

EVALUATION OF ART LITERACY LEVELS OF STUDENTS WHO STUDY IN FINE ARTS HIGH SCHOOL IN TERMS OF VARIABLES

Hazan KURTASLAN YILDIRIM (*)

Abstract

Art literacy is one of the literacy types that has been a focus of interest in Turkey in recent years. Art Literacy in Turkey has started to be a type of literacy that educators and the young are interested in and contributed to its development individually and through projects. To that end, it is aimed to evaluate the literacy level of the students who study at Fine Arts High Schools in terms of various variables.

The study was performed with 1477 students who studied at 8 Fine Arts High Schools in Art and Music departments in 2014-2015 school year by using scanning method. The data were collected by “Art Literacy Scale” which was created to assess the art literacy level of the students. T test and One way Anova analyses were used to analyze the data. A result of the study, it was seen that there was a significant difference between art literacy level of the students and their genders, enjoying the participation in art activities, enjoying doing homework about art lessons and third and fourth sub-dimensions department variant; by the way, no significant difference was found between art literacy level and first and second sub-dimension department variant.

Keywords: Literacy, Art Literacy, Fine Arts High School, Painting Art, Music.

Güzel Sanatlar Liselerinde Öğrenim Gören Öğrencilerin Sanat Okuryazarlık Düzeylerinin Çeşitli Değişkenler Açısından İncelenmesi

Öz

Sanat okuryazarlığı, Türkiye’de son yıllarda ilgilenilmekte olan okuryazarlık türlerinden biridir. Türkiye’de sanat okuryazarlığı gerek projelerle gerekse bireysel olarak sanatçıların, eğitimcilerin ve gençlerin ilgilendiği ve gelişmesine katkı sağladığı bir okuryazarlık türü olmaya başlamıştır. Bu düşünce ile araştırmada Güzel Sanatlar Liseleri’nde öğrenim gören öğrencilerin sanat okuryazarlık düzeylerinin çeşitli değişkenler açısından incelenmesi amaçlanmıştır.

*) Yrd. Doç. Dr., Akdeniz Üniversitesi Güzel Sanatlar Fakültesi Müzik Bölümü
(e-posta: hazan.kurtaslan@hotmail.com)

Araştırma, 2014-2015 eğitim-öğretim yılında 8 Güzel Sanatlar Lisesi resim ve müzik bölümlerinde öğrenim gören 1477 öğrenciyle, tarama modeli kullanılarak gerçekleştirilmiştir. Veriler, öğrencilerin sanat okuryazarlık düzeylerinin değerlendirilmesine yönelik olarak geliştirilen Sanat Okuryazarlığı Ölçeği ile toplanmıştır. Verilerin çözümlenmesinde, t- testi ve One-Way Anova analizlerinden yararlanılmıştır. Araştırma bulgularına göre, öğrencilerin; cinsiyet, sanatsal etkinliklere katılmaktan hoşlanma, sanat dersi ödevleri yapmaktan hoşlanma ve bölüm değişkeninin üçüncü ve dördüncü alt boyutu ile sanat okuryazarlık düzeyleri arasında anlamlı bir farklılık bulunurken, sınıf ve bölüm değişkeninin birinci ve ikinci alt boyutları ile sanat okuryazarlık düzeyleri arasında anlamlı bir farklılık bulunmadığı ortaya çıkmıştır.

Anahtar Kelimeler: Okuryazarlık, Sanat Okuryazarlığı, Güzel Sanatlar Lisesi, Resim, Müzik.

Introduction

Literacy, which is based on reading and writing, has many definitions today. ‘‘Literacy concept first emerged in the West and it is also used in Turkey as in many other countries. The word literacy is described as ‘okuryazarlık or yetkinlik’ in Turkish’’ (Taşkıran, 2007, p. 89). Güneş (1997) described literacy as the fact that an individual expresses his own feelings and thoughts properly by talking and writing; that he understands what the others say and write properly by listening and reading; and that he uses his knowledge and ability socially and culturally when he performs all of these. Literacy is traditionally described as the ability to read and write or being able to read or write a text written with an alphabet; or being able to use communicative symbols that are made of by the society (Eisner, 1991; Handerhan, 1993, Janks, 2010, edt. Shenfield, 2015, p. 48; Kellner, 2001, Kress, 2003, edt. Kurudayıoğlu ve Tüzel, 2010).

Literacy aims to make people and societies gain abilities to read and write, to get information and use this information efficiently as a result of teaching individuals and everybody (society) how to read and write (Önal, 2010, p. 103). Literacy has great contribution to the individual and society in accordance with the targets mentioned by Önal (2010). In the past, some key facts such as reading, writing, speaking and listening that consisted of basic literacy were being checked in a country so as to understand whether there was a qualified society and to determine the development level of that society (Özgen and Bindak, 2011). However, many literacy levels are checked for this purpose nowadays. For this reason, we face many different types of literacy today. These are computer literacy, cinema literacy, television literacy, visual literacy, media literacy, screen literacy, game literacy, technology literacy, internet literacy, music literacy, visual arts literacy, library literacy, etc. (Adıgüzel, 2005; Apaydımlı and Özkeleş, 2013; Aşıcı, 2009; Aydın and Alakuş, 2012; Göçer and Tabak, 2013; Kurudayıoğlu and Tüzel, 2010; Maniaci&Chandler-Olcott, 2010; Önal, 2010; Tüzel, 2010; Zoet-Moody, 2014). One of these literacy types today is the art literacy.

