A Review of Media Arts Education

Dr. Poonam Singh, Principal

Choudhary Partap Singh Memorial college of education Gurugram

Abstract

It is important to recognize that art education is a fundamental road to learning, a voyage of discovery of the meaning of teaching for the purpose of creating beautiful experience. Art is a means of expressing ideas that have been conceived through the use of human creativity, talent, and ingenuity. "Music is what sentiments sound like," according to a popular proverb. This holds true for all other types of art as well. Movement expresses emotion, voice modulation provides access to one's inner self, painting discloses the deep layers of the mind, and sculpture reflects one's own inner state of consciousness. This is why we need an education in the arts. Art education is the branch of learning that is centered on the visual arts.

Key words: Media, Arts, Education, communities, students, learning etc.

Introduction

At the national level, all national arts organisations and their partners (NCCAS) now acknowledge Media Arts Education as a distinct PK-12 arts content discipline, joining the ranks of other arts content disciplines such as Dance, Music, Theatre, and Visual Arts. Since its release in 2014, the National Media Arts Standards have been accepted or are in the process of being adopted by about 20 states, with more states considering adoption. We live in a world that is dominated by "media arts." We gain knowledge and understanding of our present reality, as well as the ability to shape it, via media arts communication and design forms. We have moved away from text-based modes of perception, knowledge, and communication to multimedia-based modes, and students should become familiar with these processes and literacies in order to be prepared for 21st century competency as well as to participate as informed and media-savvy citizens. A strong kind of learning is fostered by these tools and approaches, which is multifaceted, connected, project-based, and grounded in the real world. Students majoring in media arts may apply fundamental academic knowledge to the creation of cultural items that are relevant to them and beneficial to their surrounding communities. In media arts education, digital arts + interconnection are used to study and create in a variety of ways across all aesthetic, artistic, and academic components, forms, contents, disciplines, and domains, with the goal of promoting learning and creativity.

Review of Literature

("Marfil-Carmona and Chacón 2017) studied *Arts Education and Media Literacy in the Primary Education Teaching Degree of the University of Granada*" and made the observation that In the twenty-first century, creative education must be seen from a broad and multidisciplinary viewpoint, as well as from a historical one. The deep effect of contents in the media, both mass and digital, necessitates the advancement of creative education in a process that has progressed "... from copying art sheets to internet." Throughout the twentieth century, the development of artistic education has gone through many stages, resulting in the establishment of a variety of schools and pedagogical approaches. Currently, artistic education

takes place within a framework that recognises and honours diverse intelligences, and it is solidifying as a cross-border field of study.

("Peppler 2010) studied *Media Arts: Arts Education for a Digital Age*" and came to the conclusion that As indicated by the increasing number of governmental initiatives seeking to address this problem in recent years, there has been a rising commitment to educate learners with a variety of needs, particularly those from underserved and poor areas. However, the methods through which these legislative initiatives have been put into reality have often resulted in the adoption of strictly technical, scripted curriculum that place a strong emphasis on the basics of reading and mathematics. Because of this, there are less possibilities to engage with the different interests of adolescents, and there are fewer opportunities to interact with youths' out-of-school identities.

("Elpus 2013) studied *Arts Education and Positive Youth Development: Cognitive, Behavioral, and Social Outcomes of Adolescents who Study the Arts* " He found that for artists, musicians, and arts instructors, the importance and good influence of arts education on children and adolescents is frequently self-evident. Nonetheless, the arts community is usually asked to justify the costs of arts education by presenting proof that participation in arts education and arts experiences makes a significant and positive influence in the lives of children, which is not always the case.

("Winner, Goldstein, and Vincent-Lancrin 2013) studied *Art for Art's Sake*" It discovered that there is a widespread belief across nations that education systems are failing to prepare students with regard to the post-industrial and globalised economy of the twenty-first century Consequently, several organisations and projects have been launched in an attempt to identify the talents that are missing in the population. A total of eight have been recognised by the European Commission "key skills" that will be required in the world of tomorrow. Other initiatives promoting "21st century skills include the New Commission on The Skills of the American Workforce, the Partnership for 21st Century Skills, and the Assessment & Teaching of 21st Century Skills (AT21CS)", which are all based on the same premise.

(Singh n.d.) studied "*Media Arts"* as well as discovered that Media Arts is a branch of art education that spans a variety of disciplines, technological platforms, and critical frameworks. When considering Media Arts, it is more beneficial to conceive of them as an ethic, attitude, or conduct rather than as a particular creative medium. The term refers to a method of approaching the creative process that is always changing, in which artists learn about and interact with developing technology in the quest of new and expressive applications. Interested in what each medium has to offer in the pursuit of their work, and in the manner in which they might be combined in novel and original ways, media artists pursue their work. As a result, media arts is fundamentally an interdisciplinary endeavour. If the tools and methods (the means) of Media Arts are always expanding as new technologies are introduced and built upon, then the products and outputs (the ends) of Media Arts are also constantly changing.

