This workshop presentation is about the result of the Atlas concepts of Art Education project in the Gulf Arab States sponsored by The Arab Bureau of Education for the Gulf States (ABEGS). This project is a part of a series of the projects in reforming and developing education in the Gulf States that started in 2005 and concluded in 2008. The general objectives were to help curriculum designers to build curriculum based on basic scientific concepts in Art Education. In this presentation, I am going to focus on the philosophic framework of this project including contemporary theories in Art Education such as Discipline-Based Art Education (DBAE) as well as contemporary concepts relating to the Art Education such as: art education and attractive school, art education as basis for multi-careers, art education and productive school, art education and identity (national, and international artistic heritage), and art education and its interaction with arts disciplines and other knowledge disciplines, art education and materials and technology, art education and guidance and assessment, art education and creativity, art education and commutation and art education selecting. This presentation will also project the vision and mission of art education, structured--knowledge and conceptual framework for art education (a: The general goals of art education discipline, b: a strategy for constructing structured-knowledge for art education, the basic disciplines for Art Education (art history, aesthetic and artistic appreciation, art criticism, and Creative art production). The document of atlas concepts presents description of each art discipline within the disciplines of art production (the expressive arts and applied arts) such as drawing, painting, sculpture, 3D artworks with mix materials, design, decorative design, waving, printmaking, etc. It also includes content analysis for art education curriculum for the basic education system. This analysis is divided into four school phases (grades1-3), (grades 4-6), (grades 7-9) and (grades 10-12). The analysis is based on the four basic disciplines as well as the other elements such as resources of inspiration, dimensional of artwork, artistic basic for artwork, elements of artwork, styles of artwork, artistic and aesthetic values of artworks, artistic relationships and constructions of artworks, artistic manipulations and techniques for artwork, materials and tools used in creating artwork. Finally, this presentation provides some concept maps for art education as a result of the project in the Atlas concepts of Art Education.
Introduction:
The Arab Bureau of Education for the Gulf States (ABEGS) is an organisation based on Riyadh, it aims to serve the educational, scientific, cultural, documentary objectives for member states, and contributes to the develop work in these areas and seeks to achieve coordination and integration of the educational and scientific efforts of the Gulf member states in the Co-operation Council for the Arab States of the Gulf, more commonly known as the Gulf Co-operation Council (GCC) member states which include: Bahrain, Kuwait, Qatar, the Kingdom of Saudi Arabia, the Sultanate of Oman and the United Arab Emirates. The ABEGS was founded on 25th May, 1981. In the last two year, State of Yemen joined above countries and become a member of Gulf States and participated in the ABEGS organization.

The constitution of the GCC requires the organization to provide "the means for realizing co-ordination, integration and co-operation" in economic, social and cultural affairs. Specifically, the GCC aims:

- to achieve co-ordination, integration and close ties leading to unity between the member states
- to deepen the ties, relations and all aspects of co-operation between the peoples of the region
- to adopt similar systems and laws in economics and financial affairs; commercial, customs and transportation affairs; education and cultural affairs; social and health affairs; communication, informational, political, legislative and administrative affairs
- to encourage progress in the sciences and technologies involved in industry, mining, agriculture, water and animal resources, and to establish scientific research centers and to undertake joint projects.

(The Co-operation Council for the Arab States of the Gulf)

In 2003, the decision for developing Education was made by the Gulf Co-operation Council (GCC). This decision states that: "Instruct the Ministers of Education to develop a unified plan Programs and appropriate projects to achieve the contents mentioned in the study of the comprehensive
development of education, and the document reviews by His Royal Highness Prince Abdullah bin Abdul Aziz, as well as the visions of Advisory committee, continuous evaluation of joint plan for the development of public education and they could use the expertise where needed ".

In response to that resolution, the ABEGS cooperate with the Secretariat of the Cooperation Council for Gulf Arab States in the planning of the project, and participated in this project some representatives and experts from Member of States as well as the Secretariat of the Council and collaborative advisors and experts .

