

# [Art and craft](https://assignbuster.com/art-and-craft/)

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ART AND CRAFT By: + Art and craft is a special entity that requirespatience, skills, swiftness and keen interest for a learner comprehend and master the subject (Craft et al., 2007). Way back as a pupil, art and craft was a basic subject that was used to introduce different concepts of learning. Painting pictures and molding objects of various shapes did not just motivate learning, but also the enhanced retention of the newly learnt concepts. Images are the best form of learning as all senses are involved. Art and craft assume a simple to complex format. Children in kindergarten learnt basics of language, mathematics and science through simple drawing and painting. At later stages, art and craft required more than just painting and drawing, but creativity, planning, design and patience.
Introduction of drawing competitions among pupils acted as an extrinsic motivation to pay keen attention to the art of drawing, painting and designing while borrowing heavily from the environment. The most important thing was to communicate through various paintings and molding. A distinction was only attained through the uniqueness and application of basic arts and craft skills to attain originality in all projects of arts (Craft et al., 2007).
Art and craft were taught basing on age and grade level. For instance, at lower elementary school level, pupils were tested on the ability to identify different art tools such as colours and use their psychomotor skills to create pictures as well as models according to instructions of the teacher. However, at a higher level, most art and craft lessons required use creativity, planning, accuracy and speed to come up with drawings and models that exhibited maturity and concrete expression of ideas. It was expected of the pupils to apply all the basics of arts and craft in every activity. Grading was done for pupils at the same level basing on their abilities to express their concepts through art in the most comprehensive and original manner using the available resource
Effects of Art and Craft to an adult
Art and craft goes beyond decoration of ideas and environment to imparting lifelong skill that a child will always find useful through his or her experience. Although the prime purpose of art and craft is to facilitate learning of various disciplines in school, so many benefits come along. Most of these benefits become part of the life of a child through adulthood (Craft et al., 2007). For instance, art and craft, promote life skills such as; visual-processing abilities such as pattern identification, spatial rotation and discovering of sequences. As an adult these special abilities, enhance vigilance and assessment of the immediate environment for safety and survival.
An adult expresses executive functioning if he or she learnt art and craft (Craft et al., 2007). This can help an individual attain high work performance standards and efficiency. Through creativity and individual learns how to plan and implement his or her duties are required. Furthermore, art and craft, promotes fine motor coordination that is seen throughout adulthood. By simply drawing and modeling an individual acquires skills required for later life, such as dressing, eating and general personal organization.
Through art and crafting, an individual gain self-regulation skills. Just as painting requires moderate use of colours and patience, an individual learns to appreciate limits and the need to be flexible in life besides being patience for lifetime results. In addition, art and craft helps an individual accept and appreciate his or her strengths and those of other persons. (Craft et al., 2007)The ability to follow instructions accurately during art lessons will definitely surface in the whole adult life of an individual, cutting across all life experiences.
In summary, art and craft are taught in stages basing on age and grade level. Its benefits go beyond childhood to adulthood. Children who grow up learning the art and craft acquire better life skills and experience.
Reference
Craft, A., Cremin, T., Burnard, P., Chappell, K., 2007. Teacher stance in creative learning: A study of progression. Think. Ski. Creat. 2, 136–147.