THE USE OF 3-DIMENSIONAL ART STUDIO: AN IMPERATIVE FOR THE TEACHING OF CLAY CRAFTS IN NIGERIA COLLEGES OF EDUCATION

Salihu Umar Olaitan[1], Omodemi Mutiu Akintunde[1]

Department of Fine/ Applied Arts, School of Vocational and Technical Education, Kwara State College of Education, Ilorin.

umarsalihuolaitan1964@gmail.com

Abstract

The study investigates the use of 3 diamensinal arts studio in the teaching and learning of clay crafts in Nigeria Colleges of Education, so that graduates of fine and applied arts were adequately equipped through trainig that will make them to be skllful. The researcher discovered that, a very good 3-diamensional art studio well equipped facilities help the students to perform better, fine and applied arts students should be trained in such a way that upon graduation they would become self-reliant and employer of labour, through creative and innovative thinking in bringing new ideals for the new generations. Provision of physical facilities and qualified staff will have to be provided. This paper therefore state some useful suggestions that will shake up the laboratory structure of three dimensional studio for improved teaching and learning exercise in colleges of education.

Introduction

The studio of any artist, especially from the 15th to the 19th centuries, characterized all the assistants, thus the designation of paintings as "from the workshop of..." or "studio of..." An art studio is sometimes called an atelier, especially in earlier eras. In contemporary, English language use, "atelier" can also refer to the Atelier Method, a training method for artists that usually takes place in a professional artist's studio.The above-mentioned "method" calls upon that zeal for study to play a significant role in the production which occurs in a studio space. A studio is more or less artful to the degree that the artist who occupies it is committed to the continuing education in his or her formal discipline. Academic curricula categorize studio classes in order to prepare students for the rigors of building sets of skills which require a continuity of practice in order to achieve growth and mastery of their artistic expression. A versatile and creative mind will embrace the opportunity of such practice to innovate and experiment, which develops uniquely individual qualities of each artist's expression. Thus the method raises and maintains an art studio space above the level of a mere production facility or workshop. Safety is or may be a concern in studios, with some painting materials required to be handled, stored, or used properly to prevent poisoning, chemical burns, or fire.

A three-dimensional art studio is a place where artists create artworks that have height, width, and depth, and can be viewed from different angles and perspectives. Some examples of three-dimensional art are sculptures, reliefs, installations, and performance art. A three-dimensional art studio may have different tools and materials depending on the type and style of art that the artist wants to make. For instance, a sculptor may need clay, wood, metal, or stone, as well as carving, molding, or welding tools. A relief artist may need a flat surface, such as wood or metal, and a chisel or a hammer to create raised or sunken images. An installation artist may need various objects, such as furniture, lights, or plants, to create an immersive environment. A performance artist may need costumes, props, or sound effects to create a live show (Ayomide, 2019)

Three-dimensional art studios can be located anywhere, such as in a home, a school, a gallery, or a public space. They can also vary in size, shape, and design, depending on the artist's preference and needs. Some artists may prefer a spacious and bright studio, while others may like a cozy and dark one. Some artists may want a minimalist and organized studio, while others may enjoy a cluttered and chaotic one. Some artists may decorate their studio with their own artworks, while others may display artworks from other artists or cultures

The main purpose of a three-dimensional art studio is to provide a space for the artist to express their creativity, vision, and emotions through their artworks. A three-dimensional art studio can also be a place for the artist to learn new skills, experiment with different media, collaborate with other artists, or showcase their work to the public. A three-dimensional art studio can be a source of inspiration, challenge, and joy for the artist.

The concept of an art studio is also not easy to define, as different artists may have different purposes and methods for creating art. However, one possible way to understand the concept of an art studio is to consider it as a place or a process that allows artists to express their creativity, vision, and emotions through their artworks (Aboyeji, 2021)
Some common features of art studios are: They are equipped with various tools, aterials, and media that enable artistic exploration and experimentation.

1. They are personal spaces that reflect the artist's personality, style, and preferences.

2. They are inspirational spaces that stimulate the artist's imagination and ideas.

3. They are productive spaces that facilitate the artist's work and progress.

Art studios can be located anywhere, such as in a home, a school, a gallery, or a public space. They can also vary in size, shape, and design, depending on the artist's needs and resources. Some artists may prefer a large and bright studio, while others may like a small and dark one. Some artists may want a clean and organized studio, while others may enjoy a messy and chaotic one. Some artists may decorate

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The philosophy of NCE Fine and Applied Arts is to provide academic and professional training for NCE teachers in fine and applied arts. It aims at developing Students aesthetic perception artistic talents and expression as well as stimulated interest and auguries in the practical and theoretical area, particularly as they affect the teaching of art at the primary, junior and senior secondary school level.

Concept of 3-Diamensional Art Studio

Three-dimensional art pieces, presented in dimensions of height, width, and depth, occupy physical space and can be perceived from all sides and angles. On the other hand, two-dimensional works of art, which are created on flat surfaces, can only be observed in terms of height and width. Traditional types of three-dimensional arts, like ceramics, sculptures and reliefs, have been around since the beginning of human history as evidence of peoples need for artistic expression.