What distinguishes this project is that its programs which are based on a number of parameters and criteria for success and achieve the desired goals, including: comprehensive project for all components of the educational system and the integration of the programs for previous projects and existing office, with the existing programs and projects in Member States, and its consideration of the needs of Member States, and their potential and priorities in the selection and implementation of appropriate programs. The project was built according to the scientific approach takes into account the quality of standards control before, during and after the completion of each program. The program was implemented in cooperation with consulting firms and specialized organizations to achieve its goals in complete way.

The project was focused on public education benefiting from the results of the joint plan for curriculum development, and visualization of member States and their priorities and aspirations as the project represents a joint vision of the member States of the (ABEGS), and these objectives were integrated with the overall objectives of the Arab and Islamic nations, to respond to the development requirements and the age transitions such as "to prepare a good citizen who are producers and lifelong learner, who adheres the Arab Islamic identity according to his/her values and believes in life and who deal fairly with others, tolerance and mutual respect; to gain
access to the knowledge society with conscious and ability to compete internationally in a common framework for the integration between the countries of Gulf States”.

Content of the project:
The Project of Education development consists of two main components:

First Component: the theoretical framework of the project which is monitoring the challenges faced by member States and the vision of the project office to confront. Including also the strategic objectives which seek to achieve and identified as follows:
1. To build a good citizen through cultural school dominated by collaborative familiarity, tolerance and dialogue and be away from the specific module in the light of the Arab-Islamic culture which is open-minded to human culture.
2. To prepare student to be a lifelong learner, who has a deep knowledge and understanding, skills of thinking and communicating in interactive way with his/her update environment
3. To develop educational process to achieve great integration and complementation between processes of learning, teaching and evaluating according to comprehensive perspective and developed curriculum.
4. To continue professional development of the educational leaderships and other educational careers such as teachers, administrators, supervisors, and technicians; this enable them to exercise their duties and functions according to the standards of professionalism and efficiencies of equal opportunities.
5. To implement concept of total quality assurance and its standards in the educational environment and school administration, and establishing the rules of academic accreditation for schools.
6. To implement information technology and communication and its perfect use to develop and improve the mechanisms of education processes and administration in the educational institutes.
7. To achieve a comprehensive concept of balance between educational outcomes and labor market requirements.
8. to strengthen the relationship between educational institutions and the surrounding environment through implementing community partnership.  
9. to make a coordination and integration between the educational systems of member States and exchange best leading experiences and identify its priorities and benefit from the experiences and global experiments in the fields of educational development.

**Second Component:** the following programs come to achieve the objectives of the project. The ABEGS takes into account the comprehensiveness of these goals, in order to achieve diversity of disciplines which include curriculum, apprenticeship education, education systems, technology and teaching, community participation. This major project of developing education includes the total of thirty-four (34) programs which are:

1. The culture of dialogue.
2. The citizenship and the Self Concept.
3. Life skills.
4. Educational competencies of learners.
5. **Atlas Concepts (Conceptual Maps).**
6. Building the developed documentations for Islamic education curriculum in general education.
7. Professional development for teachers and supervisors of Islamic Education.
8. Teaching Strategies for Islamic education.
10. Educational Center for the Arabic language.
11. Constructing documents of the Arabic language curricula and their teaching strategies.
12. Preparing teachers of Arabic language and raising their capacities.
13. Supporting programs for developing teaching and learning Arabic language.
14. Examinations for academic achievement level (to the end of grade 9).
One of the main goals is to give Art Education the place that it deserves within the education plans, equality to any other school disciplines. Therefore, in order to increase the awareness of the new generations, the "Arab Regional Conference on Arts Education: Heritages and Creativity" holed in support of the UNESCO in 2002. In this conference, recommendations for the Arab states were indicated such as "Reaffirm the necessity to include, within the university programmes, compulsory and optional credits related to Arts Education and addressed to all students in all majors, in order to ensure a minimum of artistic knowledge among university graduates" (UNESCO, 2002:10).
In relation to this, the Arab Regional Conference stresses the importance of considering ".....the teacher training in all forms of Arts Education as an essential issue to achieve the expected goals, and to focus on the need to train specialized teachers, through the development of training programmes and curricula within the teacher training institutions". Furthermore, this conference recommends that Arab states focus on "The necessity to evaluate the teacher and his performance and to adopt a training evaluation system as well as a self continuous evaluation" (UNESCO, 2002, p.9-10). Therefore, the project which described above comes as results of these recommendations for this conference to meet the modern trends in the field in order improve the quality of Art Education in the region of Gulf States.

