

# FINE ART AND APPLIED ARTS EDUCATION

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## **Abstract**

The paper Fine and Applied Art Education has described fine art is lengthily and also what applied art is. The paper also explained what education through fine and applied art means. The write up gave an in-depth into the historical background of how fine and applied art education evolved and the role it played in both formal and informal education. The paper outlined the differences between fine art and applied art. The paper also outlined that fine art is beautiful art and while applied art is beautiful art with utility thus called useful art. Because fine art is only beautiful art, it is called the art of aesthetics while applied art is useful art and it teaches or encourages development of industries. The fine and applied art education is important avenue to train professionals.

## **Introduction**

It is a government policy that every child has a right to education. Education can be obtained through formal and informal institutions of learning. Private and government functionaries established formal learning institutions. The informal learning or education was achieved through local art and craft. The learning was done through apprentice scheme.

Osborne (1970) says art education is bringing up or training up people. He says it is instruction, which embraces a number of activities. Those considered here are education of professionals, painters, sculptors, the education of amateurs, industrialist designers or craftsman and instruction of children as part of their general education.

To receive education through fine art, Kirkpatrick (1983) explains that it is a practical skill and application of skill to production of beauty, especially visible beauty, and it is a skilled profession or trade, craft or branch of activity. Similarly, education through applied art is an indifferent design, which is rendered acceptable by applying artistic decoration to it. Good designs in the useful or industrial arts must combine suitability for function and respect for material and techniques with good workmanship and a pleasing appearance.

## **Historical Background**

Osborne (1975) says that throughout the Middle Ages the only art education was that given to apprentices in the workshops of their masters. The aim was simple and the method technical. The pupils engaged were young, the age of ten years or thereabout. He was to learn his master's craft. The learning was thorough so he could assist his master, first in purely mechanical operations and later in the painting of complete pictures, which the master could sell as his own work. This system of education is informal. This informal education is called apprenticeship scheme.

But in the 16<sup>th</sup> century, a change in the conception was introduced throughout Europe Osborne says the conception of painting, which caused it to be regarded as intellectual discipline rather than a manual craft, together with the emergence of artists capable of making a learned and profound contribution to the thought of their time, thus, gave them the desire to give painters and sculptors a training consistent with their claim to a professional standing higher than that of the mechanics.

Osborne explains that the French widened the syllabus from painting to other detailed drawing of different parts of the body in 17<sup>th</sup> century. The syllabus also included anatomy, the study of human proportions and the architectural orders, and the study of facial expression. During the 18<sup>th</sup> century, a postgraduate course was introduced in which students were able to read history and humane literature. The grand purpose of all this teaching was to cultivate a correct vision. Similarly, in 18<sup>th</sup> century, there were both higher level and lower level of art education, which was disseminated by drawing masters and teachers in school. They also provided an opening for the

students who wanted to go into industry, which exerted a great influence upon the fortunes of the French silk industry.

By the beginning of the 19<sup>th</sup> century, Osborne (ibid) says the European art education was more closely geared to the needs of the industry, which is different from the academics of fine art. Meanwhile, the structure of higher education in art was substantially changed in England in the 1960s by the grand of a new diploma in art and design.

### **What is Fine Arts?**

Fine art, according to Webster dictionary, concerns with the beauty rather than the utility, such beauty as in painting, sculpture and other arts. Fine arts is the art that is not of utility. Rumes and Schriskel (1946) explain that the term “fine” has latterly connoted academic art.

Hill (1969) also says that the term “fine art” still used in academic and official terminology is complex “Art” implied both the idea and the execution, in the synthesis which the 15<sup>th</sup> century acknowledged and described as the specific process of art or “manner”, which the adjective “fine indicated the function, once more attributed to the artist of representing the beauty of nature.

Art is grouped by Osborne (1970) into two groups, the beautiful art and the useful arts. The useful art is the art that is related to practical use and the beautiful art, which are valued in and for themselves but has no utility value. The useful art are in the textiles, graphics, ceramics, glass and many others.

Gardner (1975) also says that art is the creation of man, thought it is the creation of the past, it continues to exist in the present, long serving its time. Art it also the use of imagination to make things of aesthetic significance.

