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Title of Proposal

Impediments in the Creative Development of the Ghanaian Child – Causes, Effects and Remedies

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ABSTRACT

Impediments in the Creative Development of the Ghanaian Child – Causes, Effects and Remedies

Studies have shown the importance of the arts in the education of children. Art promotes creativity and helps children make sense of the world around them. According to Fowler (1994), schools that do not teach art “are, quite literally, creating a generation that is less civilized than it could be, more barbaric than it should be”. Therefore any attempt to de-emphasize art in an educational system is tantamount to losing touch with the true purpose of education, which is to enable individuals to explore the potentialities that they possess.

In spite of the above, art as a subject is endangered at various stages across the Ghanaian educational set up. The subject is conspicuously missing at the lower basic level (the first six years of the child’s education), faintly shows up in the upper basic level (during the three year Junior or pre secondary education). So technically speaking, the child’s real experience with visual art begins in his 9th year in school at approximately age 15 and above.

This situation poses a great hindrance to the creative development of the Ghanaian child. He approaches art after he has literally outlived his developmental stages and therefore is not able to build upon his inborn creative tendencies.

This paper will explore the level of neglect of Visual Art as a subject of study in the Ghanaian educational system, identify some of the causes and suggest possible ways by which art educators can project art as a subject capable of providing more comprehensive and insightful education.