

Applied arts between contemporary and modernism

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Introduction;

The applied arts stand on today in front of many currents and directions that form the contemporary applied arts image that resulted from the cumulative experiences that the stages of applied arts went through to form what's fixed in that field, by keeping up with the progress and innovations in education and art.

The distinction in art, education and other related scientific fields should go hand in hand for the achievement to a creative role for the contemporary applied arts.

The role of arts curriculum has passed the level of artistic production and creativity to new roles that intersect with life and it's various dimensions.

Teaching art is larger than teaching art itself (2001, Eisner) as Eisner said, as if it opens a door to new roles of arts curriculums and their teachers. The new partnership with subjects related to arts was due to the potentials and possibilities that the art education owns today as a source of educational reformation, as in the entrance of integration among arts and other sciences, that the artistic education proved it's status and importance not only within the range of teaching but also at higher levels, such as:

The relation between arts and creativity on one hand, and scientists who received Nobel prices in chemistry, mathematics, physics and other sciences on the other hand (Al-Amry, Abo-Saidy,2011). All those reformation movements invite us to study the most recent, contemporary directions in applied arts.

Direction is defined as a general current that moves the educational process in order to evolve it and improve it according to the theoretical principles and the ability of application, by other meaning the contemporary directions in applied arts are the ideas that the arts owners talk about among what they publish from expectations and results of their experiments in teaching arts, and can be expressed individually through the opinions of scientists and thinkers, or as a group so it forms a current or a direction which has it's weigh in that field, to form a theory or an example for teaching applied arts.

At the same time, those directions might be just some experiences that entered the field of experiment but wasn't settled yet between acceptance or rejection, at all times they are directions that look for the best practices in arts teaching.

The world is on continuous progress, where theories, inventions and directions are every where, applied arts are influenced with currents and directions in the field of education and art.

Those currents and directions represent challenges to artists and art teachers, and they should be able to face them in the present time and in the future, first of those challenges is defining the modern directions and entrances that have the biggest effect on the two operations of teaching and learning arts.

According to reality, showing such directions and entrances might lead some faculties to revise their programs and modernize them and adopt quality standards that define the level of the graduates and the teaching process inside them, but using the modern educational directions under the guide of those entrances has become a must to face the globalization changes and after modernism concepts, and all the other updates that the contemporary art education faces.