As mentioned above early, Atlas Concepts (Conceptual Maps) is one program among 34 programs aim to improve the quality of education. The Atlas Concepts program includes sub-projects for all school disciplines such as Math, Sciences, social studies, and English and Arabic languages, Physical Education, Music and Art. Accordingly, this paper only focuses in the result of the Atlas concepts of Art Education which was a part of a series of the projects in reforming and developing education in the Gulf States.

**The project of Atlas concepts for Art Education**

The project of Atlas concepts for Art Education was started in 2005 and concluded in 2008. The project was supported financial by the ABEGS and it talked two phases. The fist one during the financial cycle of 2005-2006 and in this time the theoretical framework was established by the art educators and scholars from different Arab countries including Gulf States. The second cycle was during the financial cycle of 2007-2008; in this time the implementation and training programs of the Atlas concepts project was founded. The main general goal was to help curriculum designers to build curriculum based on basic scientific concepts in Art Education. Under
this main goal there are general objectives and specific objectives for training programme in Atlas concepts as follows:

**General Objectives of Atlas concepts for Art Education:**
- To help curriculum designers to build curriculum based on basic scientific concepts in Art Education.
- To help curriculum designers to achieve horizontal and vertical integration in the curriculum.
- To help teachers and educational supervisors to take into account the integrative approach in conceptual growth of students.
- To build scientific knowledge of the concepts in the curriculum study in an organized manner.
- To know the Atlas concepts of Art Education.

**Specific objectives for training programme in Atlas concepts for Art Education:**
- To give a brief summary of the Atlas concepts.
- To recognize the concept of art education and its meaning.
- To designate the aims of Art Education in general education.
- To identify structured knowledge of Art Education in general term.
- To illustrate how to build the Atlas concepts in one the four stages of school education.
- To explain the theoretical basics of the Atlas concepts in Art Education.
- To analyze the content of art education curriculum and guides
  (The ABEGS, (2009). The Training Packages for The project of Atlas concepts for Art Education)

The following countries were involved in this project as actors: Kingdom of Saudi Arabia, Bahrain, Saudi Arabia, the Sultanate of Oman, Kuwait, Qatar, and the United Arab Emirates (UAE) and Yemen. The target groups for this project were including: art teachers, art supervisors, curriculum designers and students in general education. In specifically, those
responsible for the designing, planning and developing school art curriculum at the Ministries of Education in the Gulf States.

Different types of activities were taken in this project such as: project, workshops, Courses training and Training Packages including: lectures, learning by doing. Both education in the arts and through the arts were implemented as a pedagogical approach to achieve the general objectives in this project. Moreover, the training programmers were held in buildings of Ministries of Education at the Arab States of the Gulf and the Ministries of Education were considered as partners in this project. Furthermore, there are some other related arts subjects were involved in the Atlas concepts for Art Education such as: Visual arts, Art history, Art Criticism, Aesthetic, Art Production with reference and link to other school curriculum such as Math, Sciences, social studies, languages, and Physical Education.

**Content of the Atlas concepts for Art Education:**

According to Document project of Atlas concepts for Art Education (2010), this project was build on the basic of Discipline-Based Art Education (DBAE) which is model or theory developed in the USA with funding from the Getty Education Institute for the Arts. The DBAE theory goes further than simply trying to understand the artist’s works, it aims to improve the quality of understanding through the study four disciplines; Aesthetics, Art Criticism, Art History and Art Production (see figure 1). The idea is that through these disciplines, students become more observant, more conscious and gain a greater feel for Art.

