

Teaching  
English Fine Art Terminology  
through the use of the  
Aesthetic Experience

Dr. Soultana (Tania) Maglavera  
Aristotle University of Thessaloniki

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# Integration

- Arts-based approaches to Learning
- ESP classroom settings
- Transformative Learning



# Objective: ESP Benefit from Use of the Arts

- Fostering Language Learning
- Activating Thinking Dispositions
- Fostering Transformative Processes



# Use of Art for Learning Purposes

## *Students' Development*

- All-rounded
- Cognitive
- Cultural
- Reflective

*Gardner (1983); Perkins (1994); Fowler (1996); Eisner (2002); Efland (2002)*



# Use of Art for Learning Purposes

## *Enrichment of the learning process*

- Connecting with people in profound ways
- Leading to deeper insights
- Encouraging thinking dispositions
- Leading to all-rounded thinking
- Beyond usual ways of thinking



# D.N. Perkins

- *The Intelligent Eye: Learning to Think by Looking at Art* (1994)
- Methodology geared towards critical reflection
- Stages include
  - Giving looking time
  - Looking in a broader and more adventurous way
  - Deeper and clearer observation



# A. Kokkos

- *Education Through Art* (2011)
- Theoretical framework
- Teaching methodology
  - “Transformative Learning through Aesthetic Experience”
- Concrete Instructional Guidance
  - Examples of fostering transformative learning in diverse educational settings



# Stages followed in class

- Student's intense and free-spirited experiencing of the stimulus;
- Discussion of ideas generated by the stimulus;
- Creation of artworks by students inspired by the stimulus;
- Description of artworks based on the students' work.





# Transformative Learning

The process by which we transform our taken-for-granted frames of reference to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action.

*Jack Mezirow*



# ESP Teaching Context

- Aristotle University of Thessaloniki
- Visual & Applied Arts
- Undergraduate Students
- Majoring in
  - Painting
  - Sculpture
  - Printmaking



# Aesthetic stimuli of diverse form

- Textual
  - Stories
  - Poems
- Visual
  - Paintings
  - Sculptures
- Auditory
  - Musical themes
- Performative
  - Plays
  - Dance compositions



# Aesthetic Stimulus

Poetry



# Poetry

## Questions

- Experiences
- Reading Poetry

## Students' views on poetry

- Complicated and sophisticated
- Exercises imagination
- Develops our ability to respond to language
- Inferring and guessing
- Elliptical, compressed language



# Learning Incident

## Course material

- Basic art vocabulary
- Types and classifications of art

## Language used

- Simple
- General
  - Art is imagination
  - We use colours
  - We say what we feel
  - Creation



# Stimulus 1

## *Above the Dock*

Above the quiet dock in mid night,  
Tangled in the tall mast's corded height;  
Hangs the moon. What seemed so far away  
Is but a child's balloon, forgotten after play.

*T.E. Hulme*



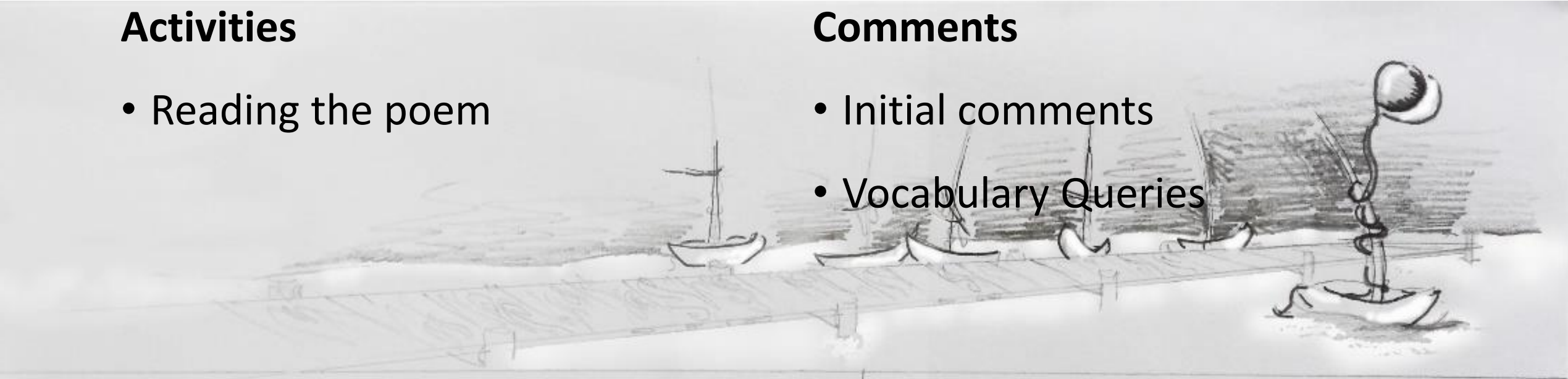
# Stage 1 – Spontaneous Observation

## Activities

- Reading the poem

## Comments

- Initial comments
- Vocabulary Queries





# Stage 2 – Expression of First Observations

## *Describe what they see/read*

### **Activities**

- Write a few titles/notes

### **Comments**

- The moon hangs from a ship
- There is a balloon
- A Child Forgot it



# Stage 3 – Questions / Surprises

## Activities

- Brainstorming
- Key question

## Comments

- How is it possible for the moon to hang from anywhere?
- What about the balloon?
- The ship?
- Connection between the moon and the balloon.



