



## Comparative Analysis of Drawing Abilities of the Students Who were Grade 8 and were Enrolled in Secondary Schools at and Special Education Practice Center (School) Stage 2 in Terms of Different

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### ABSTRACT

In this study, drawing abilities of 14 year old students (grade 8) at state secondary and the special training public schools for the moderately mentally retarded have been comparatively analyzed in terms with some parameters. These results obtained by this research are; 14 age group-students attending public schools have successfully performed the abilities of design-principle, such as direction, contrast, movement, light-shade, resonance, space, domination, balance and unity, whereas the abilities of using design principles in the works of 14 age groups students in grade 2 are less successful than those in the same age group students in public schools.

**Keywords:** Drawing Skills, Pictures of the moderated children with Mentally Retarded, Private Training, Performance Evaluation.

### EXTENDED ABSTRACT

In this study, drawing abilities of 14 year old students (grade 8) at state secondary and the special training public schools for the moderately mentally retarded have been comparatively analyzed in terms with some parameters.

With the extent of research, at Şeker Secondary school special training centre in Meram district in Konya Province, training exercise with a group of 14 students, 7 of whom are mentally retarded ones was conducted using direct teaching method, for 2 lesson time per week for different drawing task for each topic. Using direct teaching method during the second part of the education year 2012-2013 for being 2-lesson-time (40'+40') per week, totally 14 weeks, 28 lesson-time the studies of the researcher under his observation were evaluated in terms of both educational and design principles, with performance evaluation forms. In this research, documentary analysing method, one of the abstract research methods, has been used. In this research, 7 different drawing tasks were made under the topic of line, point, colour, stain and tissue. Performance assessments forms along with the curriculum were designed for each activity and were composed of pedagogical targets and artistic notifications under the extent of research. In these forms pedagogical targets and artistic notifications expected from pupils were assessed through filling in "Yes-No" boxes with "X".

In the research, the students of 14-age-groups who attend public and private education Application centre in grade 2, were separately assessed in terms of design principles and these results were obtained. 8th grade 14 age group-students attending public schools have implemented entirely educational acquisition, which are expected to be carried out in the realm of visual arts education program prepared by MEB. 14 Age group-mental retarded students attending in the grade II in Private Educational Application Centre successfully have carried out instructional goals, except several feedbacks towards design abilities, which are aimed through visual arts educational program prepared by MEB. This indicates that, students in both groups have reached an accomplishment by means of educational programs which were prepared in the light of their own development.

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Two different working groups with the same age indicate that mentally retarded pupils at special training centers, due to perception, motor and mental development insufficiency, were not as successful as other students at the same age period and with no mental disadvantages. Although they were able to respond pedagogical targets expected by special training curriculum, when artistic notifications such as measurement-proportion, direction, movement, light-shade, space, resonance, contrast, domination, balance and unity are assessed, direct training method was applied to the both groups and they could not perform the same performance as their peers despite shown in the same sample studies.