

Where is the Key of Supporting Students' Key Competences in Primary School Art Classes?

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Abstract

During the last decade many nations have explicitly formulated learning goals related to creative and critical thinking and problemsolving in their educational systems, as a response to 21st century learning challenges. Contemporary art education also sets out to support pupils in a wholesome way, beyond the intrinsic values of artistic skills. The aim of this article is to explore ways how to support students' key competences in primary school art classes. Estonian National Curriculum enacts key competences for basic schools as a focus point for teaching practices. This article draws on a recent questionnaire conducted with Estonian primary school teachers, which focused on how teachers see themselves supporting students' key competences in art classes. The article reflects on recent views about the role of visual arts in competency-focused curriculum and discusses also the benefits and challenges associated with supporting and evaluating students competences. These reflections and findings provide a basis for the first author to carry out an action research in the primary school second level art classes, with the intentions to develop practices

and study units supporting students key competences.

Keywords

Art education, Key competences, Primary school, Teaching practices.