The role of newly developed Art Education Curriculum in Saudi Arabia in achieving excellent in art education

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Contextualizing the Road Map: 1-1 Arts education in school and out of school
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This research paper deals with one of the most promising curriculum projects in the history of art education in the Kingdom of Saudi Arabia. It shades some light on the process and progress of the project, its outcome, and its benefit to the field of art education. Furthermore, it investigates, explores, and highlights the merits of the program. The curriculum project has adapted a Discipline-based Art Education as the main approach to its structure. This approach incorporates learning experiences from four distinct domains of art study, namely: art criticism, aesthetics, art history, and studio art. It was believed by the developers that such an approach would provide balance and integrated learning, and that would subsequently lead to a systematic and sequenced acquisition of knowledge throughout grade levels. Additionally, the assessment of a student’s progress in learning, and an evaluation of the program would be possible.

Before the formation and dissemination of the Road Map in 2007, the Ministry of Education, and the Ministry of Higher Education jointly lead the way to the development of a new art education curriculum for students from first to ninth grade in public education. Within a general curriculum reform movement, Art Education, for the first time in its history, benefited from this movement, which resulted in a well grounded curriculum of its own. Several specialized committees were then chosen to formulate a group of experts in charge of not only developing the curriculum, but also reviewing its materials and providing the technical support and resources.

Research problem:
The problem of this research paper is to investigate the point of strength and weakness of the new art education curriculum developed in the period between 2005 to 2008 in the Kingdom of Saudi Arabia.

Research questions:

1- To what extent does the curriculum correspond with the discipline-based art education approach?
2- To what extent the four domains DBAE is evident in the curriculum?
3- Dose the curriculum in accordance with the Road Map?
4- What, if any, the assessment and evaluation method used in the curriculum?
5- What the expected outcome of the curriculum?
6- To what extent dose the new curriculum helpful in achieving excellent in art education?

The methodology used to collect the data needed for this research endeavor is descriptive in nature. Research techniques such as an examination of curriculum documents (content analysis), an interview of developers, and an examination of the feedback from the field is employed in the process of data collection. There is going to be a power point presentation, of the process, progress, and the finding of the study so that the audience will fully be acquainted with this progressive academic endeavor in Saudi Arabia.

Conclusion:

It was evident that the art education new curriculums in the Kingdom articulated, sequenced and systematic throughout grade levels. Furthermore, Its goals, content, conception of learner, conception of teacher, creativity, implementation, and evaluation are clearly identified. The curriculum with its written texts gives a chance to unify the input so that the output can be evaluated across the different districts which adapted the curriculum.
References


