

Increasing Cultural Awareness and Academic Performance through Art Education for Children

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ABSTRACT

Participating in artistic endeavors is fundamental to the human consciousness. Children begin to communicate via the expression of their creative side almost as soon as they get control of their motor abilities. The arts provide us with a variety of perspectives from which to draw our own conclusions, urge us to sympathize with "others," and offer the chance to consider the human experience. These assertions are supported by empirical data, which includes: Participation in the arts is associated, among adults, to actions that improve the overall health of civil society. Some examples of these behaviors include improved civic involvement, higher social tolerance, and decreases in conduct that is other-regarding. Despite the fact that we acknowledge the transforming effects of art, the position of art in K-12 schools has grown more precarious. Because art education can be so entertaining, some school officials and people of the community tend to ignore the many additional advantages of taking the class. When it is essential to make savings in the budget, certain art programs are reduced in scope or perhaps abolished entirely. One of the many positive aspects of art education for children is the fact that they will like it. The abilities acquired via art instruction often translate to other spheres of life as well as academic work.

INTRODUCTION

Cognitive Art has been both a major phenomenon of the societal and cultural milieu in which it develops and an essential vehicle for achieving goals that are external to the art itself. Art has the potential to bring people together, strengthen their bonds, and bring awareness to a



variety of social concerns, either directly or indirectly. The religious, political, economic, and technical aspects of culture may all be explained via the medium of art [1].

Lack of scientific data that proves the educational benefit of arts integration has been a significant obstacle for the field of arts education. Despite the fact that national surveys show that an overwhelming large portion of the general public is in agreement that the arts are indeed a necessary component of a well-rounded education, promoting "art for art's sake" has proven to be insufficient for the preservation of the arts in schools. This is despite the fact that few would dispute that the arts accord intrinsic benefits. The number of pupils who are given the opportunity to participate in artistic pursuits has significantly decreased during the last several decades [2]. This tendency is partly attributed to the proliferation of accountability that is based on standardized tests, which has put pressure on schools to concentrate their resources on topics that are assessed. According to a well-known proverb, "what gets measured gets done." Students who come from historically underprivileged neighborhoods have been disproportionately and negatively influenced by these influences, which have an effect on their accessibility to the art in a negative manner. For instance, according to a report published by the federal government, schools that have been identified as "needing improvement" under the "No Child Left Behind" act and schools that have a higher percentage of students from underrepresented minority groups are more inclined to encounter decreases in the length of time spent on arts.

Studies place a focus on art in both helping human beings grasp the facts and making them resistant because they see art as a requirement in order for human beings to be aware of something in order for them to be able to alter it. The effort that a person makes to place events and objects in an order that is pleasing to the eye is the aspect of the human thought that is both the most spontaneous and the most compelling requirement. Disorganization motivates human thought to look for answers to issues that are connected to it. On the other hand, organization and composition are essential components for a human being to have in order to comprehend themselves. In this sense, art may be seen as a phenomenon that combines order and intuition. The individual is engaged in a conversation that is multifaceted, specific, intricate, and profound with the surroundings that is made up of natural, social, and cultural components in the location in which he lives. Because of education, it is reasonable to anticipate that the relationship between the person and his surroundings will be more wholesome, balanced, and orderly, as well as more effective and efficient. Education is the most efficient method of shaping, growing, developing, leading, and preparing for the future both healthy people and the society that is made up of them. Nevertheless, the fulfillment of this expectation is inextricably connected to the reliability of the education that is both conceived of and carried out [3]. The aesthetic and cultural development of people as well as communities is a reality, and this fact cannot be disputed.



THE ART EDUCATION FOR CHILDREN

Cognitive Children are often need to employ their fine motor capabilities in order to perform the chores associated with art projects. The utilization of fine motor capabilities and hand-eye coordination are required for many creative activities, such as using a small paint, cutting with scissors, and sculpting clay, to name just a few examples. The children are given the opportunity to develop such abilities by taking part in open-ended creative projects, and they are not graded based on the conclusion of their work. The more frequently they exercise the fine motor abilities, the greater the improvement in those skills will be. The increased fine motor control may be applied to other scenarios that call for hand-eye coordination as well as other activities that need precision [4]–[7].