Also, the Document project of Atlas concepts for Art Education (2010) refereed to ideas and thoughts of Brent Wilson, Laura Chapman, and Eisner in order to formatting the Atlas concept maps for Art Education.
Contemporary concepts relating to the Art Education:

In order to understand the current structured-knowledge and conceptual framework for art education, it is also necessary to be aware of new contemporary concepts in relation to current practice of Art Education. These concepts are bringing new platform for learning in and through art. Therefore, it is important for stakeholders such as, art teachers, art supervisors, and especially the curriculum designers, to understand these contemporary concepts and their relationship within art education. The Atlas Document emphasises that in developing any art curriculum based on concept maps, several contemporary concepts must be considered such as:
• Art Education and Attractive school;
• Art Education as Basis for multi-careers;
• Art Education and Productive school;
• Art Education and identity (national, and international artistic heritage);
• Art Education and its Interaction with Arts disciplines and other knowledge disciplines;
• Art Education and New technology;
• Art Education, Guidance and Evaluation;
• Art Education and creativity;
• Art Education and communications.
• Art Education and Selecting.

These contemporary concepts present a new relationship between the Art Education and other related disciplines. Each concept has got its own direction and focus which make the art education today more attractive for students inside and outside schools. These new concepts develop student abilities such as mantle thinking, multi-art skills, prod knowledge, communications skills, and ability to select and assess from different nations at notional and international levels.

**Structured–knowledge and conceptual framework for Art Education:**
Understanding the nature of discipline of Art Education and its artistic fields is regarded as an important factor to improve the discipline within other disciplines of study. It is important to build a creative citizen in the different pre-university stages and levels. It is also important to understand the positive roles of art education in preparing the new creative generations whose who appreciate arts and aesthetics in the nature as well as in the visual arts.

Art Education counterpoises in positive way with other school disciplines in building the characteristics of person and preparing him/her in complementary way and give ability to response to Aesthetic where ever it
found through training student and transforming him and her from discipline to others with references to the nature of art making in each art discipline and link it to other natural, social and human sciences. This type of learning reflecting in all parts of the society by preparing the new generation to control their instincts according to his/her needs, interests, and desires as well as suitability for his/her society values and habits. This includes the development of general testing and feeling of visual aesthetics in the society. In additional, to acquire learner with knowledge of artistic skills in different art disciplines where is expressive or applied art.

**General aims for Art Education:**

Art Education subject aims to develop students in the different stages of general education through:

1. Developing Emotional aspects.
2. Training of the senses for unlimited use through making artworks.
3. Expressing positive emotions.
4. Focusing on personality and feeling of self-confidence.
5. Acquiring skills of expressing their opinions freely, judging artworks and solving problems of the environment.
6. Acquiring the ability of quick-observation and ability of distinguishing ... etc.
7. Practicing cooperative-group work in implementing artworks in most axes of the art curricula.
8. Developing various capacities in the light of their needs, interests and art willingness.
9. Discovering and caring of the talented-students and help those underdeveloped artistically students.
10. Participating in the developing and making inside and outside school's environment beautify.
11. Forming the attitudes towards some concepts and contemporary issues and addressing them through various techniques and subjects.
12. Feeling the importance of social interrelationship and consolidation feelings of people.
13. Knowing some tools and its sources and methods of buying and training students on their use.
14. Knowing environment's materials and their relationship to process of forming, styles and mixing materials in the way of producing artworks and work in economical way toward the consumption of rationalization.
15. Acquiring art terminology and the ability to use language of Art and its vocabularies.
17. Respecting work of handcraft and those who are practicing it.
18. Developing multiple intelligences through different approaches of art education.
19. Knowing the heritage and different civilizations.
20. Acquiring of visual artistic culture.
21. Feeling patriotism and nationalism and be pride of them.
22. Developing art appreciation and recognizing the Aesthetics and beauty.
23. Developing research's skills and inquiring about information and knowledge which helping students to think and reflect on their practices and how and why?

