

Universal

Art and Design

E d u c a t i o n

Framework

HandBook

I n d e x

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Introduction

The project started with an investigation of eastern and western art and design education. The different approaches and practices in eastern and western education systems have significant effect differing the learning outcomes and the development of the students.

The research analyzed on how methods and steps are constructed and performed in both curriculums. There are *three fundamental differences in the eastern-western creative process: Imitation vs. Originality; Conceptual vs. Practical; Limitation/ Instructions vs. Creative Freedom.*

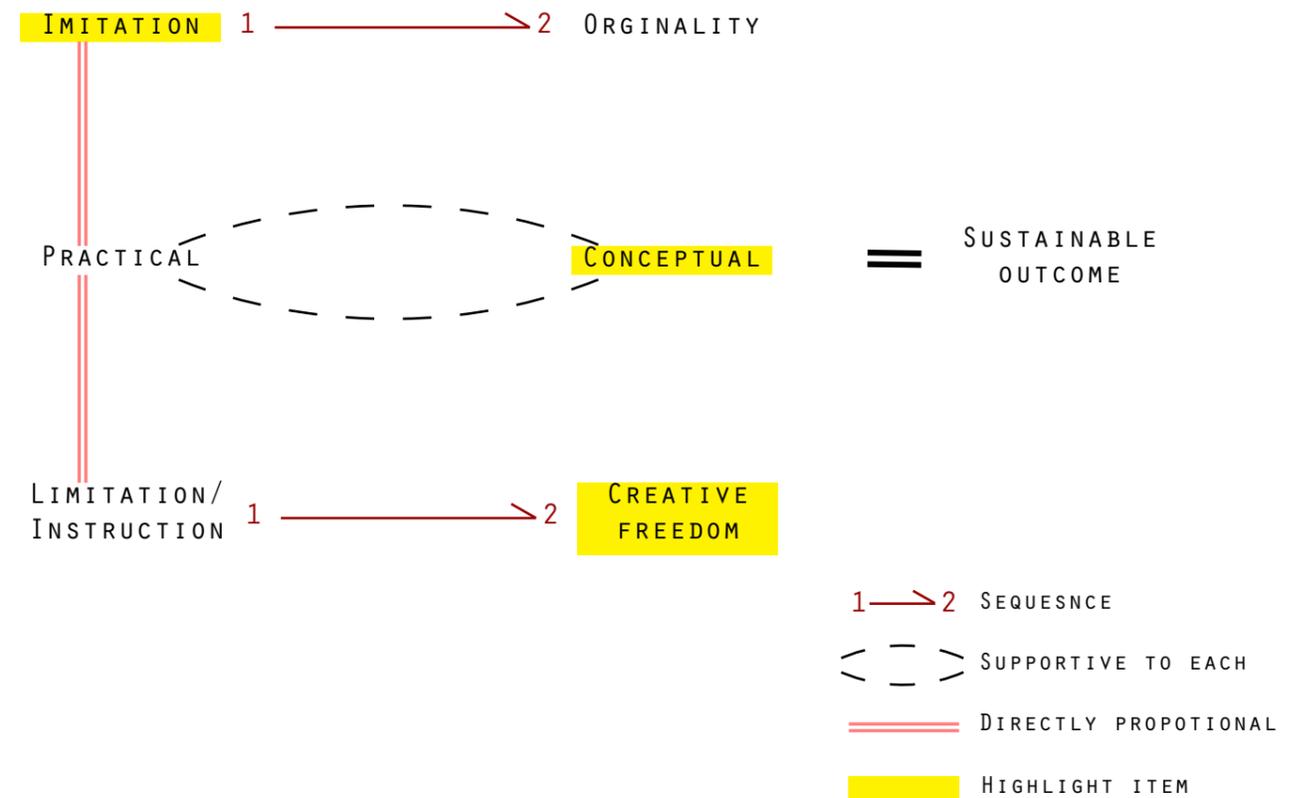
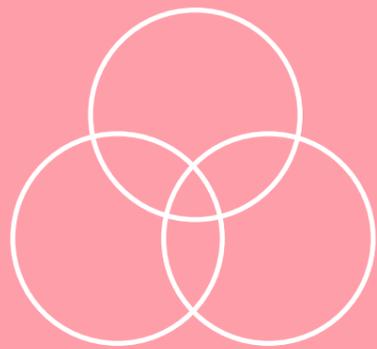
By adopting the specialty, rearranging the methods and steps, adjusting the proportion of each key element, the project established an improved, practical *Universal Art and Design Education Framework* that help with structuring educational programs for art and design.