Children benefit from the chance to be creative when they take part in art classes. There are families in which the children are deprived of access to painting materials or other creative pursuits. When children are given the opportunity to participate in art classes as part of their formal education, not only do their imaginations receive a workout, but so do their brains and their ability to think creatively and solve problems. After that, students need to plan out exactly how they are able to bring their imaginings of their works into the actual world. These talents help children to think imaginatively in various circumstances, which may increase their academic performance, as well as their self-confidence and self-esteem [8]–[14].

Children are have the opportunity to express themselves in whatever manner they see fit via the arts. It is common practice in many art schools for teachers to challenge students to create original iterations of works of art that have already been created. One example of this would be to take a work of art from the Renaissance period, such as Leonardo da Vinci's Mona Lisa, and paint it in an expressionist style, and another example would be to take a musical composition, such as Beethoven's Für Elise, and rearrange it in a different style, such as hip hop [15]–[21]. The method that is being described here is known as remixing, and it is via procedures like these that youngsters are encouraged to tap into their imaginative side, to think imaginatively and outside the box, and to look for new concepts and perspectives [22]–[25].

Art education also encourages working together with others and learning in groups. People of all ages, including youngsters, are brought together as a result, and they are able to teach and be taught by one another as they work together to produce something [26]–[28]. It encourages healthy emotional development and helps children become contributing members of a group. When working together, children are more likely to acknowledge their shortcomings and take responsibility for their errors. This contributes to an increase in accountability. The fact that art projects are fun keeps most kids interested in them. They are more able to focus on the job at hand because they take pleasure in the artwork, and as a result, they are more likely to see it through to completion [29], [30]. The completion of the



project provides the children with a feeling of success, which may be especially uplifting for children who have had difficulty in other facets of the educational experience. When we make anything, it is totally up to our own tastes and whims to decide what colors to employ and what media to work in. Children who have an education in the arts are better able to make decisions, have increased levels of self-confidence, and a greater sense of self-assurance. This is because they gain insight into what interests them and have a direct impact on the appearance of the finished product they create. They have the ability to become self-learners who are continually pushing themselves and who grow more focused on accomplishing their objectives [31], [32].

The majority of the topics that are taught in schools are fact-based, and there are appropriate and inappropriate responses to each question. Art education encourages a more accepting mindset and acknowledges and appreciates individuality in the final goods created. The children get an understanding that there is greater than one approach to finishing the art project. They are capable of communicating who they are as well as the feelings they are experiencing via the artwork. Students are also given the chance to interpret the artwork of others, whether it is the artwork of their peers or that of well-known artists. Kids are also given the opportunity to take greater chances in their projects because to the open-ended aspect of art instruction [33], [34]. Kids do not feel as much of the strain that they generate for themselves since there is some leeway in the result. They are aware that the final product will be acceptable even if it does not look precisely like the others that have been produced. Children may develop a feeling of self-assurance via activities like these, which may transfer to other aspects of their lives.

When children aren't able to draw, play, sing, or dance to the best of their abilities right immediately, they are more likely to feel discouraged and perhaps give up trying to acquire a new talent. This is because all kids want to do is express themselves creatively, to their utmost ability. They learn that putting in a lot of effort and being persistent ultimately pays off by receiving consistent reminder that it takes practice and time to become better at anything. This frame of mind is necessary at higher levels of academics as well as in a business, as individuals will always be acquiring new abilities and working through challenging procedures on their route toward professional growth and advancement [35], [36].

Accountability is a significant component in the creative process, which is particularly important when the work is intended to be performed collaboratively. Children get an understanding of duty and reliance when they are held responsible for their individual roles or contributions within a group setting. They often get a better understanding of how devastating it can be to let people down and what it's like to take responsibility of the consequences of their actions when they make the decision not to participate in a performance or project [37], [38]. When dealing with other people or when there is a time



limit looming, personal accountability is of the utmost importance in both the academic setting and the professional environment. If at the end of the day nothing has been accomplished, then the whole system has failed because they depended on the person, and the entirety of the responsibility lies with the individual. It is a part of human nature to err, but it is also a characteristic of being human to learn to accept one's errors and to take responsibility over them in order to correct them [39], [40].

