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ART ROOM

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
DIVISION OF EDUCATIONAL FACILITIES PLANNING
ALBANY, NEW YORK 12224

3. teachers—at all levels, nursery through continuing education
4. supporting service—guidance counselors, psychologists, teacher-aides, etc.

The art program is of paramount importance to other learning disciplines. The activities of art are often desired by English, social studies, math, science, reading, industrial arts, home economics, languages, health and physical education, as well as the broader-based programs in the humanities and the unified arts. Therefore, these activities should be considered in the art room plans. Group thinking of all the above-mentioned people should encourage each individual to contribute within his particular area of competency.

Priorities of building space needs can be figured according to projected enrollment data. A planning calendar is an intelligent method of anticipating building space over a period of years. The administrative and art staff should coordinate their thinking to determine the space needs for the art education program.

Evaluation of pupil time now spent on art activities is not always a clear pattern of future program emphasis. However, frequent conferences between administrators, art teachers, and planning consultants can result in the intelligent development of a complete program of art education which meets the needs of all students.

Man uses the arts for self-identification and to help him understand his environment. Art education effectively contributes to the individual's visual discrimination, cultural understanding, development of personal expressions, and love of art. The arts are used to enrich this environment and record the achievement of both past and present cultures.

Philosophy

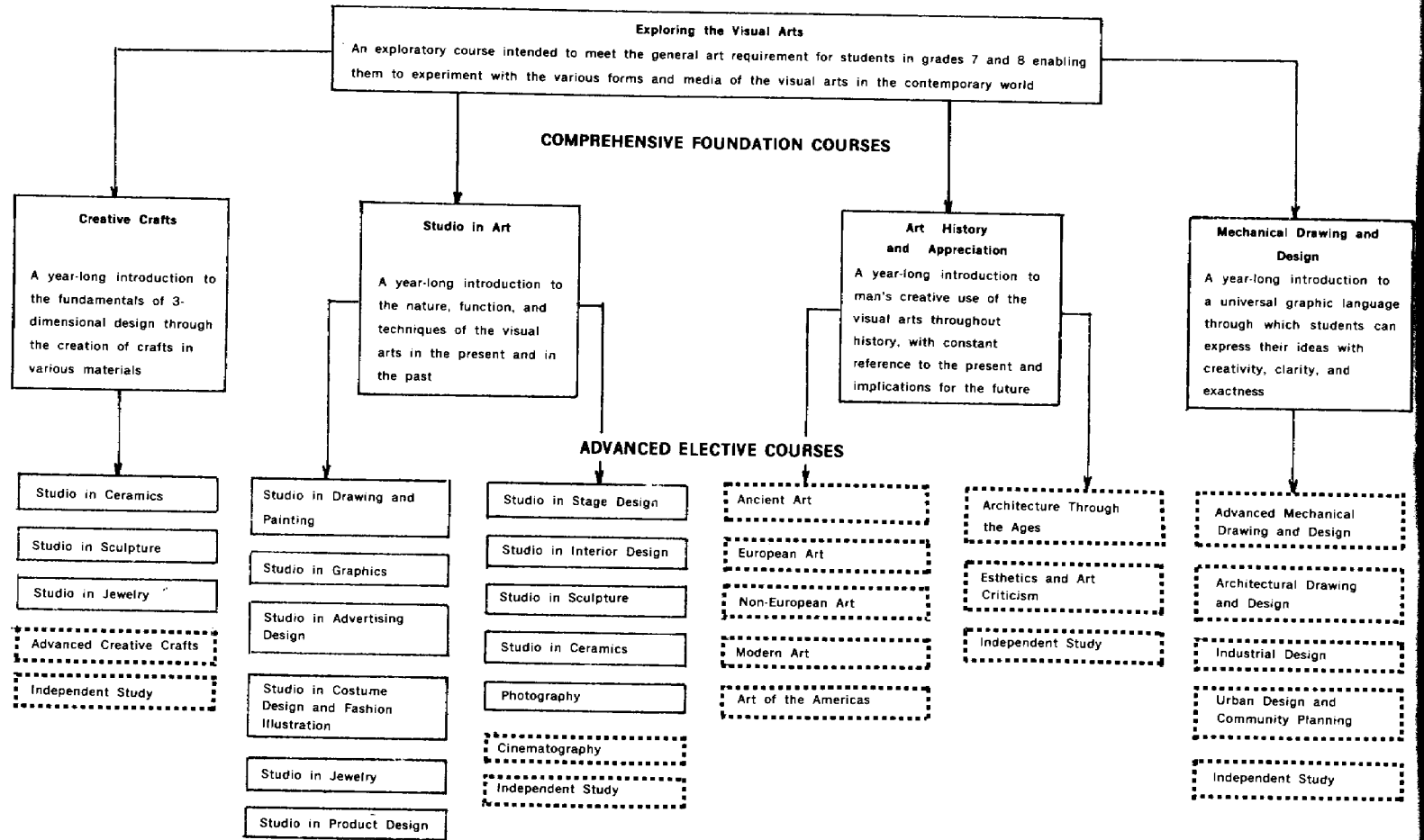
Art education provides the student the opportunity to express individual ideas and feelings through the use of a variety of media; to engage in activities which provide opportunities to apply art knowledge and esthetic judgment to their personal lives, homes, and community design; to solve problems by human intelligence; to emphasize the dignity of the individual, individual interpretations, and expression; to gain personal satisfaction through individual accomplishment; to grant to every student the right to participate in creative and esthetic experiences, since creativeness is no longer considered a special ability reserved for the gifted minority.

In an age when huge urban masses expand, polluting water, air and visual sensitivities with billboards, signs, and unordered building, an intimate correspondence between art and technology has boomed. Preschool children now arrive at their formal school situation with much more information than they ever had before, due to effects of a mass media where visual communications are disseminated through linked or inter-satellite systems. Therefore, children will continue to learn through visual programs, and concern for perceptual selectivity should hold a priority in educational programs.

When considering the contribution that the visual arts can make to the educational program, the objectives should be defined so that they support and implement the individual pupil needs and the needs of that particular community.

ART EDUCATION PROGRAM

THE VISUAL ARTS



* Titles enclosed in dotted lines are suggestions for locally developed advanced elective courses.