After seeking professional advises and survey reviews, the framework has modified and finalized with adding the *Education Program Planning* with checklist and bulletpoint as suggested that help to carry out an actual art and design educational program step by step. The framework and checklist have followed up and tested with an experimental art program as the case study.

This handbook records the development of the framework and the completed version after stages of improvements.

The target audience of the handbook is for those who need to start their education program for art and design without any prior educational training or new to the art and design subject, such as volunteers for community center or teacher major in other subjects. They can start their program plan straight away simply by following the instructions in the handbook step by step.

3 Key Elements in Creative Process



By considering both east and west design education curriculums, there are three important aspects differentiate both creative processes that determine and alter the development of the student's perspectives in learning art and design.

These elements may seem like common aspects in creative process, however, there are lack of senses in balancing and proportioning each in reality. The handbook has highlighted the element which is easily ignored in the creative process, and arranged the practices of each in sequences.

Originality vs. Imitation

When talking about art and design, people always obsess about the idea of originality and violating the value of imitation.

'Art Appreciation and Criticism' is indeed a successful learning method suggested in most of the eastern countries but not the west. This practice helps students to understand the common aspects of successful work and conceive how techniques can be in cooperated into actual work.

Imitation is an essential method to begin a creative process that should be considered in the early stage of art and design education but should not be the ultimate goal the studies. It should be noted that creativity is essential in enhancing cultural renewal. A student can learn and be inspired by imitation, then follow up with their original idea built upon that aims to make the imitated subject into something better as your original work.

Conceptual vs. Practical

The early stage of art learning should be set to raise the interests of art, that help develop a self-learning and critical thinking habit.

Conceptual studies required the student to understand why and treasure both the process and the ideology behind the process. Practical learning is realized by not just learning through 'technical studies' but the reality of life and not learning theory through the idea of a vacuum. In order to produce designs and art that are sustainable and authentic, both practical and conceptual studies are essential and complementary to each other in the creative process.

It is crucial to first understand the contemporary ideology for achieving a reliable and sustainable vision of the design and art work. The advantage of having practical knowledge helps maximizing the execution on the concept.

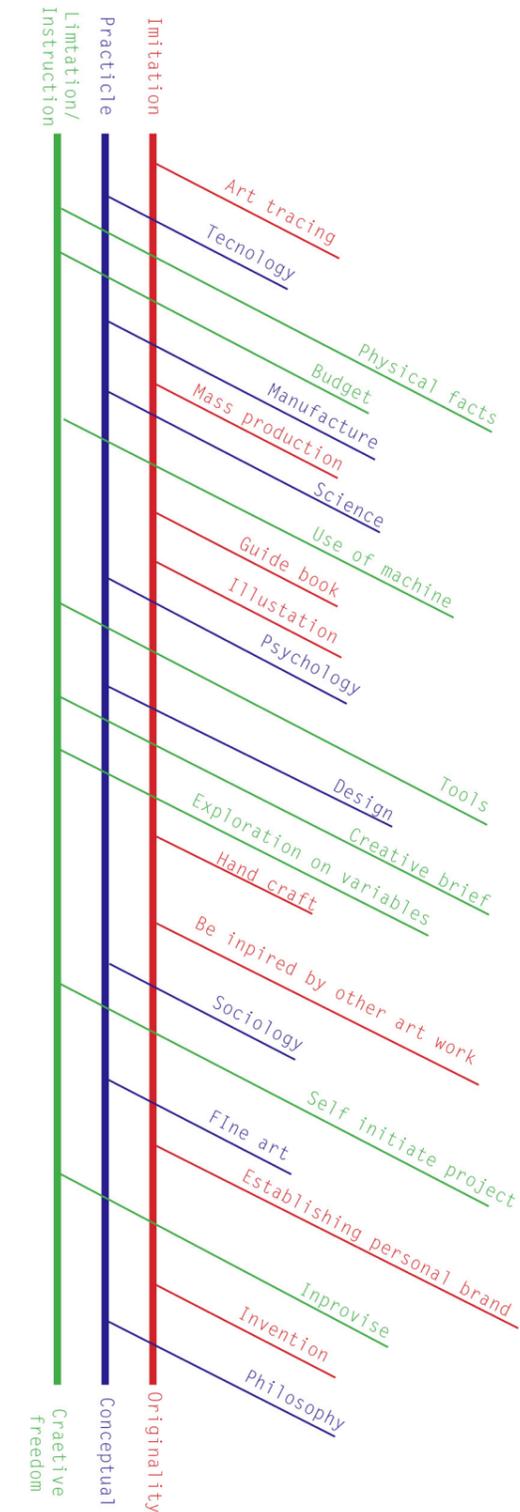
Limitation/ Instructions vs. Creative Freedom