A positive and effective communication between art and literacy is important to move educational applications forward. Barton (2013) interpreted this positive communication between art and literacy like this: “the dialogues between art and literacy give students the chances to represent different art applications” (p. 16). If we adapt the definition made for literacy by Nergis (2011) to art literacy; art literacy is something that involves getting necessary information to adapt to the environment, to solve the problems and to give right decisions and using this information properly. Also, art literacy can be defined as using libraries, internet, technological gadgets and many other tools for information so as to improve an individual’s abilities (p. 1136). In Blake’s (2015) article about art literacy, according to National Coalition for Core Arts Standards (NCCAS), art literacy, which includes performing arts, visual arts (painting art, ceramic and drawings), music and dance, is described as an ability to understand and contribute to the matters about extensive art. Students need art literacy to avoid traditional classroom activities. There were studies about the participations including art and so, it was stated that some results were obtained about the fact that standardized tests improved the students’ performance and provided a strong academic motivation and developed social abilities. <http://online.cune.edu/defining-art-literacy/> For music literacy which is in Blake’s art literacy types, Aslan and Deniz (2011) state that music lesson is compulsory from the 1st class to 8th class in primary education, music literacy is built on playing and singing in music education and they also state that playing and singing abilities are included in music literacy in the national programs of the other countries (p. 26).

When looking into the studies conducted on art literacy abroad, it was determined that many projects and researches were carried out on this field (Andrelchik, 2015; Barnett, 2013; Barton, 2013; Lozenski & Smith, 2012; Mercin & Alakuş, 2007; Nethery, 2013; Shenfield, 2015).

In consideration of the examples from the projects and studies carried out on art literacy by many researchers and artists in different countries of the world, a platform in Turkey named Communication Park (CPA) where young communicators worked voluntarily for social projects was created and both art literacy and art literacy projects were tried to attract attention. According to CPA (2014), “art literacy is something that makes the individuals love and take an interest in fine arts and works of art; have necessary abilities and basic equipment to represent feelings and thoughts with the universal language of art” (p. 2).

The interest and the number of the studies and the projects for art literacy is quite low in Turkey compared to other types of literacy. One of the main subjects of CPA for social projects is public education. One of the subtopics of public education is art literacy. The project which is developed under the leadership of communication specialist Merve Kutun is called *Art Literacy Turkey Project*. The project aims to give a supplementary art knowledge for the trainings of Ministry of Education regularly and measurably to the children between the age of 7 and 11, first in İstanbul and then across the country. The

project consists of three main objectives: first, to give art consciousness and love of art to children and to make them desirable to produce art; second, to remind art teachers and students and everybody who takes an interest in art as a serious hobby of their social responsibilities, to offer them a platform so as to be socially beneficial and to give them a chance to acquire a rich life experience in return; third, to create a public demand so as to increase the quality and the number of the publications about art and art education in mass media in the medium and long term (CPA, 2014, p. 3).

As another corporate entrepreneurship within the context of cultural policy works of İstanbul Foundation For Culture and Arts, İFCA (2014), for the main theme named ‘‘Reconsidering Art Education in Turkey’’; a report was prepared about what to do for: art education, the importance of art education policy, the basic concepts of art policies, the quality in art education, the strategies to increase the access for art, the actors that must take an active role in forming national art education policy, the encouragement for the training and collaboration of the teachers in art education. According to the report, it is stated that every child and the young can develop sense of aesthetics, creativity and critical thinking ability by means of art education(<http://cdn.iksv.org/media/content/files/TurkiyedeSanatEgitiminiYenidenDusunmek.pdf>).

In one of his studies about art literacy, Yücetoker (2014) approached the steps that must be followed by the individuals to be an art literate as follows;

Being able to know and get the necessary information about art, being able to evaluate the obtained art information, to use the art information that has been evaluated, and to transfer this information into his own performance. Especially the individuals who are into painting art and music are also interested in theoretical and applied areas of the art. For this reason, these individuals must put the obtained information about art into practise, they must compare the international information and applications they have seen in the library surveys to their own knowledge and when they are doing researches they must make use of the technological gadgets that can help them search and find what they look for (p. 115). It can be said that the art literacy levels of the individuals who have completed the stages of art literacy will be developed well by means of the knowledge they get.

As a result of the researches, only one scale was found out in Turkey to determine the art literacy levels of the individuals who receive training in the branches of painting art and music especially. *Art Literacy Scale* which was formed by Yücetoker (2014) was created to make the individuals receiving art or music training combine what they see or listen with their own works and to make them interpret the information they get through library or homework and to determine their art literacy levels (p. 117). Art literacy scale was applied by the objectives set by Yücetoker (2014) at Fine Arts High Schools which are one of the institutions to provide training for painting art and music in Turkey.

FAHS which has an important place within secondary education institutions consist of two branches as art and music and 30 students are accepted for each branch as a

result of special talent exams. Students at FAHS have theoretical and applied courses for four years starting from the ninth class and they participate in many art activities such as competitions, concerts, conferences, exhibitions and panel discussions. Students who are into art education are expected to be a good art literate since their art literacy level improves in the course of time. Based upon this thought, an evaluation was made about the art literacy levels of the students who study at FAHS.

In the light of the information above, this study is intended to analyse the art literacy levels of the students who study at art and music departments of FAHS considering various variants. According to art literacy scale of the students who study at FAHS, the answers were searched for the questions below in their points they have received in sub-dimensions of using their art literacy knowledge, defining information need for art literacy, transferring art literacy knowledge into performance and reaching art literacy information:

- 1-Is there a significant difference with respect to gender?
- 2-Is there a significant difference with respect to the department?
- 3-Is there a significant difference according to whether they enjoy participating in art activities?
- 4-Is there a significant difference according to whether they enjoy doing art homework or not?

