

Starting points and artistic premises in abstraction by artist Wassily Kandinsky as an entrance for teaching the principles and rules of abstraction and enriching the art work painting for art education students

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Summary:

The main idea of this research was inspired from a desire to clarify some of the artist Wassily Kandinsky's Starting points and artistic premises in abstraction and to benefit from them as an entrance for teaching the principles of abstract painting and enriching the art work painting for the art student. The aim of the research is to study the premises of Wassily Kandinsky, both the artistic and intellectual premises, as an entrance for art teaching for students of the fourth year, Department of Art Education, Faculty of Specific Education, Menoufia University in 2020/2021, and also, it aims at enriching the art of abstraction for students of the fourth year, Department of Art Education, Faculty of Specific Education, Menoufia University in 2020/2021 through studying these premises. The researcher studied 4 axes in the theoretical point of view, the art of 1st axis is about abstraction and it's types, 2nd axis: is the theory of abstraction art in Kandinsky school, 3rd axis: Kandinsky general art premises, 4th axis: the way of Kandinsky in abstracting the curves from Great Baloka dances.

Introduction

Abstraction is mainly based on drawing abstract shapes that move away from the similarity of visuals to their natural or realistic forms. The basic idea of abstract art is based on reducing ideas and forming them in relationships that link their appearance to their essence. Abstract drawing of elements and ideas depends on researching the observed, imagined world from the outside and inside and summarizing it into a set of relationships that are based on the principles and rules of good composition, thus taking over all considerations at the level of aesthetic relations, with which the effectiveness of the form lies in containing the content, and its effectiveness in containing the form. With this cohesion between them, the painting sent by the artist completes his message to the recipient who feels it as he is meditating on its contents. Thus The value of the form was of great importance in the abstract movement, which gave all its creative possibilities to the form, it is everything from the beginning to the end; thus the form contributes to complete and give the composition the holistic face of the construction of the painting aesthetically, with its effects and innovations to a set of relationships between the elements that he is able to complete its content and show their aesthetics. The accuracy of nature and the richness of its details cannot be fully perceived and touched by the eye, and from the point of view of this judgment, doing so distorts images. From this sense, it can be considered that "art, no matter how different its manifestations are based on abstraction by tightening the aesthetic relations between the part and the whole so that everything is fused into the creative

process; therefore, all arts are abstract " (2-p.209), while acting and matching in which the camera lens excels. Kandinsky presented musician and architecture to painters as examples of pure art that does not have to imitate things but derives its influence from elements of its own. In the early twentieth century, a variety of factors contributed to reduce the value of acting art, including: "First: Scientific discoveries that redefined the physical world (the universe). It can no longer be seen as conceivable) and the physical view of the universe is a limited way to learn about a regenerative world of explorations such as energy, thermodynamics, electromagnetism, new media and succession. Second: Rejecting the primacy of the visual image, which reduced the cognitive approach of the image, such as (priority of vision, transparency, coherence of elements, separation of the viewer from work, image stability, creation of boundaries with a framework). (5) Here a new strategy was adopted, which is to make subjective images. One of the early manifestations was the production of the Cubist style, where Cubist paintings dating back to 1912 provided visual images that included perceptions beyond ordinary vision to looks and visions of different moments in time and space that stimulate the perception of dynamics of movement of size and shape, which earned Cubist images an integration of visual perception beyond the visual similarity to represent images. Cubism then disintegrated in response to Cézanne's discoveries in merging recordings of a single image for both visual and invisible perception, and the real beginning of the art of abstraction was by Russian artist Wassily Kandinsky when one of his paintings contemplated a landscape and was inversely placed behind a set of colors and designs, stuck to the rejection of all forms of nature convinced that painting is an art in which abstract colors and shapes can be expressed as the musician is expressed by sounds." (3) Kandinsky thus concluded that the art of painting converged with the art of music in principle, and that "the artist can present visual symphonies by colors just as a musician is created by vocal tones, on the grounds that the musician is abstracting tones." (1) (Kandinsky was therefore considered "one of the greatest influencers of the artistic movement among his generation in the 20th century. One of the first pioneers of the pure abstractionism, Kandinsky stressed that the artwork consists of two elements, the first is internal and psychological, which is the emotional and spiritual influence of the artist, and the second is external related to style, which confirms that painting is not an idea but a visual shock. (4)

(The researcher in this study will rely on the intellectual and artistic principles of abstraction by the artist Kandinsky to benefit from them to be the first motive and entry point from which the student learns the principles and rules of abstraction, which form with the movement of points, lines and shapes, the diversity of their spaces, sizes and touches, and the harmony of their colors in aesthetic relations.