We should pay attention to balance creative content to the limitations in creative process so to make their creativity a reality.

The balance between limitation and instructions to Creative Freedom is a step that can only be learned from constant experiments and failure. A rigid guidance on steps and methods that excluded the experimental factors, will lead to archiving higher rate regarding successful outcomes. On the other hand, focusing on processes and experiments allow student to learn from mistakes. Learning from mistake can develop a long term memory drawn from the student's personal experiences and self critical reflection.

Mistakes and failures are invaluable in any design processes. Students learn the most by resolving the problem one at a time or even triggered a new possibility on refining the outcome. However, the imbalance between creative freedom more than instructions in art and design study may as well lead to the frustration of learning due to failures.

3 Key Elements in Creative Process with Examples



Universal Art and Design Education Framework



Universal Art and Design Education Framework is a recommended guide to help with structuring educational programs for art and design.

Contents in the frame work vary with the 3 keys elements in creative processes: *Imitation vs. originality, practical vs. conceptual, limitation/ instruction vs. creative freedom.*

The ratio of each element is modified according to the education level and target learners. The duration of each stage is varied with the differences in education level as *Early Learner*, who without any prior knowledge

and *Advanced Learner*, expected with basic skills and techniques.

A comprehensive education in art and design should partly be the responsibility of the institution offering the most suitable package of resources, such as tutoring and learning materials, that support the student to discover and exert their talents. Collective responsibility should be embraced in making sure that the student is developing a creative mindset and is self-motivated in learning.

Stage 1: Hands-on Experiences



Target: Beginner

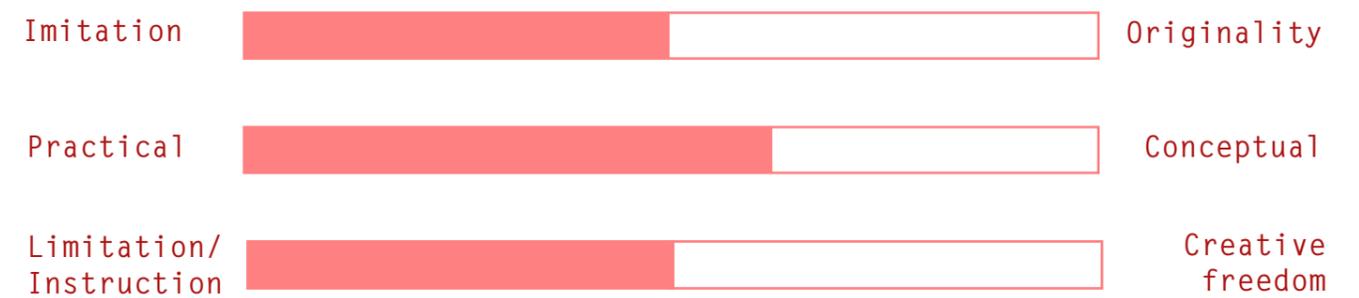
Timeframe duration: 20% (Early learner), 15% (Advanced learner)

Overview: The focus of the stage is as informative and supportive to the learner's interests in the subject while regulating their development progress within their ability. This stage begins with creating a fun learning atmosphere and raises their interests in art subject.

