ABSTRACT

The aim of the thesis is to explore the current state of integrating generative artificial intelligence with art education in primary schools.

The theoretical part defines the basic concepts and theoretical frameworks necessary for understanding the issue, presents the historical development of computer art, and analyzes selected generative AI models, such as GAN and GPT. It introduces specific works of contemporary artists and describes the possibilities for practical use of generative models. The goal is to create a functional dictionary for teachers focused on generative AI in the interdisciplinary discourse of IT and art education.

The practical part focuses on a specific case of using generative AI in art education in the upper grades of primary school. A project was created that utilizes generative techniques of text and image AI. Lesson plans and the process of creating a book that combines students' illustrations with generative AI texts were analyzed. The aim of the practical part is to verify how generative AI can be integrated into art education in the upper grades of primary school.

The research part presents a case study focused on the impact of generative AI on students' artistic creation. The main research question is – Does generative artificial intelligence influence students' artistic creation? Supplementary questions examine the advantages and disadvantages of AI in art education and students' perceptions of AI's role. The results show that generative AI has a significant impact on students' creation, facilitates the creative process, supports personalized creation, develops imagination, increases motivation, and promotes collective work. The study confirms that AI can significantly enrich art education if properly integrated into the teaching process, considering technological, aesthetic, cultural, legal, and ethical aspects.

Keywords

Generative Artificial Intelligence, Art Creation, Art Education, Digital Art, Art & Technology, Generative Models