**A strategy for constructing structured-knowledge for art education:**
The strategy for constructing structured-knowledge for art education was based on treatment of the four disciplines and its art fields and artistic concepts. Therefore, this strategy was built on basic of three main questions as following:

**Questions of: What?**
This question expresses the stage of description which associates with all art education disciplines. In this stage, learner transfers from small process which related to the artwork description and its techniques and
finally, the learner ends up with big process which focuses in the form of the artwork such as giving justification and art judgment. All these areas linked to the society, environment, artistic heritage, and culture where the learner grown up in and practice his/her own habits and traditions with references to new technology in all life aspects.

Questions of: How?
In this stage, learner transferred from description stage of Art production in any art discipline of Art Education into a practical approach according to the nature of aesthetics and applied sides of artwork. The learner will know different stages of making art according to the nature of each art discipline and its materials and tools of creating art and taking into accounts the new development of knowledge and technology according to nature of science and its process and continuing development of it.

Questions of: Why?
These questions consider the reasons of the reciprocal relationship among the disciplines of art education and nature of science and technology and producing artwork in the different societies. They look for reasons of direct balanced complementally development of learner. These questions also response to natural life and environment in the different Arab societies. In other words, how does the Art Education with its own multi-art disciplines contribute in building human begin inside the society? With focus on identity, nationality and heritage which are well known inside the Arab Societies as well as on the role of art education in saving the heritage, mores and habits through implementing new fine art techniques and new technology.
Figure 2: The Concept Map that represents the Knowledge Structured for Art Education

Concept Map for Art Education

Linked art education with other knowledge disciplines

Disciplines of Art Education

Art History

Art Criticism

Art Appreciation and Aesthetics

Creative Art Production

Expressive Art Disciplines

Expressive Art Disciplines

Ceramic
Metal works
Carpentry
Handcrafts
Printmaking
Weaving
Design
Painting & Drawing
Sculpture & 3D Artworks

Axis of Expressive and Applied Art Disciplines

Materials & Tools

Art Language

Recourses of Inspirations

Aesthetic Values
Constructing Relationships
Art Treatments & Process
Art Styles Artworks
Elements of Artworks
Basics of Artworks
Main Basic Disciplines for Art Education:

As mentioned before, the Discipline-Based Art Education (DBAE) theory was as a conceptual theoretical framework for practicing quality art education in the project of Atlas concepts for Art Education. According to DBAE theory, the Art disciplines provide important knowledge, skills, and understanding that may enable students to have broad and rich experiences with works of Art. The short definitions of the four fundamental disciplines of Art are:

Art Making [Art Production] may be described as the process of responding to observations, ideas, feelings, and other experiences by creating works of art through the skillful, thoughtful, and imaginative

Art criticism entails describing, interpreting, evaluating, and theorizing about works of art for the purpose of increasing understanding and appreciation of art and its role in society, as well as for many other purposes. Therefore, art criticism includes the use of language, thoughtful writing, and talk about art through which we can better understand and appreciate art, artists, audiences, and the roles of art in culture and society. (Dobbs, 1998, p.32)

Art history involves inquiry into the historical, social, and cultural contexts of art objects and focuses upon the aspects of time, tradition, and styles as they relate to works of art. The essential purpose of art history is, therefore, to establish and sustain a systematic order in the cultures and tradition of art. (Dobbs, 1998, p.38)

",....the field of aesthetics is that branch of philosophy in which questions are raised and examined about the nature, meaning, and value of art, and helps things, from an aesthetics point of view. The study of aesthetics in this sense helps students to understand what distinguished art from other kinds of phenomena, the issues that such differences give rise to, and how one may justify judgments about art objects. Aesthetics thus helps students learn to examine the bases upon which artists, art critics, art historians, and other disciplinary specialists make informed interpretations and judgments about art. (Dobbs, 1998, p.46)

According to Dobbs (1998), the definitions above of the four major Art disciplines are useful in order to understand their distinctions and principal roles and functions in encounters with works of Art. However, these definitions sometimes overlap. Any closed definitions of these Art sub-disciplines will eventually be shown to be insufficient because the boundaries change and expand as related interests and new issues emerge. It is essential to understand these key concepts and the meaning and functions of each of these disciplines, for more information about each discipline (See Spratt 1989, Crawford 1989, Risatti 1989 and Kleinbauer 1989).
Creative Art Production

In the Document project of Atlas concepts for Art Education (2010), the discipline of the creative art production includes both expressive fine arts and applied arts. In the expressive arts, there are disciplines such as drawing, painting, sculpture, and 3D artworks. In addition, disciplines such as design, printmaking, weaving, handcrafts, ceramic, carpentry etc… where presenting the discipline of applied arts.

