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10	13. ()	47				<p>(, 가 ,</p> <p>,)</p> <p>(, , , ,)</p> <p>(, ,)</p> <p>가 가</p>	1. 2.
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16	11. ()	39		()		<p>가 가</p>	<p>1. 가</p> <p>2. 가</p>
17	13.	47		()		<p>가 가</p> <p>600 700</p> <p>가 가</p> <p>가 가, 4000</p>	<p>1.</p> <p>2.</p>
18	13.	47		()		<p>青磁象嵌雲鶴紋梅瓶()</p> <p>(赭土)</p> <p>(赭土) 梅瓶()</p> <p>『 (飲流齋設瓷) 』 “... 가</p> <p>酒器 가</p> <p>梅瓶</p> <p>1250 1300</p>	<p>1. 가</p> <p>2.</p>
19	13.	47		()		<p>粉青沙器 鐵繪 蓮魚紋瓶() 29.4cm,</p> <p>가 가</p>	<p>1.</p> <p>2.</p>
20	13.	47		()		<p>42. 5cm, 18</p> <p>, 鐵繪() 가 가</p> <p>辰砂()</p>	<p>1. 18</p> <p>2.</p>
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ABSTRACT

An Analysis of the Elementary School Art Textbook in the Sixth Curriculum : Another Look

Ahn, Heiyoung
(Seoul National University of Education)

We are now in the age of cultural competition. And we are developing the 7th educational curriculum under the hard situations named IMF era. Therefore, art educators of the present age who are managing, studying and performing the art curriculum, are obliged to make the best choice for art education, considering the economic principles for the children who will live in the cultural competition age in their adulthood. In this current situation, the art textbook in the 7th curriculum should be able to deal with real intensive contents which would help children to easily manage the era of cultural competition in the 21st century.

This paper is the revised study of the previous article "An Analysis of the Elementary School Art Textbook in the Sixth Curriculum - In decorating and making fields - published in Korea Primary Education, Vol. 10(1) (Serial number 40) by the Primary Education Association in Seoul National University of Education. The purpose of this paper is to present some basic field research data which can be bases for developing the art textbook in the 7th curriculum. Art examples in the textbook should include only worldwide famous works so that we can help children to develop their artistic impression and judgement and understand the spirit of great works. The textbook should introduce great works from Korean antiquities having values of national treasures to the works by modern

artists. It should introduce those works systematically by ages and fields of design so that children can develop their views on arts. The present study limits its scope of analysis to the design works included in the art textbook in the 6th curriculum. The paper is organized as follows:

1. Introduction
2. First, makes a distribution chart based on categories of the works Second, categorizes the works by the year of the works and the number of the works in terms of their nationalities.
3. Analysis of the works by grade and study device of practical use for professor's lessons.
4. Analysis of the results and suggestions for the improvement in the field of design appreciation of art works.

The chapter 4 states the results of analysis, provides conclusion remarks on the problems of the textbook, and makes suggestions toward improving design appreciation in Art Elementary School education, as follows:

1. Problems of contents and suggestions for improvement

- (1) Problem 1: There is partially no systematic classification and presentation in

each design field and level of lesson formation of works in each grade.

- * Suggestion: teach with classified systems by serializing each field of design.
- (2) Problem 2: Works in the textbook are not various and the contents are not clear. Furthermore, the method of guidance in the manual book is too limited to textbook.
 - * Suggestion: Provide various works so that integrated or multi-cultural education can be achieved.
- (3) Problem 3: It is not suggested a concrete direction or viewpoint for appreciation.
 - * Suggestion: Let the learners get balanced viewpoints or opinion in intimate feeling so that it can stimulate appreciative ability.
- (4) Problem 4: Helpful information on the works is not provided such as artist, period, material, value of the works, etc. of the works.
 - * Suggestion: Provide the information on the works properly to the object of lesson.
- (5) Problem 5: The manual book lacks information enough for the teachers to follow the textbook.
 - * Suggestion: Provide references or information related with works and present teaching methods for the teachers.

- (6) Problem 6: The contents of the textbook such as unit names, questions to solve, photographs, or appreciative activities are far from children's real life activities by making abstract and conceptual expressions.

- * Suggestion: Revise the manual as to stimulate children's appreciation abilities in their viewpoints.

2. External problems and their remedies

- (1) Problem 1: Quality of paper of the textbook is not good for art education.

- * Suggestion: Improve the quality by using art paper.

- (2) Problem 2: It is very hard to expect effective teaching with the poor photographs in the textbook.

- * Suggestion: Maximize the effectiveness of teaching by providing real life activities for children as well as high quality photographs.

- (3) Problem 3: The textbook is bound by each school year even though it should be taught in order.

- * Suggestion: Bind the textbook by semester units rather than year units, and supply valuable works to stimulate children's imaginations and insights into art appreciation.