Art, according to Hill (1969), foster the life of the society through achieving aesthetic and moral value and it always break away from custom or mechanical operation. Oxford dictionary says that there are direct areas in art where such application of skill to production of beauty can be done and imagination can be applied. It can be applied in painting, sculpture, drawing, and other areas of arts.

### **What is Fine Art Education?**

It is the knowledge, which is acquired through the beautiful arts. The beautiful arts are sculpture, painting, drawing, and music. Education is described as a process of training and instruction of children and youth in schools, colleges, and other institutions of higher learning, which is designed to give knowledge and develop skills. Osborne (1970) says art education embraces a number of activities. Those considered here are the education of professional, painters, sculptors, the education of amateurs, the education of industrial designers or craftsmen and instruction of children as a part of their general education.

### **What is Applied Art Education?**

Rumes and Schrinke (1946) say education through applied arts stress as the practical rather than the theoretical. Applied arts' connote useful arts. The example of applied arts is interior decoration, ceramics, wood works, glass, metal work, textiles, rugs, embroidery, leather works and needle work, the works pottery and glass are clearly capable of both fine and applied art. Textiles, whether from natural or synthetic materials provide another field for the artist of the applied arts likely to lead the student to wonder how the artist and the craftsman ever parted company.

Osborne (1970) explains that the distinction between “fine and applied arts” came to the fore at the time of the advocated revolution when politicians and economists' advocated state patronage for the arts partly at any rate because of the benefits they were expected to confer in industrial competition.

Nigeria as a nation supports the education through fine and applied art by drawing a cultural policy for the Nigerian people. Such cultural policy way of life evolved by a people in their attempts to meet the challenges of living in their social, political, economic, aesthetic and religious norms an modes of organization thus distinguishing a people from their neighbours.

### **Purposes of Fine Art Education**

1. Fine art is for aesthetic purpose, art values are closely connected with all aspects of social life and with related modes of behaviour and techniques, with religious rituals, with religious beliefs, with cult of the dead, with the publicity given to religious, moral and civic ideals and even to commercial, with scientific and cultural interests, with social interests and costumes, with theatre, necessities of the home, with work and entertainment. Art such as painting or sculpture aim at arousing religious or civic feeling, it influence the emotional sensitivity of the on looker and decorating a room. The immediate purpose of art is to achieve aesthetic values and to build and develop a specific artistic culture.

2. Art and History,

Hill (1969) says that fine art tells the history of any nation. The transmission of art culture occurs largely through the same process of formation and transmission common to all other forms of culture. The formative process of art follows the evolution of general educational methods in their historical development.

3. Art Teaching

Because of the interest in not only the preservation of its inheritance of art but also in the development of artistic activity, society demands of its artists, the formation of new generations of artists. The educational function was implied in the type of operation, which the apprenticeship is transformed into the method of teaching when moving from the workshop to the studio, the artist is no longer comparable to an artisan but a man of culture, teaches a style instead of a technique. This teaching of art helps to teach in all ages and thus art does not die with a generation but is passed on from one generation to another.

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Osborn (1970), explains that the distinction between “fine and applied arts” came to the fore at the time of the industrial revolution when politicians and economists advocated state patronage for the arts partly at arts partly at any rate because of the benefits they were expected to confer in the industrial competition. Art is something distinct from the processes of machine manufacture and something, which must be applied to the object manufactured. It has held necessary to discover the best art of all periods, to teach it in art schools and schools of design and to apply to the production of industry in other that they should appeal more readily to the consumers. It has since been held that good design in the useful art of industrial arts must combine suitability to function and respect \*or materials and techniques with good workmanship and pleasing appearances.

### **Fine and Applied Arts Education in Textile Design Industry**

Conway (1987) says everybody wears clothes, which are normally selected and purchased by their owners. The dictionary meaning of textiles says that it has to be with weaving or woven fabric which has a final treatment after it has been woven, dyed or printed, designed to give it a special quality, especially surface qualities of glossiness. In textile, fashion and dress can be differentiated between the two. People display their wealth and power through the clothes they buy. Elegant dress serves it purpose of elegance, it is both expensive, and it is the insignia of leisure.