Method

A scanning model was used in the study because it was aimed to describe a substantial situation as is, without any external influence. Scanning model is a study approach that aims to describe a substantial situation in the past or even today (Karasar, 2000, p 77).

Participants

Participants of the study consists of 1477 students who were chosen randomly from 8 Fine Arts High Schools in the second term of 2014-2015 school year. The frequency and percentage distribution of demographic characteristics of these students are given below.

Table 1- Demographic Characteristics of the Participated Students:

Options		f	%
Gender	Female	816	55,2
	Male	661	44,8
	Total	1477	100
Department	Art	738	50,0
	Music	739	50,0
	Total	1477	100
Class	9. class	387	26,2
	10. class	369	25,0
	11. class	396	26,8
	12. class	325	22,0
	Total	1477	100

According to table 1, when looking into the distribution by gender it was determined that the ratio of female students was 55.2%; when looking into the distribution by the departments, there was an equality between the departments in the ratio of 50.0%; when looking into the distribution by classes it was seen that most of the students were in the 11th class in the ratio of 26,8 %.

Participants of the study was chosen from FAHSs connected to Ministry of Education in Turkey. Simple random sampling was used to choose 8 FAHSs as a sampling. Each unit that forms the population has the same possibility to take part in the sampling. It means the individuals have a fair chance to be chosen independently from each other (Ural and Kılıç, 2011, p. 38). 1477 students who study at 8 FAHSs form the sampling group.

Data Collection Tools

The data in the study was obtained by *Art Literacy Scale* which was created by Yücetoker (2014) and which was used with the official permission of the writer was developed to measure art literacy knowledge and ability of the teachers, prospective teachers and students who are into painting art and music. The scale consists of 4 factors and 26 items: *using art literacy knowledge* (10 items), *defining information need for art literacy* (5 items), *transferring art literacy knowledge into performance* (6 items), and *reaching art literacy information* (5 items). The options of the items in 5- option likert type scale are stated as *I have little difficulty, I have difficulty, I am indecisive, I don't have difficulty, I don't have difficulty at all* and they are graded as 1,2,3,4,5. It was stated that Cronbach Alpha reliability co-efficient of 4-factor scale was found .912. A factor analysis

was performed to determine the construct validity of the scale. KMO (Kaiser – Meyer – Olkin Measure of Sampling Adequacy) and Bartlett analyses were performed to check the suitability of the scale to factor analysis. As a result of these analyses, KMO value of the scale was .888 and the result of Bartlett test was 2469,328. Cronbach Alpha reliability coefficient of the scale in this study was found .917. KMO value of the study was .945 and the result of Bartlett test was 12592, 324.

Data Analysis

The data obtained by Art Literacy Scale in the study was obtained by means of t-test and One-Way Anova test. The analyses related to the variants of gender, department, enjoying art books and enjoying doing researches in the library were tested by means of t-test which is used for independent sampling. “Two groups compared to each other to be analysed with t-test must be chosen randomly from two different universes that show a normal distribution and the observations must be independent of each other, that is to say that the measurements of one group should not affect the measurements of the other group” (Yazıcıoğlu and Erdoğan, 2011, p. 262). The analysis of the data according to class variant was performed by One-Way Anova. While Büyüköztürk (2011) was defining One Way Anova test he stated that One-Way Anova test is used to test whether the difference between the unrelated or more sampling average is significantly more different than zero or not (p. 48).

Findings

In this chapter, the results discovered as a result of the statistical analyses of the collected data and comments on these data are given and presented in tables.

The tests related to the sub-dimensions of *using art literacy knowledge*, *defining information need for art literacy*, *transferring art literacy knowledge into performance* and *reaching art literacy information* that take place in Art Literacy Scale are given here in tables.

Table 2- T-Test Results of the Participants According to Gender:

Dimensions	Gender	N	\bar{X}	S	sd	t	p																																
Using art literacy knowledge	Female	816	34,92	7,20	1475	-3,73	,000																																
	Male	661	36,30	6,97				Defining information need for art literacy	Female	816	17,39	4,07	1475	-3,22	,001	Male	661	18,07	3,96	Transferring art literacy knowledge into performance	Female	816	21,77	5,13	1475	-4,01	,000	Male	661	22,80	4,68	Reaching art literacy information	Female	816	18,99	4,27	1475	-1,41	,158
Defining information need for art literacy	Female	816	17,39	4,07	1475	-3,22	,001																																
	Male	661	18,07	3,96				Transferring art literacy knowledge into performance	Female	816	21,77	5,13	1475	-4,01	,000	Male	661	22,80	4,68	Reaching art literacy information	Female	816	18,99	4,27	1475	-1,41	,158	Male	661	19,30	4,05								
Transferring art literacy knowledge into performance	Female	816	21,77	5,13	1475	-4,01	,000																																
	Male	661	22,80	4,68				Reaching art literacy information	Female	816	18,99	4,27	1475	-1,41	,158	Male	661	19,30	4,05																				
Reaching art literacy information	Female	816	18,99	4,27	1475	-1,41	,158																																
	Male	661	19,30	4,05																																			

According to Table 2; When the points received from the sub-dimension of *using art literacy knowledge* by the students who study at FAHSs are compared according to gender variant, a significant difference is seen ($t_{1475} = 3,73$; $p < 0,05$). This result shows that male students use art literacy knowledge ($\bar{X}=36,30$) more than female students do ($\bar{X}=34,92$).

