

Art and Sports Images as an Approach for Teaching and Learning in Art and Physical Education Curricula

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Abstract

Art and sports are two domains that have traditionally been considered separate entities within educational settings. However, by combining these disciplines, educators can create a more holistic and interdisciplinary learning experience for students. This paper examines the potential benefits of using art and sports images as educational tools, including enhancing creativity, fostering critical thinking, promoting cultural understanding, and improving physical literacy. By embracing this approach, educators can provide students with a comprehensive and engaging learning experience that nurtures both their artistic and physical abilities. Therefore, the current research project aims to investigate the perceptions of in-service art and physical education teachers' knowledge and benefits of integration between the plastic arts and school sports curricula, as well as the challenges that impede its achievement in the Sultanate of Oman. The researchers used descriptive-analytical as a research methodology in order to achieve the objective of this paper. As a result, this research demonstrated the examples of successful forms of integration between art and sports images into art and physical education curricula. It shows that the art and sports images gives both Art and Physical teacher's great opportunities to extend and share their disciplines experiences and skills in teaching and learning processes. It also confirms that this relationship can be seen in terms of Aesthetics, Ethics and Emotion, Olympic Art, Sport and Art, Contemporary Art and Contemporary Sport and other aesthetic potential of both discipline. Furthermore, the integration can be expanded not only on school setting but also at the higher education level and the community wild large. Therefore, Art and Sports Images can be used as an approach for teaching and learning in Art and Physical Education Curricula. Final, this research is an ongoing investigation where the empirical and experimental study will be addressed in coming stages of this funded research project.

Keywords: Art and Sports, Artistic Images, Physical Education, Art Education, Interdisciplinary Teaching and Learning Approach

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Introduction

In recent years, a growing body of research has emerged that examines the potential benefits and challenges of integrating art and sports. As this field continues to evolve, it offers educators, practitioners, and researchers' valuable insights into creating innovative and holistic approaches to teaching, learning, and athletic performance, where the integration of across subjects and disciplines in education has gained recognition as a powerful and effective approach for enhancing teaching and learning (Snyder, 2001).

Various literature review examines the benefits of using art and sports images in education, including fostering creativity, promoting critical thinking, enhancing cultural understanding, and improving physical literacy (Garcia-Puchades & Chiva-Bartoll 2020; Edgar 2020; a2013; b2013 & c2013; Wildman & Archer, 2019; Shorkend 2018; da Costa & Lacerda 2016; Ilundáin-Agurruza, 2014; Borge, 2012; Lacerda, 2011). However, investigating the relationship of Art and Physical Education are limited in the Middle East, where this relation in the Western countries is obvious and in advance position not just in the school setting but also in the higher education and in the community wide-large. An improvement was noticed in both discipline, as well as changes in research directions and in teaching and learning processes. The current published researches forced on new possibility to explore and examine this relationship with no adopt that this knowledge integration has resulted a major effect in student's academic achievements in both disciplines. Researches such as (G investigate this relationship in terms of Aesthetics, Ethics and Emotion, Olympic Art, Sport and Art, Contemporary Art and Contemporary Sport and other aesthetic potential of both discipline.

In his Book, Taylor (2021) provides a comprehensive comparative study about the relationships between the philosophy of sport and art with references to relative merits of both discipline including the challenges facing this relation. Wildman & Archer (2019) argue that "some games essentially involve aesthetic engagement with artworks. One type of game that seems to do so is dual-natured games, works that are both games and artworks. If utopians were to play such games, then they would be engaging with artworks" (p.456).

As C.L.R. James, cited in Edgar c2013, argues the possibility that sport can be appreciated as one of the art forms from aesthetic perspective. Edgar (c2013) "primarily concerned with the aesthetic attitude, and thus the sort of stance one must adopt to art, or to any other object or event, in order to appreciate it aesthetically" (p. 80). In this study, he aims to provide an initial review of the idea of an aesthetics of sport, and in particular to assess the ideas of the aesthetic attitude and the content of an aesthetic experience with respect to sport. He concluded that "I have sought to distinguish a trivial sense of aesthetic judgement – whereby anything experienced can be assessed from an aesthetic point of view – and a more profound aesthetics that responds to sport as sport may be taken to support much of James's argument (p.96).

On the other hand, Al-Amri et al. (2021) further explored the forms of integration between visual arts conducted previous research in Oman and physical education from student is prospective. Outreached data showed high positive desire towards integration approaches between the two disciplines especially on the cognitive concepts and aesthetics domains, and impress its importance on the educational process as a whole. Also, Sanajla (2013) investigates the relationship between physical activities and fine arts from the perspective of teachers of physical education and fine arts in the schools of Irbid in Jordan. His study showed that there was a high relationship between the activities in both disciplines and on

statistical significant differences in their perspectives in terms of gender, experience and qualification. In addition, Al-Kuwari (2007) aims to design a program based on sport and art to measure its impact in developing communication and social skills among autism children in Qatar. The results showed high effectiveness in developing these skills with significant differences between the pre and posttests.