Example: -Interactive/ activity-based classroom experiences
-Field trips/ workshops



Stage 2: Rapid Production

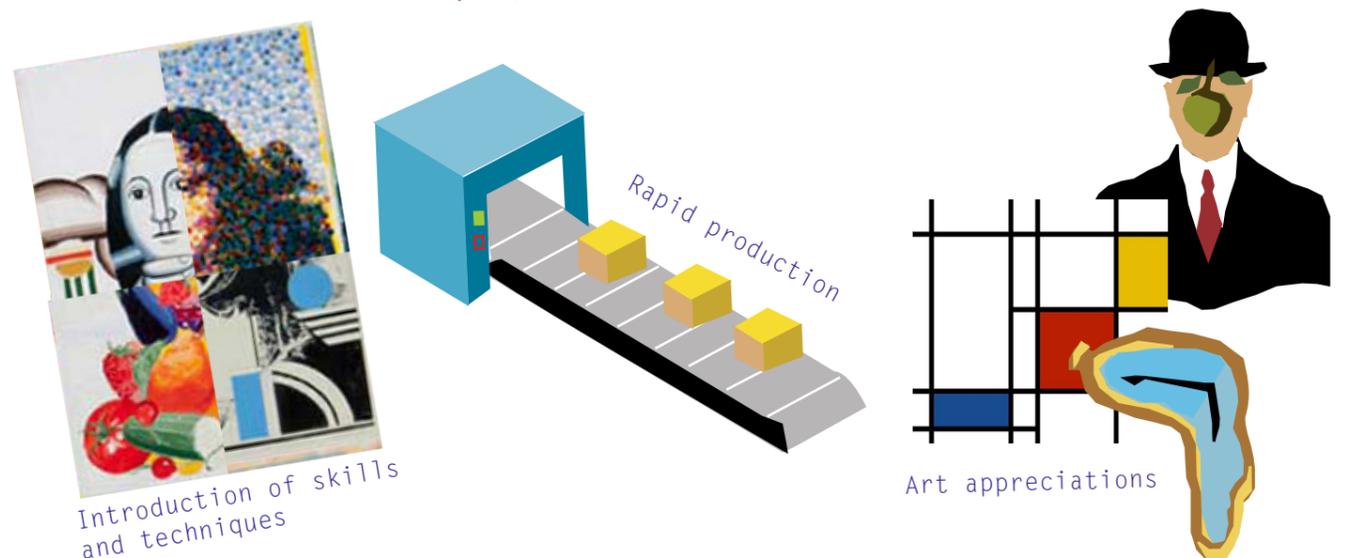


Target: Beginner/ Intermediate

Timeframe duration: 30% (Early learner), 15% (Advanced learner)

Overview: The stage followed by consolidating the learner's interest in art with technical knowledge and skills studies. Within the guidance and support from imitation, the student should be able to produce simple work. Rapid production should be encouraged in this stage, which maintains a constant satisfaction from making.

Example: -Basic knowledge of art forms and techniques
-Art Appreciation and illustration
-Making based projects