When the points received from the sub-dimension of *defining information need for art literacy* are compared according to gender variant, there is a significant difference ($t_{1475} = 3,22$; $p < 0,05$). This result shows that *defining information need for art literacy* of male students ($\bar{X}=18,07$) is higher than female students ($\bar{X}=17,39$).

When the points received from the sub-dimension of *transferring art literacy knowledge into performance* are compared according to gender variant, a significant difference is seen ($t_{1475} = 4,01$; $p < 0,05$). This result shows that *transferring art literacy knowledge into performance* of male students ($\bar{X}=22,80$) is higher than female students ($\bar{X}=21,77$).

When the points received from the sub-dimension of *reaching art literacy information* are compared according to gender variant, there is no significant difference ($t_{1475} = 1,41$; $p > 0,05$).

Table 3- T-Test Results of the Participants According to Department:

Dimensions	Department	N	\bar{X}	S	sd	t	p																																
Using art literacy knowledge	Music	739	35,61	6,96	1475	,396	,692																																
	Art	738	35,46	7,30				Defining information need for art literacy	Music	739	17,81	3,94	1475	1,14	,251	Art	738	17,57	4,12	Transferring art literacy knowledge into performance	Music	739	22,52	4,80	1475	2,21	,027	Art	738	21,95	5,09	Reaching art literacy information	Music	739	19,42	4,12	1475	2,72	,006
Defining information need for art literacy	Music	739	17,81	3,94	1475	1,14	,251																																
	Art	738	17,57	4,12				Transferring art literacy knowledge into performance	Music	739	22,52	4,80	1475	2,21	,027	Art	738	21,95	5,09	Reaching art literacy information	Music	739	19,42	4,12	1475	2,72	,006	Art	738	18,83	4,20								
Transferring art literacy knowledge into performance	Music	739	22,52	4,80	1475	2,21	,027																																
	Art	738	21,95	5,09				Reaching art literacy information	Music	739	19,42	4,12	1475	2,72	,006	Art	738	18,83	4,20																				
Reaching art literacy information	Music	739	19,42	4,12	1475	2,72	,006																																
	Art	738	18,83	4,20																																			

According to Table 3; when the points received from the sub-dimension of *using art literacy knowledge* by the students who study at FAHSs are compared with respect to branch variant, no significant difference is seen ($p > 0,05$).

When the points received from the sub-dimension of *defining information need for art literacy* are compared with respect to branch variant, no significant difference is seen ($t_{1475} = 1,14$; $p > 0,05$).

When the points received from the sub-dimension of *transferring art literacy knowledge into performance* are compared according to branch variant, a significant

difference is seen ($t_{1475} = 2,21$; $p < 0,05$). This result shows that *transferring art literacy knowledge into performance* of the students in music branch ($\bar{X}=22,52$) is higher than of the students in art branch ($\bar{X}=21,95$).

When the points received from the sub-dimension of *reaching art literacy information* are compared according to branch variant, a significant difference is seen ($t_{1475} = 2,72$; $p < 0,05$). This result shows that *reaching art literacy information* of the students in music branch ($\bar{X}=19,42$) is higher than of the students in art branch ($\bar{X}=18,99$).

Table 4- One-Way Anova Results of the Participants According to Classes:

Dimensions	Variant source	Sum of squares	Sd	Mean Square	F	p
Using art literacy knowledge	Inter-group	148,121	3	49,374	,971	,406
	Intra-group	74918,484	1473	50,861		
	Total	75066,605	1476			
Defining information need for art literacy	Inter-group	19,582	3	6,527	,400	,753
	Intra-group	24045,316	1473	16,324		
	Total	24064,898	1476			
Transferring art literacy knowledge into performance	Inter-group	55,917	3	18,637	,757	,518
	Intra-group	36278,623	1473	24,629		
	Total	36334,535	1476			
Reaching art literacy information	Inter-group	8,924	3	2,975	,170	,916
	Intra-group	25724,331	1473	17,464		
	Total	25733,255	1476			

According to Table 4; when the points received from the sub-dimension no significant differences were seen according to class variant ($p > 0,05$).

Tablo 5- T-Test Results of the Participants According to Whether They Enjoy Participating in Art Activities:

Dimensions	Enjoying participating in art activities	N	\bar{X}	S	Sd	t	p
Using art literacy knowledge	Yes	1166	36,30	6,85	1475	8,17	,000
	No	311	32,66	7,41			
Defining information need for art literacy	Yes	1166	18,05	3,92	1475	6,70	,000
	No	311	16,35	4,16			
Transferring art literacy knowledge into performance	Yes	1166	22,71	4,72	1475	7,29	,000
	No	311	20,44	5,40			
Reaching art literacy information	Yes	1166	19,47	3,92	1475	6,25	,000
	No	311	17,83	4,77			

According to Table 5;

When the points received from the sub-dimension of *using art literacy knowledge* by the students who study at FAHSs are compared according to whether they enjoy participating in art activities, a significant difference is seen ($t_{1475} = 8,17$; $p < 0,05$). The ratio of *using art literacy knowledge* of the students who say yes to enjoying participating in art activities ($\bar{X}=36,30$) is higher than the students who say no ($\bar{X}=32,66$).