Murad (2013) conducted a study aimed to measuring the effectiveness of educational activities based on the integration between artistic materials and vocational training in developing practical skills and achieving industrial security and occupational safety for students of the industrial secondary school. In light of this, the results showed the effectiveness of the activities based on integration approach contributing effectively in developing both the knowledge and practical skills among female students, as well as achieving industrial security and occupational safety.

Moreover, El-Shazly et.al (2013) also conducted an integrative study between sports, health, tourism, culture and the arts, with the aim of reaching integrative creativity between those disciplines. This study used the descriptive approach to concepts related to sports, health and happiness of the human body. Where this study indicated that there are many studies in various branches of health that exercise mainly affects the body's secretion of many hormones that work together for human growth in a healthy and balanced way, including the growth hormone associated with the arteries and activities as a source of energy in the muscles. This study indicated positive impact on the nervous system as a result of exercise, activation of neurons, and the development of sensory perceptual abilities, which include sight, hearing, touch, sensation and balance, all of which work to adjust the internal kinetic rhythm of the human being. The results of this study showed positive relationship between art and sport in relation of tourism, and one of the most important findings is that historical studies of sports, health, tourism and art contribute to understanding and understanding the different phases that accompanied it throughout history until it reached what it is. The creative relationship between sports, health, tourism and art is all a manifestation of the civilization of nations.

Mohamed (2012) aims to measure the effectiveness of using the learning of style for perfection and caricatures drawings on learning some handball for students of primary schools. The result of this study shows that the learning by using caricatures drawings and learning for perfection style have a positive effect on developing hand ball skills for students in the experimental group. Some recommendations were formulated to adopt this learning strategy in the primary schools.

Adding to previous, Ishiguro et al. (2023) conducted a longitudinal study aimed to investigate whether engagement in extracurricular arts activities and corresponding performance in art classes demonstrate a favorable connection with overall academic achievement. The study involved 488 seventh-grade students (259 boys and 229 girls) and spanned a period of over two years. Data encompassing their involvement in extracurricular music and visual arts activities, as well as their academic performance in various subjects (Japanese, Social Studies, Mathematics, Science, and English), music, and arts were gathered at the conclusion of both seventh and ninth grades. The outcomes of the study revealed a positive link between participation in extracurricular music and visual arts activities and advancements in general academic performance between seventh and ninth grades. Moreover, this association was found to be connected with shifts in scores for music and visual arts. These findings emphasize the potential of arts education to enhance overall academic achievement.

Hence, this present study has the potential to clarify a more reflective understanding of the integration of artistic images as an approach to teaching and learning. As a result, the interplay between art and sports transforms into a lively and interactive exploration. This strategy supports creativity, fosters critical thinking, enhances cultural consciousness, and promotes physical literacy. Ultimately, it provides a complete educational experience that goes beyond the limitations of conventional classroom disciplines.

Statement of the Study

The integration of art and sports images in education has gained recognition as a powerful and effective approach for enhancing teaching and learning. This literature review examines the benefits of using art and sports images in education, including fostering creativity, promoting critical thinking, enhancing cultural understanding, and improving physical literacy. By incorporating these visual elements as stimuli, into educational contexts, educators can create engaging and interdisciplinary learning experiences for students (Hammond et al., 2020). It provides them with deeper opportunities to look, to talk, to write, and to think deeper as part of the process of teaching and learning (Swindlehurst, 2008). Art and sports images serve as powerful tools that engage students and provide meaningful contexts for learning, ultimately enriching educational experiences and preparing students for a diverse and interconnected world (Snyder, 2001). However, in Arab countries, the case is quite different; integration and relationships between art and sport in teaching and learning environment are limited, even missing and/or no implementations for such teaching model by any teaching institutions.

On the other hand, the relationship between art and sports might be evident for the professional parties in society, especially in terms of art-sport images, which are represented in different forms and concepts such as movement, rhymes, harmony, aesthetics, and unity. The art-sport images can be seen easily in Olympic sports events and the different formats such as posters, sculptures, designs, paintings, and multimedia forms. Through these images, artists bring a strong relationship between art and sport, and this relationship must be introduced to educators, researchers, teachers, and students in both disciplines.

Certainly, the integration of artistic images as an approach to teaching and learning in both Art and Physical Education (PE) curricula offers an enriching way to explore the relationship between art and sports. This approach capitalizes on visual engagement and creative expression, fostering a deeper understanding of both disciplines while promoting holistic development. Therefore, the main aim of the present study is to investigate the relationship between art and sports using artistic images as an approach to teaching and learning in Art and Physical Education Curricula. However, through this investigation, the following aims are expected to be achieved:

1. Introducing the relationship between art and sports as it indicated in the literature of both discipline.
2. Identifying the possible art and sports images, which can be used in Art and Physical Education Curricula.
3. Providing art and physical teachers within instructional method in systematic terms to introduce the art and sports images as an approach to teaching and learning in Art and Physical Education Curricula.

