# PERCEPTION OF VISUAL ART ELEMENT LINE ON FINE ART WORKS WITH PUPILS FROM I TO VI GRADE

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**Abstract**

In visual art education is existing segment that is neglected. This segment is aesthetic appreciation. Attendee of this paper is to represent the results of one part of influence and values of created model of work for aesthetic appreciation. The paper shows development of perception of visual art element line on fine art works with pupils from I to VI grade. Presenting the data obtained from the work of aesthetic appreciation we specifically single out the work on the development of perception. The obtained data confirm the previously established assumptions that between couple other phenomena studied and perception as a phenomenon can be developed through process of aesthetic appreciation.

**Keywords:** Perception, line, visual art, pupils

## Introduction

This research paper represents only one part of bigger longitudinal research with pupils from first two parts of educational cycles (I to VI grade), where we search the values of process of fine art appreciation in visual art education and influence of this process on development of perception of visual art elements (line, color, form, volume), development of intellectual understating of fine art works, development of aesthetic experiences of fine art work, aesthetic taste for fine art works, aesthetic categories, aesthetic evaluation and fine art development in production of children fine art works. This research was designed as pedagogical experiment with one experimental group and after work on aesthetic appreciation in visual art education was measured efficiency of this educational intervention.

## Aesthetic appreciation

Learning how to respond to the fine art on aesthetic appreciation way, pupils develop abilities to perceive and observe carefully, to identify, analyze and evaluate the expression. Activities that include the creation and the creation of children's art products actually developed the idea "to think through art." While aesthetic appreciation develops the idea "to think and talk about art." In visual art education we can find different opinion about aesthetic appreciation. Some believe that this process is not suitable for children aged and children are not able to discuss art, to think, to respect , appreciate , value , etc. By contrast there are educators who believe that children have the skills to do it and that it was childhood is that of when to begin the development of capabilities for appreciation of fine art. We consider the opinion that questions of taste or visually-artistic criteria for aesthetic values of works can be constructed through the process of aesthetic appreciation. If art education as a process is well-conceived, planned, organized, properly managed and successfully implemented, it would raise the quality fine art culture at with pupils. Because of that we create model for working on aesthetic appreciation.

**Perception of visual art element line**

When pupils come in contact with visual art at first they are introduced to elementary visual art elements. This stems from the general maturity and experience of children of this age. It is known that children easily perceive visual art phenomenon in nature and difficult in fine art work."The development of perception goes in order: perceiving the contours of shapes, decoration of color, tones in color, texture and complex relationships (volume and space in two dimensional surface)" (Karlavaris,1991/1,49). Based on the developmental stages of children should be determined the development of the perception of visual art elements and principles of fine art works. Perception of visual problem follows the principle of simple to complex. Development of aesthetic perception starts from basic elements of art and their simple relations, through their complex relations.

The line as a constructive element of the composition and is one of the basic elements of visual art. Each line and its relationship with other lines in the artistic work despite the visual effect that challenge the viewer, they influence on viewer and cause a certain mood or something associated for example: right line - peace, rest, corrugated - tenderness, motion, zig - zag line - power, masculinity. What is important is that "that doesnt exist only one line which define the beauty of art work and whose application entails unconditional aesthetic effect" (Vasić,1982,48) .

In visual art education development of perception of the visual element line begings with obtaining knowledge for types of lines, her relationships, functions of line, character, etc. Pupils gradually are lead to the development of their perceptive capabilities and their founding of the property line in a particular work of visual art. They ascertain its role in a whole and determine whether the line has reached the criteria and has met the aesthetic requirements. Visual art element line can be perceive only if we develop capacity for perception, which from one side is developed through physiological maturation, and part through process of teaching and learning.

**Methodology of research**

It was already mention that over here is represent only one part of bigger longitudinal research with pupils from first two parts of educational cycles. Because that, it will be presented only hypotheses needed for explanation of this paper work.

Hypotheses

H.1.The work of aesthetic appreciation affects the development of the perception of visual art element line with pupils from I to VI grade

H.1.1 . The work of aesthetic appreciation affects the development of the perception of visual element line with pupils from I grade

H.1.2 . The work of aesthetic appreciation affects the development of the perception of visual element line with pupils from II grade

H.1.3 . The work of aesthetic appreciation affects the development of the perception of visual element line with pupils from III grade

H.1.4 . The work of aesthetic appreciation affects the development of the perception of visual element line with pupils from IV grade

H.1.5 . The work of aesthetic appreciation affects the development of the perception of visual element line with pupils from V grade

H.1.6 . The work of aesthetic appreciation affects the development of the perception of visual element line with pupils from V grade

To verify hypotheses, as a research procedure we test the pupils and we use instrument test for assessment of perception. Several statistical procedures for data processing and analysis of results including: measures of central value-mean, measures of variability,

testing the significance of differences between arithmetic environments of large dependent samples.

**Analysis and interpretation of the results**

The analysis of the survey results we begin with hypothesis: H.1.1. The work of aesthetic appreciation affects the development of the perception of visual element line with pupils from I grade. The data for this hypothesis received testing the significance of differences between arithmetic mean in two measurements (initial and final situation). The results of these measurements represent the following table 1.

| T-test development of perception of line at pupils from I grade | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| p <,05000 | | | | | | | | |
| | Arithmetic mean | Standard deviation | No. of cases | Difference | Std. Dv. difference | t - test | Degrees of freedom -df | P |
| Initial situation | 0,764706 | 0,142276 | | | | | | |
| Final situation | 0,931765 | 0,146557 | 85 | -0,16706 | 0,205114 | -7,50904 | 84 | 5,77E-11 |

Table 1

The comparison of the calculated value of t-test and the corresponding limit value for degrees of freedom, it can be determined that there is a statistically significant difference between the means of the initial and final measurement. Since the calculated value of t-test (7.50904) is greater than the corresponding limit of the degrees of freedom (1.99) H.1.1 hypothesis is accepted.