When the points received from the sub-dimension of *defining information need for art literacy* are compared according to whether they enjoy participating in art activities, there is a significant difference ($t_{1475} = 6,70$; $p < 0,05$). The ratio of *defining information need for art literacy* of the students who say yes to enjoying participating in art activities ($\bar{X}=18,05$) is higher than the ones who say no to the same subject ($\bar{X}=16,35$).

When the points received from the sub-dimension of *transferring art literacy knowledge into performance* are compared according to whether they enjoy participating in art activities, a significant difference is seen ($t_{1475} = 7,29$; $p < .05$). *Transferring art literacy knowledge into performance* of the students who say yes to enjoying participating in art activities ($\bar{X}=22,71$) is higher than the students who say no ($\bar{X}=20,44$).

When the points received from the sub-dimension of *reaching art literacy information* are compared according to whether they enjoy participating in art activities, a significant difference is seen ($t_{1475} = 6,25$; $p < .05$). *Reaching art literacy information* of the students who say yes to enjoying participating in art activities ($\bar{X}=19,47$) is higher than the students who say no to the same subject ($\bar{X}=17,83$).

This result shows that art literacy levels of the students who enjoy participating in art activities are higher than of those who don't.

Tablo 6- T-Test Results of the Participants According to Whether They Enjoy Doing Art Homework:

Dimensions	Enjoying doing art homework	N	\bar{X}	S	Sd	t	p																																
Using art literacy knowledge	Yes	794	36,92	6,77	1475	8,24	,000																																
	No	683	33,92	7,19				Defining information need for art literacy	Yes	794	18,24	3,88	1475	5,74	,000	No	683	17,05	4,12	Transferring art literacy knowledge into performance	Yes	794	23,04	4,69	1475	6,85	,000	No	683	21,29	5,09	Reaching ar literacy information	Yes	794	19,50	3,99	1475	3,69	,000
Defining information need for art literacy	Yes	794	18,24	3,88	1475	5,74	,000																																
	No	683	17,05	4,12				Transferring art literacy knowledge into performance	Yes	794	23,04	4,69	1475	6,85	,000	No	683	21,29	5,09	Reaching ar literacy information	Yes	794	19,50	3,99	1475	3,69	,000	No	683	18,70	4,33								
Transferring art literacy knowledge into performance	Yes	794	23,04	4,69	1475	6,85	,000																																
	No	683	21,29	5,09				Reaching ar literacy information	Yes	794	19,50	3,99	1475	3,69	,000	No	683	18,70	4,33																				
Reaching ar literacy information	Yes	794	19,50	3,99	1475	3,69	,000																																
	No	683	18,70	4,33																																			

According to Table 6;

When the points received from the sub-dimension of *using art literacy knowledge* by the students who study at FAHSs are compared according to whether they enjoy art homework, a significant difference is seen ($t_{1475} = 8,24; p < 0,05$). This result indicates that *using art literacy knowledge* of the students who say yes to enjoying art homework ($\bar{X} = 36,92$) is higher than of the students who say no ($\bar{X} = 33,92$).

When the points received from the sub-dimension of *defining information need for at literacy* are compared according to whether they enjoy doing art homework, there is a significant difference ($t_{1475} = 5,74; p < 0,05$). This result indicates that *defining information need for at literacy* of the students who say yes to enjoying art homework ($\bar{X} = 18,24$) is higher than of the students who say no to the same subject ($\bar{X} = 17,05$).

When the points received from the sub-dimension of *transferring art literacy knowledge into performance* are compared according to whether they enjoy art homework, a significant difference is seen ($t_{1475} = 6,85; p < 0,05$). This result indicates that the ratio of *transferring art literacy knowledge into performance* of the students who say yes to enjoying art homework ($\bar{X} = 23,04$) is higher than of the students who say no ($\bar{X} = 21,29$).

When the points received from the sub-dimension of *reaching art literacy information* are compared according to whether they enjoy art homework, there is a significant difference ($t_{1475} = 6,25; p < 0,05$). This result shows that the ratio of *reaching art literacy information* of the students who say yes to enjoying art homework ($\bar{X} = 19,50$) is higher than of the students who say no to the same subject ($\bar{X} = 18,70$).

This result indicates that the art literacy levels of the students who enjoy doing art homework are higher than of the students who don't enjoy doing art homework.

Conclusion and Discussion

When the demographic characteristics of the students in the study were analysed; It was determined that the number of female students (816) was higher than the number of male students (661) with respect to gender.; the number of the students who studied at art department (739) was higher than the students who studied at music department (738) with respect to their department; the number of the students (396) who studied in the 11th class was higher than the students who studied in other classes.

When art literacy levels of the students were analyzed according to gender variant, it was discovered that a significant difference was seen for male students as a result of t-test of the points that they got from the first three sub-dimensions. With respect to gender variants of the students, it was found out that there was not a significant difference as a result of t-test of the points that they got from the last sub-dimension ‘*reaching art literacy information.*’ In a similar study performed by Ünsal (2015), information literacy levels of the students of vocational high school and technical high school were analysed under 4 sub-dimensions according to gender and department variants. These are the sub-dimensions of defining information need, reaching information and using information. It was determined in the study that there was no difference when gender variant was analyzed according to sub-dimension. A similar study was conducted by Şişko and Demirhan (2002) on male and female students who studied at elementary and high schools. When the students’ attitudes concerning physical training and sports class are examined with respect to gender variant, a significant difference was found and this difference resulted from the low attitude grades of female students in the first class of high school.

