

## **Discipline Based Arts Education**

*A curriculum based on four disciplines to create a universal standard for Art Education nation-wide.*

### **DESCRIPTION**

Discipline Based Arts Education or DBAE curriculum was developed to legitimize art education in schools by setting nation-wide standards for curriculum. DBAE was created in the 1980's at the Getty Center for Education in the Arts and developed from the research of Elliot Eisner to standardize a foundation for art education and make it part of the core curriculum.

DBAE goals include:

1. Having K-12 art education in every school in every state in the United States.
2. A framework that is organized and unified in all art education programs to create a standardized balance between the curriculum and assessment.
3. All art teachers be certified and qualified educators.

Discipline Based Arts Education is comprised of four disciplines:

1. *Art Production*: This is the actual creation of artwork including techniques, composition, processes, creativity, and problem solving.
2. *Art History*: This is the learning and understanding of art and the context in which it was made.
3. *Art Criticism*: This is the reflection of artwork by responding, interpreting, and critically judging artworks.
4. *Aesthetics*: This is exploration of beauty by discovering the nature of art and the culture it was produced in.

### **ANALYSIS**

This structure not only creates a standard for art education, but also allows for assessment in curriculum therefore aiding the integration of art education in public schools as a legitimate core subject. DBAE was the first curriculum to push for art in all public schools for all grades. This push helped create an importance around art education. DBAE curriculum also wants to make sure that a child in Vermont was getting the same art education as a child in Kansas or California. DBAE helped standardize and unify the art education by requiring that all art educators be qualified and certified so that art programs have a chance of remaining balanced nation-wide. The inclusion of the four platforms helps not only assess art as a core subject, but also validates the subject as being multifaceted. Art making is often pegged as just being "crafty", but art production gives creation a sense of importance and helps students understand that there are techniques and creativity behind making artwork. This gave rise to the elements and principles of design.

The more connected a student is to the artwork the more enriched the art critique will be. Art history helps a student make the connection between culture and the artist. Art criticism pushes a pupil to look at something with a sense of openness and learn how to

critically judge artwork by making the decision if a piece of artwork is successful by following it up with why or why not. Aesthetics is a personal perspective that changes due to each individual and culture.

### **REFLECTION**

I believe DBAE was a great starting platform for art education. It created a standardized expectation of art in schools. I believe that the elements and principles of design are an important tangible set of rules to enrich students' knowledge of the arts. I think it is important to recognize that categories of DBAE do not hold equal weight and do not stand-alone; they work together to create a network of artistic knowledge. If the educator places more importance on art production, rather than aesthetics that can be validated and there are no guidelines on how each category has to be introduced. I believe this allows DBAE to be added onto and evolved into a more personalized model of teaching. The foundation is there and the educator is then allowed to take a step deeper and relate art education to each student on a personal level. Due to my limited experience in the field, I found that most art teachers today are trained in DBAE.