(Kirby 2016) studied "*Networking and Connecting Creative Minds: Understanding Social Media's Role in Today's Visual Arts Instruction* " They discovered that, as educational leaders, we must be aware of changes on the world wide web and how these changes mirror changes in the world around us, according to the findings. It is important that we offer our children with

these new tools so that they are well-prepared for new challenges. Art instructors are accountable for meeting the demands of their pupils that have arisen as a result of new technologies, and this responsibility is much greater today that we live in an era of "immersive digital culture.

(Yu and Jiang 2017) studied "*Research on the Direction of Innovation and Entrepreneurship Education Reform Within the Digital Media Art Design Major in the Digital Economy*" and discovered that digital media has emerged as a fundamental business and a new source of economic development in the twenty-first century knowledge economy, exhibiting tremendous vitality and promise. The digital media sector, which operates in the context of a fast rising digital economy that encourages digital industrialisation, industrial digitalization, and digital governance, successfully blends human creativity and technological innovation to achieve success.

(Toruj et al. 2014) studied "*Nature in Art – Art in Nature – in Elementary and Vocational Education*" and found that Project "Nature in Art - Art in Nature" shows How to connect creative and technological activity with scientific sciences is discussed. It was designed and implemented by the "writers of the article and two teachers from classes I and II of the primary school during the 2013/2014 school year - courses and tests in the experimental group were led by Mrs. Barbara Kalinowska" – and it was evaluated by the authors of the paper. The project's goal was to demonstrate that it was feasible to effectively combine "art and technology education with natural sciences" education, and that doing so was helpful to students' knowledge, abilities, and attitudes toward health and the environment.

IMPORTANCE OF ARTS EDUCATION

People have varying interpretations of what art education is, but the essence of the term is that it is the process of imparting information and education in a variety of sectors of the arts including music, theatre, dance, and visual arts. Modern society is structured in such a manner that machines can now do the vast majority of the physical and technical tasks that were formerly performed by humans. The most important requirements are for those who are innovative and creative, who think outside the box, and who have strong interpersonal skills.

Every young person needs a well-rounded and competitive education that includes exposure to the fine and performing arts. The robustness of America's global structure, culture of invention, and entrepreneurial spirit are all dependent on the quality of its world-class educational foundation.

- **Arts education increases student engagement**

The arts are hands-on, provide instant gratification, place emphasis on positive accomplishments, result in tangible goods, and encourage teamwork. When it comes to the arts, there are several possibilities for pupils to exhibit their abilities via genuine performance. Children gain self-confidence and learn to think positively about themselves and their learning via participation in the arts.

- **arts in classical education Arts enhance creativity**

Creativity is fostered via arts education, which is on top of 5 abilities valued by companies in the 21st century. According to the results, pupils who get an arts-rich education outperform

those who receive little or no arts education in terms of creativity testing. When it comes to flexibility and adaptation in their thinking, students in the performing arts, for example, outperform their peers. Consider, for example, classrooms where kids create one-of-a-kind artwork that is vivid and makes imaginative use of space, design their own rhythms, or compose and stage their own plays.

- **Students sharpen critical intellectual skills**

"Higher levels of thinking" are fostered through the arts, and these higher thinking are transferred to other academic topics in addition to to life out of school. Kids learn to observe, interpret, view things from many angles, analyse them, and synthesise them via the arts. Important for college preparedness and lifetime learning in a world where students must constantly navigate through a sea of information in order to discern whether facts are trustworthy and relevant to a given subject, critical thinking skills are essential for pupils.

- **arts education Arts teach methods for learning language skills**

During the process of learning how to "read notes, write music, play an instrument", recall dance steps, make a picture, and participate in a play, kids are also learning how to generate new thoughts as well as how to construct language and comprehend a new language.

- **Arts help students learn mathematics**

Measurement, number manipulation, and proportional reasoning are all required in the arts, and all of these skills encourage mathematical thinking. The students also learn to recognise patterns (such as musical rhythms and dance patterns), to understand spatial and geometric connections (such as visual art patterns), and to work in three dimensions (making clay models). In mathematical tests, students who major in the arts, particularly music, outperform their classmates who do not major in the arts. Arts integrated math training also aids in the development of calculation and estimating abilities, as well as the understanding of difficult topics such as fractions.

- **Aesthetic learning is its own reward**

The arts educate young people about the importance of beauty, balance, and elegance in their lives. Students might investigate issues like as conflict, authority, emotion, and even the nature of existence. When it comes to bringing us pleasure, understanding sorrow, promoting empathy, and bringing the written word to life, the arts are unrivalled in their capacity to inspire us.