Stage 3: Conceptual Studies

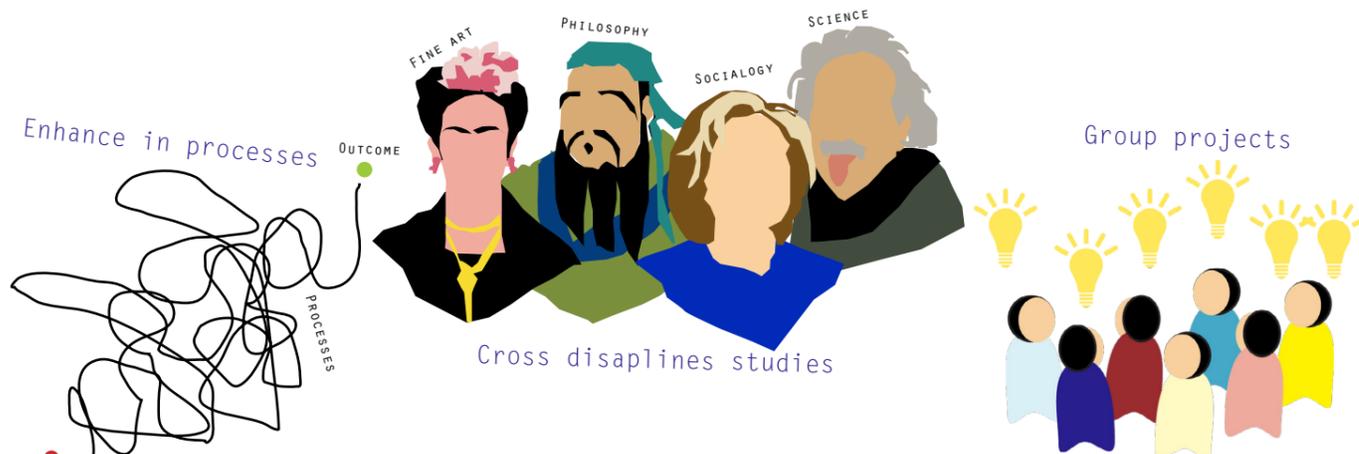


Target: Intermediate/ Advanced

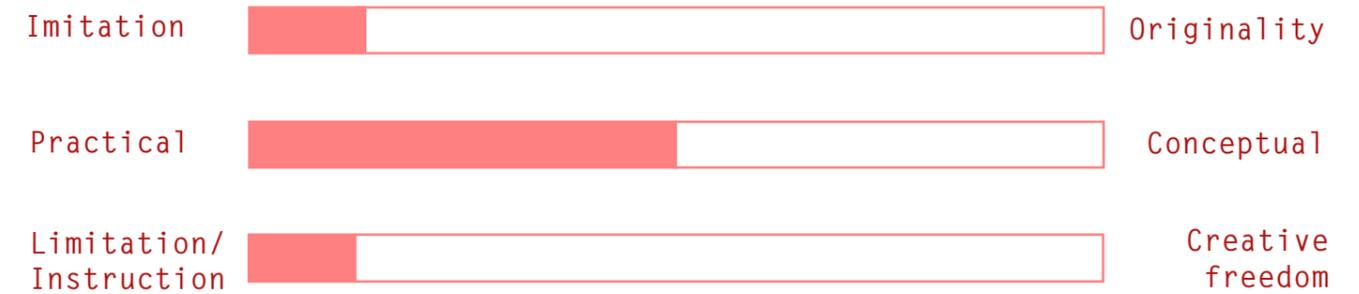
Timeframe duration: 30% (Early learner), 35% (Advanced learner)

Overview: Stage 3 is aimed at introducing the study of ideology and concept as the starting point of a creative process to back up the content of their work. Completing the stage will avoid hollow development, weak management, and uncertain outcome. The practice stimulates students to observe, to be inspired and to respond to the surroundings.

- Example:
- Studies of art theories and art history
 - Cross subjects learning experience
 - Emphasize on process and development



Stage 4: Personal Development



Target: Advanced

Timeframe duration: 20% (Early learner), 35% (Advanced learner)

Overview: The final stage encourages learners to narrow down their focus pathways and develop in a personal style that reflecting on the learner's position and perspective as an artist/ designer. At the end of the stage, they should be able to balance their interests with abilities.

- Example:
- Mentoring
 - Self-motivated environment
 - Long term projects



Education Program Planning

Expert Advice



Consider additional and enforcement information to the students who may not much familiar with the topic, help students to develop a sense of what they should focus on. The drafted teaching plan and schedule should be revised and adjusted subject to the students understanding the important concepts, skills to be grasped and applied.

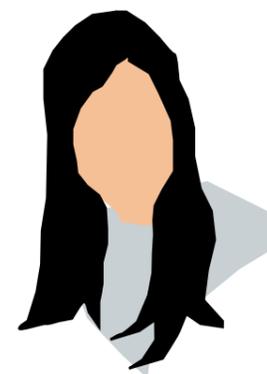
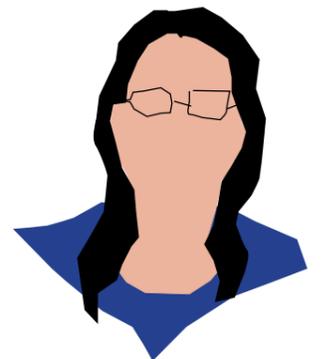
Conclude the lesson not only by summarizing the main points but also by reviewing the related topics, how the topic relates to the one another. This preview will spur students' interest and help them connect the different ideas within a larger context.

Philip Hong, A-Level Economic teacher, 15+ years of experience

Don't make an assumption in the first place and let the student find out step by step which can enhance their memory. Try to find some links to the following topic so that students won't lose tracks.

Considering personal learning abilities differences is crucial in a class. Using homework in order to a work out the students' abilities roughly and then making use of this observation for the division in group activities with even distribution as peer support.

April Wong, Primary school Liberal Science and Maths teacher, 20+ years of experience



Project Approach Education is a very useful teaching method. The lesson is planned according to the learner's wish, and I'm assisting them to figure out what they want to learn such as helping them to mind mapping, and I need to do the related lesson plan according to their wish. The student will be more engage in this environment.

Number of students is my priority consideration. The design of the activities is also very important. The planning shouldn't just include the teaching but completed with an assessment of the knowledge learned at the end. These activities design need to consider the user's physical qualities.

Michelle Chow, Final year BA Childhood Education Student

I will think about past experiences that most relevant to the topics. As well as picking the right example and props for demonstrations.

I use quizzes with few trap question to see how much the student understand the topic. The other way would be asking for some open suggestion about some counter example of certain topics, make sure they learn well rounded.

Xero Lam, Secondary school Maths teacher, 5+ years of experience



Checklist and Bulletpoint Pre-class Preparation

Items below are checklist for completing the teaching plan for the program.

- Education level
- Class size
- Allocated time or number of sessions
- Budget and resources
- Physical conditions of the participants.
(e.g. learning difficulties, disabilities)
- Learning objective
(e.g. focus direction, areas of learning)
- Content coverage
- Teaching style
- Teaching materials
(e.g. Notes, presentation slides, activities and demonstration props)

1. Education Level is a priority consideration for the program plan. Prepare the most suitable activities such as workshops or practices that demonstrate certain art or design techniques. Avoid over archiving the learning objective.
2. Class Size and Time are in proportion to the complexity of the program. Make sure provide everyone chance to try and personal support.
3. Allocating time according to the suggested proportions in the Framework. For example, for 10 weeks program, the first stage will be 2 weeks (20%), second stage 3 weeks (30%), third stage 3 weeks (30%) and fourth stage 2 weeks (20%)
4. Budget and Resources are in proportion with the complexity of learning materials. For example, higher the budget can arrange more tools and making materials.
5. Prior understanding of the individual physical condition is essential in setting up the learning objective. Like how handy is the learner be able to perform some skills such as strength of using machine or tools.
6. Teaching style varies with the learning progress and appeal to different learning atmosphere. For example, a informative style is more suitable to theory study while activity based style is more suitable for technical study.

Checklist and Bulletpoint In-class Development

The actual situation may differ from the prerequisites in the drafted learning plan. The items below are checklists that need to be revises and actions during the program.

- Actual education level
- Individual Observation
- Class briefing
- Basic knowledge
- Class Activities
- In class assessments
(e.g. presentation, group discussion, quizzes)
- After class assessments
(e.g. e-learning, self-evaluation)
- Revise and adjustments
(e.g. time, learning objective, progress)

1. Gather prior to the class and brief them with background information. Explaining the focal area and what will be the achievement as motivation.

Including class activities such as real-world examples, documentary,
2. case studies, analogies and class discussion etc that drawn attention and interests. After activities, teaching them the knowledge required back up with the experiments.