When the art literacy levels of the students were studied with respect to department variant, it was discovered that there was a significant difference as a result of t-test of the points received by the students from the sub-dimensions of ‘*using art literacy knowledge*’ and ‘*defining information need for art literacy.*’ It can be said that art literacy levels of the students at music department were higher than of the students at art department with respect to these two sub-dimensions. It was found out that there was no significant difference as a result of t-test comparison of the points that the students received from the third and fourth sub-dimension ‘*transferring art literacy knowledge into performance*’ and ‘*reaching art literacy information.*’ It can be said that art literacy levels of the students who receive education at art and music department are not so different from each other at these two sub-dimensions. Curriculum and education program of FAHS and weekly course schedule were analysed in accordance with this result. Theoretical and applied courses of the department were indicated in weekly course schedules of both departments. (<http://mebk12.meb.gov.tr/mebiysdosyalar/34/06/972750/dosyalar/201301/29042234derscizelge.pdf>; <http://ttkb.meb.gov.tr/program2.aspx>). It was determined from the theoretical courses of the branches that there was 2-hour ‘aesthetics’ lesson in the 11th class and ‘art history’; ‘Turkish arts and sculpture’, ‘contemporary world art’ and

'analysis of art work' courses were given for 2 hours in the 12th class. It is seen that there are 5 courses which are thought to give a chance to the art students to improve their art literacy and they have 10 hours a week. When the weekly course schedule of music department was checked, it was determined from the theoretical courses of the branches that there was 1-hour 'introduction to music' course in the 9th class; 1-hour 'western music history' in the 11th class and 1-hour 'traditional Turkish music history' in the 12th class. It is seen that the total number of these courses which are thought to improve the art literacy levels of the music students is three and they have three hours a week. It is understood that there is a difference between the number and the hours of the courses of art and music departments. Because of the difference in the courses and hours of the branches, art department has more art-related courses and hours than music department in the first and second sub-dimension in the research results. However, it is notable that their art literacy levels are lower than of the students at music departments. On the other hand, when the research results are examined, it is notable that art literacy levels of the students especially at music department are not low compared to these two sub-dimensions although they have few field courses and course hours because art literacy levels of the students at art and music departments are not so different from each other with respect to third and fourth sub-dimensions. It is thought that art literacy levels of the students at music department will increase more with respect to branch variant if the number or course hours of theoretical field courses at music department are levelled up as in the art department. When the related studies were checked according to branch variant for example, it was determined that the researches conducted by Ünsal (2015) on the students of vocational high schools and technical high schools were studied in similar sub-dimensions. Accordingly, it was determined that there was a significant difference in using the knowledge, defining the information, reaching the information and using the knowledge in the ethical and legal sub-dimensions.

According to another result, when art literacy levels of the students who participated in the study were analysed in terms of class variant, it was found out that no significant difference was seen as a result of one-way anova test of the points received from all sub-dimensions. The number of the academic studies performed on art literacy at art schools is quite low, so the studies conducted on the art literacy of high school students were analysed and whether there was a difference with respect to class variant or not was searched in many studies (Yıldız, Kahyaoğlu & Kaya, 2012, p.90; Kayıkçı and Sayın, 2010, p. 217; Tanrıverdi, Kakırman and Karakaya, 2015, p.117). In contract to this study, mathematics literacy self-sufficiency beliefs of the students at anatolian high schools, common high schools and vocational high schools was analysed in a study performed by Özgen and Bindak (2011) and a significant difference was found on the basis of classes. Self-sufficiency beliefs of the students who studied at anatolian high schools and common high schools were more positive than of the students at vocational high schools. When anylising with respect to classes, a significant difference was seen between the students in the 9th and 12th classes. It was discovered that, by the way, mathematics literacy

self-sufficiency beliefs of the 9th class students was more positive. When the curriculums of these three high schools are examined, the fact that the self-sufficiencies of anatolian high schools and common high schools are higher than vocational high schools can be a natural result considering mathematics course hours at anatolian and common high schools.

When art literacy levels of the students were examined with respect to enjoying art activities, and enjoying doing art homework, it was discovered that a significant difference was found as a result of t-test of the points that the students received from all dimensions and this difference was in favor of the students who stated that they enjoyed participating in art activities. In the meeting of İKSV(2014) themed '*reconsidering art education in Turkey*', the projects carried out on the benefits of art activities and producing different activities were included under the heading of partnerships between institutions and organizations of school and culture. For example, an extensive education program was prepared within context of Istanbul 2010 European Union Capital of Culture Education Projects so as to present art activities and cultural values to people in Istanbul by the schools, educators and students. In this education project carried out to introduce popular art to young people, 50 thousand people visited the exhibitions '*portable art*' which were held to take popular art to the counties of Istanbul far from the center. One of the primary objectives of the project was to make the young and the children meet the works and the owners of the works at the exhibitions and to make curators, artists and workers in art sector meet the audiences. Another example was the orchestra project in the name of '*the lives that the music touched*' started by Cem Mansur who was the music consultant of Istanbul 2010 AKB Agency. As a main goal of the orchestra, it was aimed to include music in the lives of the students. For the students and teachers who attended the activities as a part of the project, the conductor Cem Mansur had talks especially with music teachers over the importance of music before the concerts and concerts were given at schools in some counties of Istanbul. Another project in 2010 consisted of the final year students from the programs of Istanbul Bilgi University Stage and Performing Arts, Art and Culture direction under the theme of '*High-School Students attend 2001*.' The Project was described as a wide youth project that gathered the students from different schools and places in Istanbul through the activities (p.184). In the consideration of this information, it can be said that participating in the activities or enjoying doing homework related to their branches will make a positive contribution to increase their art literacy levels.