Each these discipline of art has its won objectives, art language, materials & tools and recourses for inspirations with references to other main disciplines such as art history, art criticism and art appreciation and Aesthetics. With each these sub-headings, there are some other sub-headings and concepts for example, under the concept of art language there are some sub-concepts such as basic of artwork, elements of artwork, artistic skills, artistic treatments and process, constructing relationships and aesthetics values. (See Figure: 2).

However, the project of Atlas concepts for Art Education tried to distinguish each mean basic discipline from each ethers in terms of concepts that consisted each disciplines and the nature of knowledge with some common concepts where they could be sheared. For example, art history was divided into sup-concepts such as Eastern Asian Art, Islamic Art, Modern Art, Postmodernism Art, national & heritage Art and Public Art. Each of these concepts also is divided into other sub-concepts which make concepts map for Art History. (See Figure: 3).

This strategy was also implemented on the discipline of Art criticism as one of the mean discipline of art education (See Figure: 4). In this figure, it can be seen that there are some concepts representing the stages for art criticism such as description, analysis, interpretation, justification, and judgment and each one of these concepts represents sub-concepts which associated with discipline of art criticism.

This document of the Atlas concepts for Art Education represents more details concepts in each creative art discipline. For example, in the discipline of sculpture we could see more details regarding this discipline (see Figure: 5).
Figure 3: Concepts Map for Art History

Public handcrafts ➔ Environmental national handcrafts ➔ Handcrafts ➔ Notional motives

Environmental Public handcrafts ➔ Environmental national handcrafts ➔ Handcrafts ➔ Notional motives

Notional motives ➔ Conceptual art ➔ New Medias ➔ Erath art ➔ Body art ➔ Photography art

Notional motives ➔ Conceptual art ➔ New Medias ➔ Erath art ➔ Body art ➔ Photography art

Surrealism ➔ Abstraction ➔ Contemporary Photography ➔ Contemporary sculpture ➔ Classicism ➔ Realism ➔ Expressivism ➔ Impressionism

Relief sculpture ➔ Decorative art ➔ Weaving handcrafts ➔ Metals handcrafts

Ceramics ➔ Islamic manuscripts ➔ Leather handcrafts ➔ Wood handcrafts

Japanese ➔ Chinese

Public Art ➔ National and heritage Art ➔ Modern Art ➔ Islamic Art ➔ Postmodernism Art ➔ Eastern Asian Art

Art History
Figure 4: Concepts Map for Art Criticism

- **Judgment**
  - Based on knowledge
  - Based on Self-appreciation
  - Reality artworks
  - Photography artworks

- **Interpretation**
  - Imagery
  - Visualize
  - Indication
  - Research
  - Based on knowledge

- **Explanation**
  - Expression
  - Imagery
  - Visualize
  - Indication
  - Research

- **Analysis**
  - Expression
  - Imagery
  - Visualize
  - Indication
  - Research

- **Description**
  - Expression
  - Imagery
  - Visualize
  - Indication
  - Research
Conclusion:
There are more than 120 figures present concept maps for arts education however, just some of these were mentioned at this presentation. This paper has provided an introduction about the result of the Atlas concepts project for Art Education sponsored by The Arab Bureau of Education for the Gulf States (ABEGS). However, this project should be monitored, evaluated, developed and supported by UNESCO in systematic way. In general, it could be said that the Atlas Concepts Project is adequate to some degree but that, like all programmes, it needs periodic and systematic examination and improvement. Especially the content of the project should be monitored, evaluated and developed systematically with periodic reviews.

References:


