

Banha University

College of Specific Ed.

Dep. Of Ed. & Psy T. & M Art Ed. (Master)

Course. Carrier Readings.

Cod. No.

Highest studies.

Time. 3 hours.

The spring semester 2016

Answer these questions:

1- Write about introduction of the Fine Arts Field?

2- Talk about the teaching and methods Fine Arts?

3- Mention the Fine Arts schools? And talk about one only from where:

-What are school.

- The concepts of school.

-The most famous school artists.

-The most important works.

4- Write (30) Dictionary Terms in Fine Arts Field?

Best wishes

Pro. Dr. Salah Abd El kader

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Model answer

Answer question No. 1

Art is not just about artists and artworks. This is the most important insight from a sociological approach to art.¹ Artists are embedded in a social context, an 'art world' (Becker, 1982) or 'artistic field' (Bourdieu, 1993) that is situated in the wider society. Art objects are also embedded in a social context. Society and art worlds influence artists, in myriad ways, as they produce art. Distribution systems affect the size and type of audience for artists and their work. And audiences view and appreciate art in ways that are shaped much more by their aesthetic orientation — and notably, the social factors that underpin it — than by an artist's vision as reflected in a particular piece. Art is noticed, preserved, reviled, and remembered or forgotten by viewers who explicitly, or more often implicitly, refer to contemporary standards.

Answer question No. 2

This article is an overview of social perspectives on art education. These perspectives include a concern with issues and interactions of gender, race, ethnicity, sexual orientation, special ability, and other body identities and cultures; socioeconomics, political conditions, communities, and natural and humanly-made environments, including virtual environments. I focus here on the common ground among these perspectives which is based on the conviction that the visual arts are vital to all societies and that representations of an in education should seek to reveal its complexity, diversity, and integral cultural location.

Answer question No. 3

These perspectives represent the lived meanings of an and arts communities through, for example, change in curriculum, collaborative instructional methods, and community action. Social reconstructionist versions of these perspectives are also founded on the belief that an education can make a difference in student understanding of and action in the world and that, that difference can enrich and improve social life.

The notion of the everyday is at the heart of modern French cultural and Anglo-American cultural studies. Since the 1960s numerous writers, artists, philosophers, and social theorists have tried to home in on the patterns and rhythms of our daily activities. This book provides a detailed map of this territory, linking the pioneering work of such key figures as Georges Perec and Michel de Certeau, to currents in Surrealism, ethnography, fiction, film, and photography

In the last twenty years the concept of the quotidien, or the everyday, has been prominent in contemporary French culture and in British and American cultural studies. This book provides the first comprehensive analytical survey of the whole field of approaches to the everyday. It offers, firstly, a historical perspective, demonstrating the importance of mainstream and dissident Surrealism; the indispensable contribution, over a 20-year period (1960-80), of four major figures: Henri Lefebvre, Roland Barthes, Michel de Certeau, and Georges Perec; and the recent proliferation of works that investigate everyday experience. Secondly, it establishes the framework of philosophical ideas on which