

The Differences between Pre-Service Fine Art and Primary School Teachers Knowledge about Materials of Fine Art Paintings

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Abstract

The aim of this study is to identify the level of knowledge about fine art materials (from selected works of fine art paintings) that can influence pre-service primary school (PPST) and fine art teachers' (PFAT) implementation of this context into their teaching. This knowledge can help teachers to be aware of possibilities and limitations that a specific fine art material can be used to defined techniques, application, interdisciplinary context and raising awareness about proper care for cultural heritage (heritage education) in fine art classes. Therefore, we were interested in the knowledge of the pre-service fine art and primary school teachers. Altogether 91 pre-service teachers from the Faculty of Education, University of Ljubljana participate in the study. The data were collected with four-tier multiple-choice fine art materials achievement test (FAMAT). It can be concluded that pre-service teachers' scores on FAMAT are not sufficient (average achievements PFAT 68.8% (SD=16.0%) and PPST 48.3% (SD=16.1%) of all points). T-test should that PFAT showed significantly higher results on FAMAT than PPST ($t(91)=5.15$; $p \leq .000$). The

pre-school teachers show the highest achievements on items regarding materials from the most common forms of paintings (like fresco or oil painting), and less from paintings on wooden support (panel paintings) or woven paintings (tapestry). It can be concluded that more emphasis should be placed on developing the understanding of fine art materials in the way of possibilities and limitations and interdisciplinary (in science and heritage education), according to contemporary fine art and science curriculums guidelines.

Keywords

Fine art materials, Pre-service teachers' knowledge, Fine art education, Science education, Heritage education.