ABSTRACT

The aim of this thesis is to identify valuable ways in which generative AI can be used in art education, and the issues it can address.

The theoretical part of the thesis explores what AI is, how it works, how it is perceived in social discourse and how it is used in contemporary art. It also describes the pedagogical background from which the author arrived at the main goals of the practical part: to give students an understanding of how AI tools work and how the technology behind them determines the final results, and to show how to use generative models while still maintaining a connection to the visual arts and fostering a relationship with them in students.

On the basis of these aims, the author then designed several lessons, which she implemented at the Jiřího z Poděbrad primary school and the Na Zatlance grammar school. The individual assignments are analysed using the method of concept analysis, and the students' statements are thematically analysed using the method of framework analysis.

The practical part shows that intentional work with generative AI followed by reflection is a valuable means to develop visual literacy, communication skills and digital literacy in students, but it is also a good way to raise the issue of value, kitsch and different ways of representation, as well as to engage students who are in the midst of the crisis of artistic expression and don't have a strong relationship to art education.

KEYWORDS