the Formation of Relationship.

Strategy	Core Elements	Goals	Art Activities
Strategy to strengthen the formation of relationship	Consideration, generosity, respect, trust, appreciation, and communication	Formation of trust	<ul style="list-style-type: none"> • Making what you want to with two members in a team • Plaster moulding and casting of your hand, foot or face, plaster moulding and casting • Making something for a present in a token of thankfulness • Expression of what you want to do with one of your beloved friends • Drawing someone you are thinking of at a place you want to go to • Drawing someone you want to • Modeling after your bodies on whole paper with two members in a team, and decorating it to express each other's merits
		Release of emotion	<ul style="list-style-type: none"> • Scribbling as you recall when you were angry, and tearing it • Scribbling as you recall the moment you were happy • After working off your dissatisfaction by tapping and hitting mud paste, then expressing your eased mind • Expressing your mind as a picture on a balloon when angry, explaining it, and breaking the balloon • Drawing yourself within yourself • Expressing it as you are thinking of a beloved person • Expressing what you fear the most • Drawing a picture, and explaining it, with the theme of a bad dream
		Understanding of others	<ul style="list-style-type: none"> • Making a praise box or a praise tree with your friends • Drawing a picture of the fish family in a fishbowl and talking about what they are doing • Expressing your family metaphorically as trees • Expressing a scene of family meeting and talking about its contents • Expressing a scene of gardening with your family • Making a praise box or praise train with your friends and doing praise relay activities • Making a promise tree with your friends
		Personal relationship ability	<ul style="list-style-type: none"> • Decorating a magic country in cooperation with four members in a team • Finishing a picture by the participation of the members in turn for each team and talking about each other's thoughts • Finishing a cooperative picture through the eyes and the minds, without a conversation, with each member choosing one color in the theme of "we are one" • Producing a cooperative mural • With four members in a team, sitting around whole paper, drawing each one's island and connecting the islands by adding transportation means or bridges in it • Together with friends, making up a party table after each one makes a model of food he or she wishes to eat

Table 4 Sociality Strengthening Strategy

Strategy	Core Elements	Goals	Art Activities
Sociality strengthening strategy	Cooperation, leadership, public interest, community, cultural literacy	Understanding of the tradition and modern culture; respect of the cultural variety; cultural literacy; global citizenship (global mind)	<ul style="list-style-type: none"> • Finding out the spirit and the characteristics contained in the traditional fine art • Exploring local museums and art museums and making a story about the region • Examining and analyzing an art work in which you can find the succession and the new interpretation of the traditional art • Criticizing the characteristics of a modern art work and the intention of its artist • Connecting your daily life and the meaning an art work • Interviewing local artist and producing a work together • Planning and participating in an artistic event related to the local region • Planning and participating in a public art project which is carried out together with local residents • Investigating traditional plays of other countries and making up the playing tools to use them • Making up a map of fine art culture which can be found on the silk road • Investigating the meanings and the characteristics of the festivals of a variety of countries in the world and doing activities connected with school festivals • Investigating the holidays of a variety of countries of the world and making models of the food and apparels for the holidays • Producing an advertisement or a visual images with the theme of school violence or other problems of the society • Producing an installation product together with others, with the theme of the global warming, hunger, war, peace, etc.

students at school, will also strengthen the sense of belonging and the community spirit of the students. The consciousness on the community and on the local region, the nation and the world will help the students grow up into sound citizens and cosmopolitans with global mind and cultural literacy. The goals, and related fine art activities, to strengthen sociality are as Table 4.

The strategies and the related art activities so far suggested are education themes for which expression methods and materials should be chosen in accordance with the grades and the educational envi-

ronments. For example, the activities may be planned as two-dimensional ones or three-dimensional ones while the materials used may be given or they may be let chosen from several ones. The same theme may also be let worked out using a variety of media and types such as photographs, visual images and cartoons, while the difficulty of the education should be adjusted in accordance with the levels of the students. The activities may be carried out by more than one sessions in accordance with the depth of them or they may be extended to fine art lessons, after-school art lessons, creative experience activities, etc.

Conclusions

Internal substantiality and normalization of the art education is needed, so that the “the strategy to strengthen self-respect”, “the strategy to strengthen relationship building” and “the strategy to strengthen sociality” so far suggested may be practiced. We cannot expect effects from character education in a short time by intensified education like problem solutions. As you can expect the effects of the character education premised on the trust build-up and sympathy in communication between the teacher and the students, time should be secured to maintain continuous teacher-student relationships.

In this research, with a view that self-respect, smooth personal relations and social sense of belonging are the basic elements for the students to lead happy lives, we suggest “a strategy to strengthen self-respect”, “a strategy to strengthen relationship building” and “a strategy to strengthen sociality” as a way to help the students foster the strength to lead their happy lives. To the students who are losing the motivation for learning and self-respect, tired of grade and entrance examination-oriented education, encouragement and sympathy will greatly comfort them. Different from other subjects, the art education provides opportunities for the students to be encouraged and praised, and so enhance their lowered motivation and the sense of accomplishment, in the experience activity processes where the students can find themselves, communicate with others and sympathize. Practicing character education by planning art education teaching and learning adopting such characteristics of the art education will not make the art education a tool subject for character education, but it will secure the justification to expand the running of the art education as a subject which can basically practice character education the most desirably.

In order to apply “the strategy to strengthen self-respect”, “the strategy to strengthen relationship building” and “the strategy to strengthen sociality” effectively, project learning is desirable. In a project learn-

ing, the students on their own participate in the whole process of the learning to explore the subjects, topics, problems and issues for themselves and express the results. It will help you to build up a positive ego and foster responsibility, cooperative spirit, social techniques, problem solving abilities, exploration ability, self-expression abilities, etc. (Kim Dae-hyeon, et. al., 1999;23-45). The project learning, which is run centered on the experience activities on the students' initiatives, will make the students participate actively and feel the sense of accomplishment about the learning results, enhancing their self-respect.

Activation of art group activities is needed in order to maximize the effects of practicing character education in the fine art education. The motivation for the participation of the group activities which the students chooses on their own is high, so they will be an opportunity for the students to accumulate their positive strengths while they are absorbed in them. Moreover, the diversification of the art group activities and the continual support for them will be the driving force which connects the school and the local community. The strategy to strengthen sociality we suggest in this research is a strategy for the students to get the sense of belonging by the build-up of the social community spirit, so you can expect high educational effect when it is connected with art group activities.

The construction of human and spatial networks, such as those of the school, local art groups and exhibition spaces, is necessary in order to activate art group activities, when the art group activities play a role of a bridge connecting the school and the local community. As the students exchange with local art groups and use local exhibition spaces through art groups, they will build up the sense of belonging about the local community, and as they actively participate in the local festivals, they will grow up into a member of the society who can attribute to the development of the community. The activation of the school art festivals is also an opportunity to expand the art group

activities, for as the students publicize their art activities through them, their self-respect is improved, and healthy friendships will be created through the communications and the appreciations between the students in the process of absorption and joyful ex-

periences. At the same time, when the school leads the parents and local residents to participate in the school art festivals, the interest of the local community on the school education will be enhanced.

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