

# **Content Analysis of Life Education Subjects in Version A of Senior High School Art Textbooks**

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## **Summary**

There are four categories of life education for the senior high school's Art Textbooks Version A, including the origin of life, the caring of life, the development of life, and the accomplishments of life. The contents of these four categories are abundant and diversified. The analysis of the contents may be revealed as follows:

**“The accomplishments of life” and “the development of life” are the richest categories in life education.**

Life education in the Senior High School's Art Textbooks Version A focuses above all on “the accomplishment of life” and “the development of life.” Much material focuses on “the accomplishment of life,” which leads to the imbalance of the proportions of the sub-categories. Among all of the sub-categories, “the aestheticism of life” emphasizes the development, while the exploration of an individual's belief views life as a process of transcendence, creation and beauty through the refinement and sublimity of thoughts and emotions. This idea also reflects the nature of art education and has become the most abundant part of life education.

In “the accomplishments of life”, the sub-category of which: “the view of life and death,” is the least mentioned among all of the sub-categories. In real life, life and death are inseparable. If we can teach students in the art class to see artists' different life experiences and creations from different perspectives, students will be able to understand the value of life and face the issue of each individual's life and death with a positive and responsible attitude. The curriculum of life education can also thus be enriched.

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In “the development of life”, the sub-category of which: “gratitude and caring,” is the most frequently-appearing issue in the artists’ works or ideas. From it, we may realize the curriculum of fine arts communicates and raises the thoughtfulness of gratitude and caring about others through teaching. It is apparent that fine arts curriculum plays an important role in hidden curriculum and it may deliver wisdom and positive viewpoints of life to students.

### **“The origin of life” is the least mentioned category in life education**

“The origin of life” includes the following sub-categories: the birth of the universe, the birth of life, family and marriage, etc. In the curriculum of the origin of life, we are unable to find any relevant content to “the birth of universe”, and “the birth of life” appears only twice. In addition, the sub-category is often presented from a Western point of view, for example Michael Angelo’s work (“Genesis” on the ceiling of the Sistine Chapel) and Christian beliefs. The sub-category: “family and marriage” appears only three times. Although the issue of marriage might not yet be of much concern to high school students, artists’ works and the theme of family can still give students a chance to think about their families and their relationships to their parents and relatives.

### **Suggestions to editing the Senior High School Art Textbooks**

The purpose of the art class in schools is to guide students to explore their imagination, creativity, aestheticism and taste in the process of creation and thinking. So that when facing his or her own unique mind, each student may be able to learn to appreciate the true value of every individual by learning “life education,” especially through the acquisition of the attitude on life.

The happiness and serenity of life are difficult to achieve, and the meaning and value of life require time to bloom and become fruitful to each student. Although the art textbooks are not directly related to life education, the curriculum and teaching should be adjusted to meet the needs of society and a real life in different periods of time. Therefore, this study suggests that when editing an art textbook, the editors should make use of a comprehensive device to show the value of the art textbook so as to enrich the course. Besides, the materials on “the origin of life” should be added to the contents of life education because students should first of all understand the origin of life, and only then will the search for the meaning of life and its development be possible. The perspectives of local culture should also be integrated into the relevant art classes so that students may recognize the value of it. Thus,

they can build their own identification and strengthen their confidence in their own cultures.

### **Suggestions for Researchers**

With the implementation of the 2009 curriculum outline, the new edition of the art textbooks is only available for the first year of senior high school; the textbooks used for this study are the 2006 edition. Future researchers may do researches based on the new edition or may make a comparison of the two editions to distinguish and make a contrast between the two.

### **Materials for research**

This study focuses only on Senior High School's Art Textbooks Version A. In the future research, researchers may choose other certified versions or conduct a general study on the subjects related to the course "Art in Life" in vocational schools.

### **Methodology**

This study is based on content analysis. We suggest that researchers may apply interviews or other methods to future researches. With the advantages of both qualitative and quantitative methods, I am sure that all the researches may enable us to further understand the contents of the art textbooks, benefiting the researchers in the related fields so that they may present more suggestions on Senior High School Art Textbooks.

**Keywords:** senior high school, fine art, textbook, life education, content analysis