The search problem

1-How can the intellectual and artistic starting points of the artist Kandinsky Wassily be used in abstraction as an entrance for teaching the principles and rules of abstraction among the students of the fourth year, Department of Art Education, Faculty of Specific Education, Menoufia University in 2020/2021?

2 -How much does the study of intellectual and artistic starting in abstraction enrich the artist Kandinsky Wassily with aesthetic values in the abstract art work painting among the students of the fourth year, the Department of Art Education, Faculty of Specific Education, Menoufia University in 2020/2021?

The importance of the research

- 1- Focus the intellectual and artistic starting points of the artist Kandinsky in abstraction.
- 2- Providing sources of artistic vision and a new idea to the art diary based on the starting points of the artist Kandinsky Wassily in abstraction.
- 3 -Developing the artistic and aesthetic taste of the art of abstraction among quality education students.
- 4 -Opening new horizons for teaching the principles and rules of abstraction for art education students (research sample) that addresses issues of form and content.

Research objectives

- 1-The aim of the research is to study the premises of Wassily Kandinsky, both the artistic and intellectual premises, as an entrance for art teaching for students of the fourth year, Department of Art Education, Faculty of Specific Education, Menoufia University in 2020/2021.
- 2- It aims at enriching the art of abstraction for students of the fourth year, Department of Art Education, Faculty of Specific Education, Menoufia University in 2020/2021 through studying these premises.

Search assignments:

The researcher assumes that:

- 1 -Studying the intellectual and artistic principles of abstraction by artist Wasili Kandinsky Wassily can be an entrance for teaching the principles and rules of abstraction among the students of the fourth year, Department of art Education, Faculty of Specific Education, Menoufia University, in 2020/2021.
- 2 -Studying the intellectual and artistic starting points of the artist Kandinsky Wassily in abstraction can enrich the art work painting among the students of the fourth year, the Department of Art Education, Faculty of Specific Education, Menoufia University, in 2020/2021.
- 3- There is a statistical difference between the average grades of the experimental group in the tribal and postal applications in favor of the remote application of the variable of the study of intellectual and artistic principles in abstraction by artist Wasily Kandinsky, an entrance to teach the principles and rules of abstraction and enriching aesthetic and formative values in the abstract painting for the students of the fourth year, Department of Technical Education, Faculty of Specific Education, Menoufia University 2020/2021.

Search limits

- 1- Studying a number of the intellectual and artistic starting points of the artist Kandinsky Wassily in abstraction as an entrance to teach the principles and rules of abstraction to enrich abstract painting.
- 2-Technical practices are limited to an applied experience of (20) male and female students - the fourth division, Department of Technical Education, Faculty of Specific Education, Menoufia University, in 2020/2021.
- 3 -Applied experience is limited to color using watercolor acrylic colors on wood toweling an area of 40x60 cm.

The research method

Research follows the analytical descriptive approach when reviewing and analyzing aspects associated with the theoretical framework of the research, and the para-experimental approach has been followed in the practical framework of the research.

Research steps and procedures:

First: The theoretical framework

The researcher studied 4 axes in the theoretical artistic point of view of:

1st axis: is about abstraction and its types.

2nd axis: is the theory of abstraction art in Kandinsky school.

3rd axis: Kandinsky general art premises.

4th axis: the way of Kandinsky in abstracting the curves from Great Baloka dances.

Results

1-The artist Kandinsky's intellectual and artistic breakthroughs are a fertile entry point for teaching the principles and rules of abstraction to the student of art.

2- Starting points and artistic premises in the abstraction of the artist for the religion of art education students.

3-There is a statistical significance at the level of significance (0,01) average degrees of measuring the effect of studying the Starting points and artistic premises in abstraction by the artist Kandinsky teaching the principles and rules of abstraction and enriching abstract art work paintings with aesthetic and plastic values for the research sample in the pretest / post-test, in favour of dimensional measurement.

Reviewer

1- Abu Al-Oyoun, Suhair Abdel Rahim. (2018). "Sitography of theatrical performance between realism and abstraction." Architecture and Arts Magazine, Issue 11, Volume 1, p. 333.

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3-Hasab Alrasol, Omaila and Abdullah, Abdul Rahman. (2018). "Abstraction in the ancient Sudanese sculpture (analytical and descriptive study)." Journal of Human Sciences, Volume 19, p. 259.

4-Yazigi, Ahmed and Huwaji, Linda Ahmed. (2021). "Abstraction and its Role in the Art of Optical Deception." Tishreen University Journal of Research and Scientific Studies, Engineering Sciences Series, Volume 43, No. 1, pg. 57.

5- Schapiro, Meyer. (1938)." Nature of abstract art". American Marxist Association.