

The Effect of Discipline-Based Art Education on the Aesthetic Appreciation
Ability and Art Attitude among Art Design
Majors in a University in China

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ABSTRACT

Discipline based art education (DBAE) is an educational concept representing the general trend of visual art education in contemporary American schools. This study used embedded experimental intervention design to determine the effect of the visual art appreciation education based on DBAE on aesthetic appreciation ability and art attitude of students of a selected university in China for Academic Year 2021-2022. This study collected quantitative and qualitative data, including questionnaires, teaching observation forms, and focus group interviews. The data were used to address two null hypotheses and six research objectives.

Through this research, it was found that the visual art appreciation education activity based on DBAE can significantly improve students' aesthetic appreciation ability.

Although the students' art attitude has improved before and after the experimental teaching, it has not reached a statistically significant difference. Students have a positive attitude towards the visual art appreciation course based on DBAE, have a good experience, and highly recognize the course. They are full of expectations for future visual art courses.