The results of the examination of the hypothesis H.1.2 work of art-aesthetic appreciation affects the development of the perception of line with pupils of II grade, will take a look at the table 2.

| T-test development of perception of line with pupils from II grade | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| p <,05000 | | | | | | | | |
| | Arithmetic mean | Standard deviation | No. of cases | Difference | Std. Dv. difference | t - test | df | P |
| Initial situation | 0,6785714 | 0,4691239 | | | | | | |
| Final situation | 0,9732143 | 0,2105258 | 112 | -0,2946429 | 0,4957185 | -6,2902777 | 111 | 6,451E-09 |

Table 2

The comparison of the calculated value of t - test and the corresponding limit value for degrees of freedom, it can be determined that there is a statistically significant difference between the means of the initial and final measurement. Since the calculated value of t - test (6.2902777) is greater than the appropriate limit of the degrees of freedom (1.98) H.1.2 hypothesis is accepted .

The results of the examination of the hypothesis H.1.3 The work of aesthetic appreciation affects the development of the perception of line with pupils from III grade, will take a look at the table 3.

| T-test development of perception of line with pupils from III grade | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| p <,05000 | | | | | | | | |
| | Arithmetic mean | Standard deviation | No. of cases | Difference | Std. Dv. difference | t - test | df | P |
| Initial situation | 0,283465 | 0,452465 | | | | | | |
| Final situation | 0,755906 | 0,43125 | 127 | -0,47244 | 0,601938 | -8,84499 | 126 | 6,91E-15 |

Table 3

The comparison of the calculated value of t - test and the corresponding limit value for degrees of freedom, it can be determined that there is a statistically significant difference between the means of the initial and final measurement. Since the calculated value of t - test (8.84499) is greater than the corresponding limit of the degrees of freedom (1.98) H.1.3 hypothesis is accepted.

The results of the examination of the hypothesis H.1.4 work of aesthetic appreciation affects the development of the perception of line with pupils from IV grade, will take a look at the table 4.

| T-test development of perception of line with pupils from IV grade | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| p <,05000 | | | | | | | | |
| | Arithmetic mean | Standard deviation | No. of cases | Difference | Std. Dv. difference | t - test | df | P |
| Initial situation | 1,467626 | 0,651666 | | | | | | |
| Final situation | 1,661871 | 0,571725 | 139 | -0,19424 | 0,710967 | -3,22112 | 138 | 0,001593 |

Table 4

The comparison of the calculated value of t - test and the corresponding limit value for degrees of freedom, it can be determined that there is a statistically significant difference between the means of the initial and final measurement. Since the calculated value of t - test (3.22112) is greater than the corresponding limit of the degrees of freedom (1.98), H.1.4 hypothesis is accepted.

The results of the examination of the hypothesis H.15 The work of aesthetic appreciation affects the development of the perception of line with pupils from V grade, will take a look at the table 5.

| T-test development of perception of line with pupils from V grade | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| p <,05000 | | | | | | | | |
| | Arithmetic mean | Standard deviation | No. of cases | Difference | Std. Dv. difference | t - test | df | P |
| Initial situation | 1,078947 | 0,626053 | | | | | | |
| Final situation | 1,289474 | 0,634184 | 114 | -0,21053 | 0,709901 | -3,16637 | 113 | 0,001985 |

Table 5

The comparison of the calculated value of t - test and the corresponding limit value for degrees of freedom, it can be determined that there is a statistically significant difference between the means of the initial and final measurement. Since the calculated value of t - test (3.16637) is greater than the corresponding limit of the degrees of freedom (1.98), H.1.5 hypothesis is accepted .

The results of the examination of the hypothesis H.1.6 The work of aesthetic appreciation affects the development of the perception of line with pupils from VI grade, will take a look at the table 6.

| T-test development of perception of line with pupils from VI grade | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| p <,05000 | | | | | | | | |
| | Arithmetic mean | Standard deviation | No. of cases | Difference | Std. Dv. difference | t - test | df | P |
| Initial situation | 1,263736 | 0,727785 | | | | | | |
| Final situation | 1,384615 | 0,726777 | 91 | -0,12088 | 1,020187 | -1,1303 | 90 | 0,261355 |

Table 6

The comparison of the calculated value of t-test and the corresponding limit value for degrees of freedom, can determine the value of the calculated t-test (1.1303) is less than the appropriate limit of the degrees of freedom (1.99) and it can be concluded that there is no statistically significant difference. According to this hypothesis H.1.6. is rejected.
With the confirmation and acceptance of previous hypothesis, except H.1.6 although there has been progress, but it is not statistically significant, can be concluded that hypothesis: H.1. The work of aesthetic appreciation affects the development of the perception of line with pupils from I to VI grade is accepted.

**Conclusion**

The research results obtained following the educational intervention and the data processing show that aesthetic appreciation affects the development of perception of line and confirm the hypotheses H.1.The work of aesthetic appreciation affects the development of the perception of visual art element line with pupils from I to VI grade. The intent of this paper was to emphasize the importance of the work of aesthetic appreciation of the development of the perception of the line through the presentation of data obtained from research conducted and their analysis and interpretation.

**References:**

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