# Stage 4 – Broaden observation

## Activities

- Identify and attempt to answer previous questions.

## Comments

- Metaphorical language
- Image
- Picture



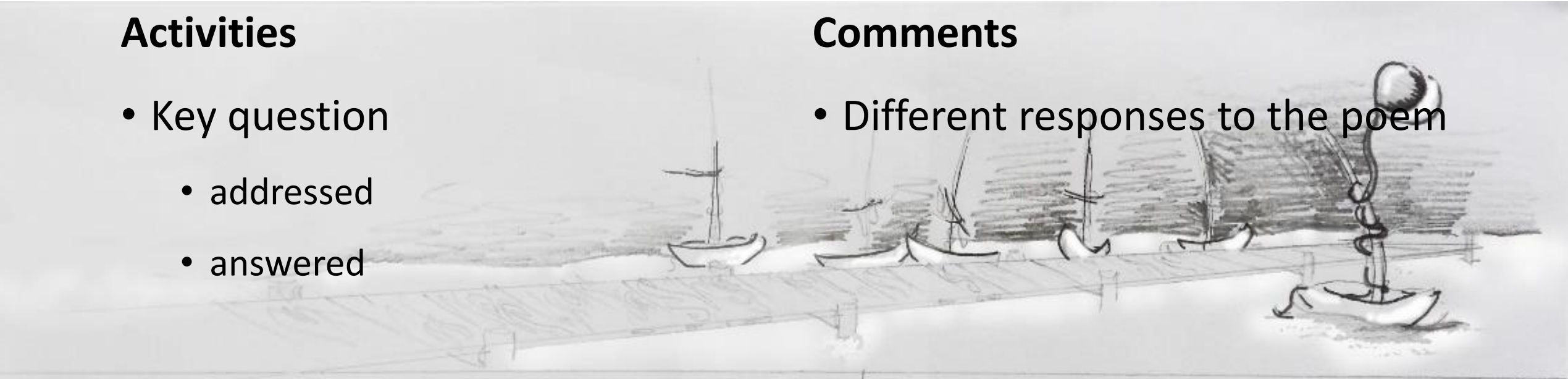
# Stage 5 – Answering the key question

## Activities

- Key question
  - addressed
  - answered

## Comments

- Different responses to the poem



# Stage 6 – Creating an Artwork

## Activities

- Forms of Art
- Types and Classifications of Art
- Art media

## Description of artwork

- Each student shares his/her work with their group
- Vocabulary used
  - Visual / Pictorial / Plastic / Graphic / Literary arts
  - Paintings / Sculpture / Etchings / Glassware / Pottery



# Stage 7 – What is Art?

## Activities

- Think about the previous stages
- Re-think about the meaning of 'Art'

## Language used

- Wide range of vocabulary
- Sophisticated
- Accurate
  - Imagination
  - Beauty / aesthetics
  - Feelings
  - Expression (expressive statement)
  - Medium



# Stimulus 2

## *Irradiation*

Flickering of incessant rain

On flashing pavements;

Sudden scurry of umbrellas;

Bending recurved blossoms of the  
storm.

*John Gould Fletcher*

## **Course material**

- Visual elements
  - Colors
  - Shapes and forms
  - Types of lines
    - Curved
    - Serpentine
    - Jagged
    - Implied
    - Horizontal



# Aesthetic Stimulus

Fiction





# Stimulus 1

## Text / Excerpt from a short story

And then, after six years, she saw him again. He was seated at one of those little bamboo tables decorated with a Japanese vase of paper daffodils. [...] He must have felt the shock of recognition in her for he looked up and met her eyes. Incredible! [...] He closed his eyes an instant, but opening them his face lit up as though he had struck a match in a dark room. [...]

‘Vera!’ he exclaimed. ‘How strange. Really, for a moment I didn’t know you. Won’t you sit down? You’ve had lunch? Won’t you have some coffee?’ [...]

From: *A Dill Pickle* by *Katherine Mansfield*

## Course contents

- Paintings
- Painting Media
  - Oil
  - Watercolor
  - Tempera
  - Acrylic
  - Fresco

# Stimulus 2

## **Text / Excerpt from a novel**

The opening scene of Charles Dickens' novel *Hard Times*.

## **Course contents**

- Dry drawing media
  - Pencil
  - Charcoal
  - Crayon
  - Pastel

# Conclusions

Impact of use of literary forms of art in ESP Fine Art teaching settings

- Better assimilation of the material
- Language enrichment
  - Wider range of vocabulary
  - Greater accuracy
- Enhancing critical thinking
- Influence on students' assumptions about ESP class
- Willingness to use empowered knowledge to other courses



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