Pay attention to individual learning condition. Arrange additional and
3. enforcement information to the students who may not much familiar with the topic and skills, help them to develop a sense of what they should enhancing.

4. Revised and adjusted the program structure according to the actual learning progress. For example, extend lesson for interested topics or move on quickly if they had completed the assessments.

5. Encourage self-learning time that provide the sense of freedom, such as suggesting reading materials or activities like gallery visits that can be carry out on their own.

Checklist and Bulletpoint Evaluation Support

Evaluation is important for keeping track on the program progress and the achievement of the learning objective. The list below is preparation and execution of evaluations should be considered using the program. for art and design.

1. Project Based Evaluation

How it works: Go over the material covered in class by summarizing the main points for each topic. Ask the student state the main points and summarize them in form of class discussion or class work, reviewing the students' answers to gauge their understanding of the topic. Adjustment and enhancement may be needed matching the learning objective.

2. Score based Evaluation

The most straightforward way to test the learning progress by questioning and scoring for the correct answer. Establishing a standard in scores to determine the achievements for the learning objective. Usually, apply to tests for each topic and exams for the end of the program. Essay writing is a common way to test on the knowledge of art history and theory, and see how student apply these knowledge associate with the reality.

3. Main point summarization

How it works: Go over the material covered in class by summarizing the main points for each topic. Ask the student state the main points and summarize them in form of class discussion or class work, reviewing the students' answers to gauge their understanding of the topic. Adjustment and enhancement may be needed matching the learning objective.

4. Reverse evaluation

Reverse evaluation is a good way to make sure the participants have a fully understands and a well-rounded application on the subject apart from memorizing the learning materials. For example, by setting up few trap question to see how much the student can be able to approach the subject in multi-dimension. The other way would be asking for some open projects about some counter example or problem solving.

5. Personal Observation

The most common evaluation is using checklist and rating scale for the students' performances. Observing and keep track the student's abilities in their natural status. Giving additional support when noticing the individual needs.

Education Program Planning FAQs

Q:What should I pay attention to planning the content of the program?

A:In order to have an effective learning experience, the program should *encourage a self-learning atmosphere*. For instant, you can use teaching materials such as life examples, documentary, or case studies that will enhance thinking. Picking the right example and props for demonstrations are crucial to the progress of learning as well. The program shouldn't just include the teaching but completed with an assessment of the knowledge learned at the end.

Q:What is prior knowledge or research are useful as references to deliver the program?

A:First, you must familiar with the topic and any relevant knowledge in order to supervise the participant. For making the program plan, you could do research on some Basic Education Curriculum Guide or relevant completed projects. However, when it comes to the actual running of the program, it *all downs to experiences* after time.

Q:How can I finishing up a topic and transition to the next?

A:It's important that *don't make an assumption in the first place* and let the student find out step by step which can enhance their memory. Conclude the lesson not only by summarizing the main points but also by reviewing the related topics, Try to find some links to the following topic so that students won't lose tracks. This preview will spur students' interest and help them connect the different ideas within a larger context.

Q:How can I evaluation individual's learning progress and what can I do about the differences among the class?

A:Using assessments such as homework or quizzes to a work out the students' abilities roughly, take notes of the individual strength and weaknesses. Using the differences as references and carefully arranging group activities with even ability distribution to *maintain the peer support* among class.

Q:Is there any teaching method is significantly beneficial to Art and Design education program?

A:*Project Approach Education* is a very useful teaching method for creative learning. The process is more abstract and learner's orientated and without a rigid lesson plan. The lesson is planned along with learner's wish, and the planner is assisting them to figure out what they want to learn such as helping them to mind mapping, and deciding on the steps and activities carry out to the next topic. The student will be more engage in this environment.



Universal Art and Design Framework Promo video:
<https://vimeo.com/210047166>

Please help us to improve and share your view of the framework by
completing the survey at:

<https://goo.gl/forms/1YZ5aE4vGZQ4h9Hf2>

Thank you!

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Design by Yuen Ying Hong
Goldsmiths, University of London
BA Design Year 3 (16/17)