In the time past, people who aspire to power attempt to adopt fashion of expensive materials and labour. Conway (ibid) says that people choose clothes to express themselves and present an acceptable image to society. The correct garments, clean and well fitting, with the use of cosmetics can act as a shield or mask expressing personality.

In Nigeria, people express their personality in diverse ways. Many chose to look or feel important when they wear a suit with fitting shoes. On the other hand people choose to dress in traditional attire to feel important and expensive. Such dress may be in agbada (babanriga), buba

its accessories, caftan and cap to match and so many others. These modes of dressing are nationally and internationally accepted. They all express personality and are all designed and printed in the factories by the hands of fine and applied artists.

Calmann (1993) says textile design involves the use of cotton, wool, and silk fabrics. It can also be hand woven or machine woven in textile industry. In textiles one might investigate a designer's work in terms of inventiveness, source of inspiration, development of ideas and themes, and finally labour palette.

In textile design, the hands and talent of both fine and applied artist is needed. The design and production is done in different ways, which appear beautiful, but the use is the same. The following are the many ways textile design and production is expressed:-

- (a) Weaving: It can be done industrially as well as locally . Traditional woven clothes were done in Nigeria before the advent of the colonial masters. Local weavers who used local looms of several woven cloths in Nigeria. The local looms can be vertical as well as horizontal. The vertical looms are mainly used by women weavers and the horizontal one by men w'eavers. Example of woven clothes in Nigeria is the Aso Oke weave, Akwete weave, Ebira weave and many other local weaves, which are used by the lovers of woven clothes. These traditional weaves are held high in importance and are costly to purchase. Many weavers are not educated but inherit the weaving tradition from their parents. This kind of textile education is informal. The government encourages formal and informal education.
- (b) Batik: Batik is another way both formal and informal education in art express themselves in creativeness. Wax is the major material used in designing the cloth before dyeing it in different colours. The waxed cloth is then dyed, may be once or twice before washing, and then ironed. Batik clothes are costly due to the effect of waxing and the time spent on the production.
- (c) Tie and Dye.: This is another method of designing clothes which textile designer engage to make his design to be sold to the public. He uses needle and string to make permanent his design on the plain cloth before it is tied. Similarly, the designer tie and then dye the cloth. Tie and dye cloth is always in vogue in Nigeria.
- (d) Printing. Printing is one of the methods that textile designers engage themselves in. It can be done in the textile industry and also at the textile designer's workshop. In the workshop of the designer, printing is done after the design is transferred to his printing frame. After each printing, the frame is washed and put away.

### **Fine Art Education in the Aesthetic**

Painting:- Those who are educated in fine art are useful in many fields. Fine art is the art to beautify the environment and private place or homes. Painting is the act of painting different topics on the canvas, wall, and other surfaces. The artist who does the art of painting is called the painter. Paintings are made by the painters who are commissioned to paint them to educate and communicate to the public. It is a visual or art of representation.

Different authorities commission painters who paint different paintings to be displayed in hospitals, town halls, health clinics, nursery schools, and other public places. Such painting can be therapeutic and educational.

The place of fine art in education cannot be overemphasized because fine art is both the education of the past, the present, and the future. The fine art and applied art education can be formal or informal.

### **Summary**

This paper draws attention on the role of fine and applied art education. In the survey, fine and applied art education play a lot of roles in the educational system of every nation. Fine and applied art education train people in different aspects of life, train professionals, industrial designers, who later establish industries whether small scale or large-scale industries. The fine and applied arts is also responsible to keep the culture of art by teaching it and it is also responsible for keeping the culture of art by teaching it and it is also responsible for keeping the culture of the nation's art and history. The paper discussed the specialty of one of the fine art and applied art in the society in the form of textile design (applied art) and painting (fine art) in Nigeria.

## Conclusion

The paper has outlined the role fine and applied art has played in education. It outlined the education through fine art and applied art and said such education can be practical only, or practical and theoretical. This system of education is said to be informal and formal. The paper concludes that education through fine and applied art is professional oriented and it is also academic.

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