Methodology

The descriptive-analytical method will be used as a research methodology in order to achieve the aims of the current study. It will be used to analysis and interpret the potential of Art and Sports Images for teaching and learning approach in Art and Physical Education Curricula. Different levels of relationship were discussed in this study using artistic images from posters, sculptures, designs, paintings, and multimedia forms.

Art and Sports Images

Art and sports images provide a rich source of inspiration for creative expression. By engaging with visual representations of artistic and athletic endeavors, students are encouraged to think imaginatively, explore new ideas, and experiment with different artistic techniques and physical movements. This process stimulates their creativity and allows them to develop their unique artistic and physical abilities. The integration of art and sports images encourages students to think beyond conventional boundaries and fosters a sense of innovation and originality.

In service teachers will use those art samples to encourage students to observe and discuss the visual elements, such as color, composition, and movement, in both artworks and sports photographs. In addition, teachers will use it to guide them in interpreting the meaning, emotions, and messages conveyed by the images. This strategy develops critical thinking skills and encourages students to articulate their observations and interpretations.

The following Art and Sports Images are to examples of interdisciplinary relationship including concepts such as movement, balance, rhymes, harmony, aesthetics, and unity. The Content, style, techniques and media are also examined in order to show this aesthetics relation. Another approach is to invite students to create art inspired by sports images. Provide students with a range of sports photographs, action shots, or team logos as visual references. Students can then create their own artwork, such as paintings, drawings, or collages, incorporating elements of sports imagery. This strategy encourages creativity and allows students to explore the intersection between arts and sports (figures, 1, 2& 3)¹.

¹ All artworks were taken from open sources in the internet.

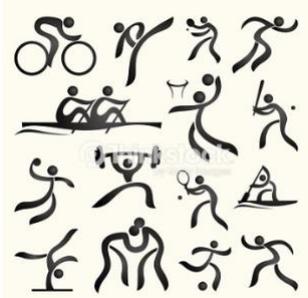
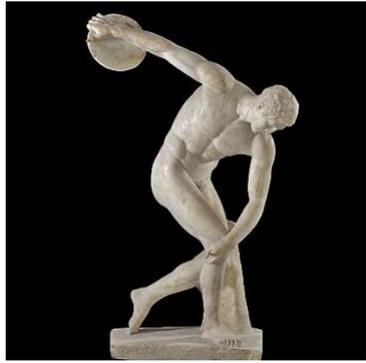
 <p>Artwork (1), Fitness social relationship sport people logo Vector Art-I</p>	 <p>Artwork (2), Fitness social relationship sport people logo Vector Art-II</p>
 <p>Artwork (3), Fitness social relationship sport people logo Vector Art-III</p>	 <p>Artwork (4), Art & Sport logos</p>

Figure 1: Art and Sport loges

On the other hand, integrated physical activities that are inspired by art into physical education lessons are quite common. For example, students can engage in movement exercises that mimic the shapes, lines, and patterns found in artworks. They can explore dance or perform choreography inspired by paintings or sculptures. This strategy connects the visual and physical aspects of learning, reinforcing the interdisciplinary nature of art and sports.



Artwork (5), High quality Greek Marble Sculpture



Artwork (6), Female Player Sculpture



Artwork (7), Olympians Sculpture by Michael Alfano



Artwork (8), The Chase 2, Sculpture by Michel Tizzano



Artwork (9), " i-got-it,-no,-i-got-it", Sculpture by Richard Stravitz



Artwork (10), Sculpture of Sir Stanley at different stages of his football career by Sculptors Julian Jeffrey, Carl Payne and Andy Edwards

Figure 2: Art and Sport Sculptures



Figure 3: Art and Sport Design

Conclusions

The current study demonstrated the examples above as a successful form of integration between art and sports images into art and physical education curricula. By engaging students in activities such as creating art inspired by sports, analyzing sports images, studying sports advertisements, analyzing movement in sports photography, and artistically interpreting sports moments, teachers can foster creativity, critical thinking, and interdisciplinary connections. These examples highlight the potential of art and sports images to enhance student engagement, deepen understanding, and create meaningful learning experiences in both art and physical education. It shows that the art and sports images gives both Art and Physical teacher's great opportunities to extend and share their disciplines experiences and skills in teaching and learning processes. It also confirms that this relationship can be seen in terms of Aesthetics, Ethics and Emotion, Olympic Art, Sport and Art, Contemporary Art and Contemporary Sport and other aesthetic potential of both discipline. Integration can be expanded not only on school setting but also at the higher education level and the community wild large. Therefore, Art and Sports Images can be used as an approach for teaching and learning in Art and Physical Education Curricula.

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