Abstract

The purpose of the present study was to explore the art ability of teenage blind students in the KSA with the objective (i) to study age and sex differences in the art-related activities of visually impaired students. (ii) to assess the artistic abilities (involving clay, handicrafts, and drawing) of visually impaired students. 155 male and 55 female blind students participated. Checklists developed by investigators were used. Findings revealed artistic abilities increased as a function of age and grade, the most dramatic developmental changes may occur during childhood and adolescence. During this period, almost all skills and abilities increase rapidly.

Key words: artistic ability, school, blind.

In the current school environment, it is important to consider the deductive reasoning and creativity that can be developed through art education. Albert Einstein observed that imagination is more important than knowledge” (Vermont Arts, 2004, p. 8). The use of imaginative thinking can lead students to explore alternative solutions to the problems they encounter. Art education helps to produce students who seek multiple solutions to the problems they encounter using creative and divergent thinking. A growing body of research, including studies in the research compendium critical links, has presented compelling evidence connecting student learning in the arts to a wide spectrum of academic and social benefits (Douglas, 2004). These studies have documented the mental, social, and personal dispositions and habits inherent to learning in the arts. Additionally, research has shown that art-related learning may help students to master other subjects, such as reading,