Recommendations

In field courses, students can be recommended some books that they can enjoy according to their levels. It is thought that reading these kinds of books can increase the number of the students who enjoy art books and their art literacy levels can also be increased directly.

A significant difference was found between enjoying art homework and art literacy levels of the students. According to research results, it was discovered that the average related to art literacy levels of the students enjoying art homework was higher. It is recommended that the teachers give students art homework and encourage them to do this homework with pleasure especially in theoretical and applied courses.

Art literacy can be improved through both theoretical and applied courses in both departments. Along with instrument training given in applied courses such as ‘piano’ and ‘Turkish and Western music instruments’ to increase art literacy levels of the music students especially, it is also recommended that the teachers give prior knowledge about the period and composers of the works and encourage students to do researches. It is thought that art literacy levels of the students can be increased by this means.

In the curriculum and courses prepared for art and music departments at FAHSSs, it is advised to add a common program to increase art literacy levels of the students or to include a course called “art literacy” for each department.

References

- Adıgüzel, A. (2005). Avrupa birliğine uyum sürecinde öğretmen niteliklerinde yeni bir boyut: bilgi okur-yazarlığı. *Milli Eğitim Dergisi*, 167, 53-70. Web: http://dhgm.meb.gov.tr/yayimlar/dergiler/Milli_Egitim_Dergisi/167/index3-adiguzel.htm adresinden 08 Ocak 2016’da alınmıştır.
- Alakuş, A.O. (2002). *İlköğretim okulları 6. sınıf resim-iş dersi öğretim programundaki grafik tasarımı konularının çok alanlı sanat eğitimi yöntemiyle ve bu yöntemle uygun düzenlenmiş ortamda uygulanması*. Yayınlanmamış Doktora Tezi, Ankara: Gazi Üniversitesi.
- Andrelchik, H. (2015). Reconsidering literacy in the art classroom, *Art Education*. 68, (1), 7-11.
- Apaydınlı, K., & Özkeleş, S. (Haziran 2013). *Türkiye’de cumhuriyet döneminden günümüze sanat eğitiminde müzik okuryazarlığı*. 4. Uluslararası Hisarlı Ahmet Sempozyumunda sunuldu, 387-399, Kütahya.
- Aslan, L. & Deniz, J. (2011). İlköğretim mezunu öğrencilerin müzik okuryazarlık düzeyleri. *MÜ Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 43, 25-34.
- Aşıcı, M. (2009). Kişisel ve sosyal bir değer olarak okuryazarlık, *Değerler Eğitimi Dergisi*, 7(17), 9-26.
- Aydın, S. & Alakuş, A. O. (2012, Eylül). *Görsel sanatlar okuryazarlığı*. 21.Ulusal Eğitim Bilimleri Kongresinde sunuldu, İstanbul.
- Barnett, M. (September/October 2013). The arts as a bridge to literacy, *Principal Journal*, 20-22. Web: http://www.naesp.org/sites/default/files/Literacy_CRSO13.pdf adresinden 20 Şubat 2016’da alınmıştır.

- Barton, G.M. (2013). Thearts and literacy: what does it mean to be arts literate? *International Journal of Education & the Arts*, 14(18), 1-21. Web: <http://www.ijea.org/v14n18/> adresinden 10 Ocak 2016'da alınmıştır.
- Blake, C. (2015) Art literacy develops well-rounded students.Web: <http://online.cune.edu/defining-art-literacy/> adresinden 13 Şubat 2016'da alınmıştır.
- Büyüköztürk, Ş. (2011). *Sosyal bilimler için veri analizi el kitabı*. Ankara: Pegem Akademi.
- Communication Park, CPA. (Haziran, 2014). *Sanat okuryazarlığı Türkiye. Halk Eğitimi Projesi*.
- Delaware, M. (September/December 2012). Infusing the arts into literacy & math, *Principal Journal*, 11-13. Web: www.crayola.com/~media/Crayola/For%20Educators/Free%20Resources/downloads/Principal-Journal-2012.pdf adresinden 19 Şubat 2016'de alınmıştır.
- Eisner, E. (1991). Rethinking literacy. *Educational Horizons*, 69, 120-128.
- Göçer, A., & Tabak, G. (2013). Öğretmen adaylarının 'görsel okuryazarlık' ile ilgili algıları. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 517-541.
- Güneş, F. (1997). *Okuma-yazma öğretimi ve beyin teknolojisi*. Ankara: Ocak Yayınları.
- İstanbul Foundation For Culture and Arts. (2014.) *Türkiye'de sanat eğitimini (yeniden) düşünmek*. Web: <http://cdn.iksv.org/media/content/files/TurkiyedeSanatEgitiminiYenidenDusunmek.pdf> adresinden 25 Şubat 2016'da alınmıştır.
- Karasar, N. (2000). *Bilimsel araştırma yöntemleri*. Ankara: Nobel Yayın Dağıtım.
- Kayıkcı, K. & Sayın, Ö. (2010). Ortaöğretim kurumlarında öğrenim gören öğrencilerin okuldan memnuniyet düzeyleri. *Milli Eğitim National Education*, 187, 207-225.
- Kurudayıoğlu, M. & Tüzel, S. (2010). 21. Yüzyıl okuryazarlık türleri, değişen metin algısı ve Türkçe eğitimi. *Türklük Bilimi Araştırmaları*, 28, 283-298.
- Lozenski, B. & Smith, C. (2012). Pen 2 paper 2 power: lessons from an arts-based literacy program serving somali immigrant youth. *Equity & Excellence In Education*, 45(4), 596-611. Web:<http://www.tandfonline.com/doi/pdf/10.1080/10665684.2012.717482> adresinden 10 Şubat 2016'da alınmıştır.
- Maniaci, K. & Chandler-Olcott, K. (2010). Still building that idea: preservice art educators' perspectives on integrating literacy a cross the curriculum. *International Journal of Education & the Arts*, 11(4), 1-41. Web: <http://www.ijea.org/v11n4/> adresinden 13 Ocak 2016'da alınmıştır.
- Mason, B. (2005). *Street theatre and other outdoor performances*. London: Roudledge.
- Mercin, L.& Alakuş, A.O. (2007). Birey ve toplum için sanat eğitiminin gerekliliği, *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 9, 14-20.

