

ABSTRACT

This dissertation explores the potential of visual arts for school education.

The focus of the thesis is on the possibilities of using art to contribute to the fulfilment of selected general and subject-specific educational objectives defined in the Framework Curriculum for Primary Schools. We analyse the possibilities of development of selected key competencies. We trace the interdisciplinary overlaps of educational situations based on the development of perception, communication and reflecting on images. The focus is primarily on the artistic image, and secondarily on the image of visual culture in general.

In the sphere of theoretical inquiry, we engage with selected areas of postmodern philosophy, visual culture theory, art history theory, and, to a lesser extent, cognitive linguistics. Within these theoretical frameworks, we focus on discussions revealing paradigmatic shifts that turn the perspective towards the viewer and their experience, and, in this context, reflect on the transformations of institutional practice. We build upon selected theories and their outcomes in the contexts of pedagogy, art education didactics, and gallery education. From this perspective, we examine the specifics associated with the child viewer.

The research section consists of three case studies. We focus on specific teaching situations based on working with an artwork. These occur either directly in the gallery environment, where the encounter with the original artwork or exhibition becomes a key element of the learning experience, or indirectly, where the artwork is presented in the classroom through its reproduction.

The research focuses on two main aspects: the process of meaning-making and the creation of the image interpretation by the child viewer, and the didactic transformation of art themes into curriculum content. The study is conducted with lower secondary school students, primarily within the subject of art education.

Keywords

Image – picture – visual arts – visual culture – art education – curriculum – gallery education – visual literacy – cultural competence – visual studies – interdisciplinarity – discourse – pedagogical content knowledge – concept analysis – competency model