Why is Art Important?
- Positive correlation between cognition and instruction in the arts (Dewey)
- Involves sensory perception: select, generalize, abstract
- Requires ability to think within means provided by medium
- Cognitive transfer from arts education

Benefits
- Enhances learning, enables students to notice world in new way and prompt awareness
- Brings innovation to the creation of meanings that are less dependent on conventional ways of thinking
- Visual images are objects of inquiry, embody meaning
- Requires many forms of thinking: visual, choreographic, musical, dramatic, literary, poetic

Art Involves Creativity
- Creativity seen in many 21st century professions
- Promotes development of social media knowledge, such as effective visual communication, problem-solving and reflective thinking
- Brings together concepts and skills to convey new meanings

Context of Creativity
- Critical Reflection
- Based on Interests
- A Learning Process
- Functional
- A Social Activity
- Involves Reproduction/Production
- A Form of Leadership

Art and Learning Disabilities, Dysgraphia
- Provides students a means to express themselves
- Expression through images can help compensate for spelling and text-generation difficulties
- Method = Ask Questions, Reflect, Text
- Improvement in number of words written
- Improve story content skills
Art and Autism
- Demonstrates mental and physical process of self-expression, imagination, creativity
- Students demonstrate remarkable ability to excel at visual spatial skills
- Students must be taught, will not learn simply by observing others
- Allow students to choose art medium, subject matter, artistic surface, sequence in creating image
- Art used to record experience rather than communicate it
- Students can retrieve specific details of experiences rather than generalize it

How Children with Autism Understand Drawings
- Differences with imagination, “impossible” figures
- May be easier to decode own postures than ones produced by another artist
- Analyze pictures based on appearance
- May not link picture drawn by another to its real world reference

Art and Special Education
Technique: Mural, Junior High School
- Inclusive class, Life Skills students and Art Club
- Two goals: collaborative and inclusive project, change appearance of life skills room and promote social change
- Used ten, 60 minute workshops
- Hands on encouraged students to solve problems in own unique way
- Multiple ways to solve problems teaches students to make judgments
- Students with disabilities placed in leadership roles
- Utilized top down webs on the elements and principles of design
- Predicted amount of supplies needed
- Learned history of mural making and chemical makeup of acrylic paint
- Focus on inquiry process allows for cognitive experience

Art and Students with Hearing Impairments
Technique: Pantomime
- Teaches language concepts, vocabulary and communication
- Success = sequencing ideas + organization
1. Groups of 2-3 students
2. Task each group with preparing two different short scenes using three words given
3. Short scenes and use words in different ways

I think in pictures. Words are like a second language to me.
-Temple Grandin, 1995

References