Children's engagement in activities that take place via the arts helps to foster critical thinking and encourages them to be cautious and comprehensive in their observations of the world around them. The general makeup of society has never been as diversified as it is right now. This makes it possible for a wide variety of messages and points of view to reach youngsters and affect them. They need to engage in critical thinking about them and determine how their evolving world views are related to those ideas. Because it offers a wide variety of possibilities for pupils to (1) learn about customs and cultural history, arts education is a kind of cultural education that has the ability to foster cultural identity. This is due to the fact that arts education is a type of cultural education [41], [42]. This learning is a means of connecting young people with cultural heritage and traditions heritage, which is useful in making them aware of the importance of preserving and reinvigorating these cultural heritage and traditions heritage in order for them to continue to be relevant to the requirements of current and future generations. (2) cultivate their interests and creative abilities while simultaneously fostering historical and cultural knowledge, which is essential to the promotion of identity, tolerance, and mutual understanding. Students who participate in arts activities are more likely to acquire skills in trying to express their emotions and thoughts as well as a greater awareness of different points of view and the fact that there are multiple ways to look at things and many different ways to find potential solutions to a problem. These kinds of creative activities provide students the opportunity to (1) investigate issues concerning their individual, social, and cultural identities, and (2) develop solid judgments in a range of learning environments including the arts. Students need to be able to demonstrate sound judgment in order to be successful in dealing with the myriad of real-life challenges they will face throughout their lives, including those pertaining to their cultural identities [43]–[45].

Collaboration is essential to the success of creative endeavors, especially in the arts. Children are pushed to their limits in terms of collaboration while participating in activities like the theater, chorus, or band. They must also share the responsibilities of the task and be willing to compromise on some aspects in order to work toward a goal that is shared by all members of the group. Children gain a crucial skill set for success via creativity, which is fostered by participation in the arts. According to a report that was compiled by PBS, According to a report published by Americans for the Arts, children and teenagers who take part in artistic endeavors on a consistent basis for a total of three hours per day, three days per week, for a period of one full year have a probability that is four times higher than that of children and



teenagers who do not take part in such endeavors to be recognized for school performance, to take part in a mathematics and science fair, or to receive a prize for writing an essay or a poem than children and teenagers [46]–[50].

CONCLUSION

Cognitive Children can acquire unique experience in these fields by going to exhibitions and museums, having slides, films, and photographs shown to them, talking about pictures with them, introducing them to painters, and participating in fieldwork activities such as attending local bus stations, ports, marketplaces, skiing and snowboarding centers, farms, and holiday lives. Taking children to these places can also be helpful. The direction that adults provide for the growth and education of children is essential to the achievement of experience by children via participation in creative activities. In the realm of art education, a teacher's lack of knowledge, experience, and methodology might potentially lead to certain difficulties in the classroom. The most significant issue is that professors put more emphasis on the end result of students' work than than the method by which it was created. Instead, than concentrating on things like color, form, or lines, the instructor need to pay attention to the actions. The second issue is that people do not consider art to be a kind of discipline. The participation of children in any and all artistic endeavors ought to be encouraged. It is important that activities be planned in such a manner that children are able to look at one other's work, comprehend it, and discuss it with one another. At the conclusion of the creative endeavor, the kids may look at one other's finished products and have a discussion about the reasons why their creations are unique to one another despite the fact that they utilized the same material and supplies. It is important for children to discuss art works other than those that they have created themselves. The ability for students to remark on works of art may be fostered by periodically bringing paintings into the classroom and requiring them to analyze the paintings. When developing lesson plans for art classes, instructors should keep students' varying stages of cognitive and emotional development in mind. The kinds of activities that will pique the attention of kids, those that they are able to handle, those that help them to focus, and those that put them in a position where they are forced to come up with innovative solutions need to be identified. In addition, both theoretical and practical concerns need to be thoughtfully arranged on order to generate a lasting impression in students of art classes.

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