

The Place of Cultural Heritage in Visual Arts Course Curriculum and Teacher Training Program

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Abstract

One of the important goals of Primary School Visual Arts Class has been defined as Understanding and maintaining the value of the cultural heritage of visual arts, getting a grasp of the importance of valuing cultural heritage; contributing to the aesthetic value judgment access; helping individuals to become visual literates. In addition, the visual art is also helps us to understand our history and culture. In this context the program: • Examine the artworks and artists of different societies and cultures, with Turkish culture in particular, • Comprehend that art and culture shape and reflect each other, • Examining the culture-art works at museums, archaeological sites, historic sites, art galleries, studios and other similar places, • Understand that art is a tool to convey different emotions, thoughts and beliefs, • Comprehend that visual arts are one of the tools that serve as a bridge between past and future, • Associate museums and visual arts, • Analyse the historic process of visual arts, • Examining, analysing and interpreting culture-art samples (Ministry of National Education, 2013). This study is a descriptive study; which has been conducted by making these goals a starting point. In addition, having a nature of a pro-

gram assessment, this study has adopted an approach of assessing on the basis of the draft. The purpose of the study is to reveal the reflections of the “Cultural Heritage” oriented general goals of the program on the primary school curriculum and “Department of Visual Arts Art Education Programs”, at the dimension of program elements (goals, education conditions and assessment).

Keywords

Visual arts, Cultural heritage, Visual arts course curriculum, Teacher training program.