

“I can’t draw!”

**Empowering students by enhancing drawing
skills, confidence, and artistic awareness at the
Junior Secondary Level**

Gillian A. Creese

An Action Research project submitted to the Faculty of Humanities
and Education, Centre for Creative and Festival Arts and School of
Education in partial fulfilment of the Postgraduate Diploma in Education in
the Teaching of Visual and Performing Arts

Abstract

This report describes a classroom action research project designed to enhance drawing skills and to increase confidence and artistic awareness in twenty-one Form 3 Visual Arts students at a Junior Secondary school in north Trinidad.

Evidence of the existing problem came from observation of students, the products they created, their conversations, and their general attitude towards the subject. The solution strategies selected for this study were varied and included cultural exposure, skill training, visits by artists, cooperative learning and interdisciplinary approaches. Through implementation of these approaches, the problem context of low self-confidence, drawing skill inadequacies, and negative attitudes towards the subject were addressed.

Both quantitative and qualitative methods were used in this study and data was collected using surveys/questionnaires, interviews, videotapes, student and teacher artifacts, journals, observations and an attitude scale. Based on the presentation and analysis of data students showed an improvement in their ability to draw and an increase in confidence and artistic awareness.

Abstract

This report describes a classroom action research project designed to enhance drawing skills and to increase confidence and artistic awareness in twenty-one Form 3 Visual Arts students at a Junior Secondary school in north Trinidad.

Evidence of the existing problem came from observation of students, the products they created, their conversations, and their general attitude towards the subject. The solution strategies selected for this study were varied and included cultural exposure, skill training, visits by artists, cooperative learning and interdisciplinary approaches. Through implementation of these approaches, the problem context of low self-confidence, drawing skill inadequacies, and negative attitudes towards the subject were addressed.

Both quantitative and qualitative methods were used in this study and data was collected using surveys/questionnaires, interviews, videotapes, student and teacher artifacts, journals, observations and an attitude scale. Based on the presentation and analysis of data students showed an improvement in their ability to draw and an increase in confidence and artistic awareness.