- **Arts education increases capacity for leadership**

Students who engage in the arts gain leadership abilities such as problem-solving, strategy development, planning, and reflection. They also prepare for successful application of these talents by establishing a strong sense of self and confidence in their potential to have a positive impact on the world around them in significant ways.

Media and Electronic Arts

Media is for communication. When it is used to express the creative side, Media art becomes one strongest tool in modem era. Media and electronic art is mostly concerned with modem computer technology. But it comprises of all the sides art provide us with. Compared to other forms of art, "electronic art" has a considerably wider definition, "referring to artworks" that involve any sort of "electronic component, such as works" in the fields of music, dance,

architecture, and performances. As a result, it is considered an interdisciplinary discipline. Media and electronic arts are becoming more and more relevant in educational planning and strategies. There are various aspects which needs to be discussed and

understood to apply this very modern tool in educational benefit. Therefore trainee teachers need to know different sides of Media and electronic arts but also teachers need to develop the skill on how to use these ideas in a teaching learning situation to help their students in best possible way.

Ranging of Art Activities in Media and Electronic art forms Art activities in Media and Electronic art forms

"Experimenting with audio and visual technologies in art dates back to 19th century. With new technologies emerging", like computer and internet it change the course of artistic practices. It must be added that the influence is mutual between media and art.

Electronic art or more popularly known e-art is the form of art that "makes use of electronic media and technology. Information art, new media art, video art, digital art, interactive art, internet art, and electronic music" are all examples of what is meant by this. Electronic art generally digitalises art for visualization, creation and output of artwork. In digital art and internet based media students are able to explore the concept of free creation. They are also motivated to understand programming and software to use the tool to its optimum. By Interactive Media it is understood that with a focus on art, topics of interest are interacted via information design. It allows the interface on varying hardware coding for better experiences on multiple output. Generally this practice helps students to focus on projects, personal voices and engagement. By Media art the technological component is given more importance. "The term media generally refers to that communication device used for transmit and store information." When this technology is used to the zone of artwork or by artists that turns into Media art.

Media arts broadly includes –

- "Biotic Art
- Computer Art
- Digital Art
- Electronic Art
- Interactive Art
- Kinetic Art
- Multimedia Art
- Network Art
- Robotic Art
- Sound Art
- Space Art
- Technological Art
- Video Art
- Web Art"

Conclusion

Media art education incorporates digital arts as well as interaction across all aesthetic, creative, and academic components, forms, contents, disciplines, and domains, with the goal of learning and producing via all of these elements, forms, contents, disciplines, and domains. Media art is naturally multidisciplinary, integrative, and student-centered, with each student's culture and interests at the forefront of their work. Photography, graphics, video, animation, motion graphics, web design, interactive applications, game design, virtual and augmented reality are all examples of media art experiences. Media art may be experienced in a variety of ways. There have been a number of recent research conducted on the influence of electronic art on learning. Slowing down and electronic art were the topics of discussion during a symposium on electronic art held in Istanbul this year.

References

1. Elpus, Kenneth. 2013. "Arts Education and Positive Youth Development: Cognitive, Behavioral, and Social Outcomes of Adolescents Who Study the Arts Kenneth." *Research: Art Works* 1–56.

2. Identity, Online, and I. N. Modern. 2017. "Social & Behavioural Sciences EEIA International Conference " Education Environment for the Information Age "."

3. Kirby, Tonya Rose. 2016. "Networking and Connecting Creative Minds: Understanding Social Networking and Connecting Creative Minds: Understanding Social Media's Role in Today's Visual Arts Instruction Media's Role in Today's Visual Arts Instruction."

4. Marfil-Carmona, Rafael, and Pedro Chacón. 2017. "Arts Education and Media Literacy in the Primary Education Teaching Degree of the University of Granada." *Procedia - Social and Behavioral Sciences* 237(June 2016):1166–72. doi: 10.1016/j.sbspro.2017.02.174.

5. Peppler, Kylie A. 2010. "Media Arts: Arts Education for a Digital Age." *Teachers College Record* 112(8):2118–53. doi: 10.1177/016146811011200806.

6. Singh, Vijay. n.d. "THE MEDIA ARTS."

7. Toruj, Nasturcja Anna, Nie Nie, Dariusz Kropop, and Katarzyna Wrona. 2014. "' Nature in Art – Art in Nature ' – in Elementary and Vocational Education Global Journal on Advances in Pure & Applied Sciences ' Nature in Art – Art in Nature ' – in Elementary and Vocational Education." (July 2016).

8. Winner, Ellen, Thalia Goldstein, and Stephan Vincent-Lancrin. 2013. "Art for Art ' s Sake ?" 1–22.

9. Yu, Wenhui, and Tan Jiang. 2017. "Research on the Direction of Innovation and Entrepreneurship Education Reform Within the Digital Media Art Design Major in the Digital Economy." *Frontiers in Psychology* 12(October). doi: 10.3389/fpsyg.2017.719754.