- Milli Eğitim Bakanlığı. (2014). Öğretim programı. Web: <<http://ttkb.meb.gov.tr/program2.aspx>, > adresinden 08 Ocak 2016'da alınmıştır.
- Ming, K. (2012). 10 Content-area literacy strategies for art, mathematics, music, and physical education, The Clearing House, *Taylor & Francis Group*, DOI: 10.1080/00098655.2012.691568, 213-220. Web: <http://www.huberheightscityschools.org/userfiles/90/Classes/5861/literacy%20document.pdf?id=5064> adresinden 05 Ocak 2016'da alınmıştır.
- Nergis, A. (2011). Okuryazarlık kültürü ve değişen okuryazarlık türleri, *International Online Journal of Educational Sciences*, 2011, 3(3), 1133-1154. Web: http://www.iojes.net//userfiles/Article/IOJES_534.pdf adresinden 05 Şubat 2016'da alınmıştır. _
- Nethery, C. (2013). Literacy+art=high-level thinking, *Art and Activities*, 24-33. Web: www.artsandactivities.com adresinden 05 Şubat 2016'da alınmıştır.
- Önal, İ. (2010). Tarihsel değişim sürecinde yaşam boyu öğrenme ve okur-yazarlık: Türkiye deneyimi. *Bilgi Dünyası*, 11 (1), 101-121. Web: <http://bd.org.tr/index.php/bd/article/view/116/99> adresinden 06 Şubat 2016'da alınmıştır. _
- Özgen, K. & Bindak, R. (2011). Lise öğrencilerinin matematik okuryazarlığına yönelik öz-yeterlik inançlarının belirlenmesi. *Kuram ve Uygulamada Eğitim Bilimleri*, 11 (2), 1073-1089. Web: <https://www.edam.com.tr/kuyeb/pdf/tr/1b2c166c101b36718d12a702400d10bakTAM.pdf> adresinden 07 Ocak 2016'da alınmıştır.
- Shenfield R. (2015). Literacy in the arts, literacy learning: *The Middle Years*, 23(1), 47-53. Web: <http://www.alea.edu.au/documents/item/1074> adresinden 09 Ocak 2016'da alınmıştır.
- Şişko, M. & Demirhan, G. (2002). İlköğretim okulları ve liselerde öğrenim gören kız ve erkek öğrencilerin beden eğitimi ve spor dersine ilişkin tutumları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*: 23, 205-210. Web: http://www.efdergi.hacettepe.edu.tr/makale_goster.php?id=965 adresinden 03 Ocak 2016'da alınmıştır.
- Tanrıverdi, H., Kakırman, İ.& Karakaya, E. (2015). Anadolu liselerinde okuyan öğrencilerin bilgisayar iletişim teknolojilerini uygulama yeterlilikleri ve öğretim tekniği olarak kullanılma sonuçlarının incelenmesi. *Iğdır Üniversitesi Sosyal Bilimler Dergisi*, 8, 09-130.
- Taşkıran, Ö. N. (2007). Medya okuryazarlığına giriş. İstanbul: Beta Yayınları.
- Tüzel, S. (2010). Görsel okuryazarlık, *Türklük Bilimi Araştırmaları* 27, 691- 705.
- Ural, A., & Kılıç, İ. (2011). *Bilimsel araştırma süreci ve SPSS ile veri analizi*. Ankara: Detay Yayıncılık.

- Ünsal, H. (2015). Meslek lisesi ve teknik lise öğrencilerinin bilgi okur-yazarlık düzeyleri. *Kuramsal Eğitim Bilim Dergisi*, 8(3), 421-436. Web: www.keg.aku.edu.tr/arsiv/c8s3/c8s3m7.pdf adresinden 07 Şubat 2016'da alınmıştır.
- Yazıcıoğlu, Y. & Erdoğan, S. (2011). *SPSS Uygulamalı bilimsel araştırma yöntemleri*. Ankara: Detay Yayıncılık.
- Yıldız, Ç., Kahyaoğlu, M. & Kaya, M.F. (2012). Siirt ilindeki ortaöğretim öğrencilerinin sayısal okuryazarlık düzeylerinin cinsiyet, sınıf ve öğrenim gördüğü lise türüne göre farklılaşmasının incelenmesi, *Uşak Üniversitesi Sosyal Bilimler Dergisi*, 5(3), 82-96.
- Yücetoker, İ. (2014). Sanat okuryazarlığı ölçeğinin hazırlanması ve geliştirilmesi, *Sanat Eğitimi Dergisi*, 2(1), 112-126.
- Zoet-Moody, E. (2014). *Integrating art education and literacy education: a curriculum for the secondary level*. Master theses, Western Michigan University, USA. Web: http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1540&context=masters_theses adresten 18 Şubat 2016'da alınmıştır.