Sculptures and ceramics have been predominant 3-diamensinal art form for centuries, evolving continually throughout different period of art history. However, progressive art movements that boomed in the 20th century challenged the traditional perception of fine art, introducing unconventional art mediums to express their aesthetic and principles. This process resulted in the appearance of Installation art and performance art as the contemporary variants of 3-dimentional arts

Beginning from the early part of the 20th century, art teaching and learning which had hither to been tradition and informal started to take a new shape. This was through the efforts of Aina Onabolu, (1973) who had the opportunity of receiving Art training outside the shores of Nigeria upon his arrival, Onabolu initiated and planned the structure of art education in Nigeria (Adedoyin 2018, Adedotun 2019, Bello 2022)

Sequel to this development some art schools were established in Nigeria and art as a subject was included in the secondary school curriculum. The tertiary institutions were not left out, particularly college of arts, science and Technology Zaria and polytechnic, Yaba, Lagos and others in 36 state of Nigeria.

Sculpture and Ceramics design is an aspect of art relied much on a well- furnished studio for effective teaching and Learning. Various studies conducted recently with regard to teaching in Nigeria schools point to the need to overhaul the nation's Educational system. Nigeria college of Education, a focus of this paper, have been observed to share similar problems including inadequate infrastructure and studio facilities ((Joseph, 2019) If these existing studio will effectively perform the functions of

rooms building used for scientific experiments, research, testing, especially in chemistry and language related courses Christopher (2018). There is a need for the Government school, learners, parents and the community to face squarely the challenges and equip the laboratories

Use of Studio in 3-Ddimensional Teaching

In sculpture and ceramics lesson practical works are designed to be carried out in a well equipped studio. This will afford the studio the opportunity to test power of observation by illustration, interpretation of data, ability to perform simple experimental and draw inferences from result (Sunday 2022)

Unlike the other sub-sections in fine and applied artss pot craft is science oriented. A knowledge of chemistry and physics is required to understand discussions on glazes, clay, oxides, chemical reactions, firing techniques, temperature, measurements e.t.c. There is the need therefore to have the various gadgets responsible for all these to be stored safely in a specially designated building or room. The issues is not only for the provision of the room, but to prescribed gadget to be in place and replaced from time to time whenever the need arises. Demonstration, group or individualized instructional method demand for availability of sufficient instructional materials for use the teacher and learners alike. Project method also requires students to interact with some laboratory apparatus, carry out certain experiments to fashion out a new discovery. And in "lecture", "Discovery" as well as in "play-way method well equipped studio will no doubt the required as a resource centre.

The NCCE (2020) described three studio for 3dimensional work, one of which must be an average sized art studio capable of holding up to 30 students, should be about 30fts by 30fts by 900cm. on equipment, the following are to be provided: wash hand basins, work benches, modelling tools, storing racks, models post or platforms.

According to Ayomide (2019). explain demonstration as a method of teaching ceramics design is basically an activity which combines telling, showing and doing for the benefits of listeners or leaner be it a person or a group of persons. Aboyeji (2021) suggested that in teaching demonstration generally used as a method but it is also frequently used in action with other approaches to teaching as a special techniques. Henry (2019). Availability of relevant teaching materials in the studio will afford the teacher to demonstrate the method skills for the learners to observed and also follow by doing them. Project method as in other discipline allows the students to investigate and gather facts, data, and interpretation a phenomenon as discovered. This requires the optimum use of gadgets. Locally procured raw recipes could be compounded, tested and analysed to see their usability as glass formal uses sag gars, weigh balance and klin as well as psychometric cone.

Controversial issues may arise based on previously learned knowledge. So also issues emanating from the result of a tested recipe could warrant using discussion method in ceramics or sculpture theory classes. More results kept in studio under require learners range distributed or exhibited for the learners to discuss the outcome, success or weakness of the experiment

Lecturer method may surface using laboratory when presenting important materials not easily obtainable or available to students, it could serve as supplement to textbook materials, e.g many terms in ceramics texts will require concrete object or further information to make learners understand fully. Sample of findings and important materials inform of recipes are better kept in a ceramics studio for further testing. Strange rocks, clay, oxides, could be labeled and kept in a convenient places in the studio pending the time when further investigation could be carried out inform of calcification firing or navigation to test work ability.

Conclusion

Some teachers often complain that they are restricted to method because of the amount of available teaching items available space for interaction, inadequate studio facilities and examination oriented curriculum. Attention has also been drawn to the effects of government policy outlines and pronouncements on performance in school science oriented courses in the preceding sections. It is obvious from the results of the analysis of the performance trends in school science that the various policy outlines and pronouncement by the government have not improved students performance or reduce the failure rate in vocational and technical education courses at the NCE level of education.

Recommendations

There are numerous inadequacies associated with establishment of a studio, equipment and usage

Government at all levels apart from issuing policy guidelines, should make efforts to improve the status of existing studio and build more to carry along science related courses. Funds should be made available to schools where teachers are trained (NCE) to fabricate equipment's locally such that can be installed with little cost, repair when need be and replaced as at when due with indigenous experts

Education Resource Centers nationwide should be resuscitated to render expected services to schools, teachers on the field and students alike. Art should be included and made compulsory not only up to senior secondary schools level, but as a core subject up to the tertiary level just as English languages and Mathematics. This is the only way by which students are basically trained to develop and exhibit their vocational and technical skills.

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