

Identifying the Aesthetic and Artistic Components in the Primary School Curriculum based on Verses and Narratives and Presenting a Structural Model: A Mixed Methods Study

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Abstract

The purpose of this study is to identify the aesthetic and artistic components in the primary school curriculum based on verses and narratives and to present a structural model. The research method was applied in terms of purpose, descriptive-correlational and mixed in terms of nature. The size of sample in the qualitative part included 17 experts and in the quantitative part, 250 individuals from all teachers and education activists in Sistan and Baluchistan Province. The entry criteria included having a PhD degree in the field of curriculum planning, authoring and researching in the field of art and aesthetics education, and having at least 10 years of experience in elementary school. A researcher-made questionnaire was used to collect the data in the quantitative phase. To analyze the qualitative data from Atlas TI software was utilized. In the quantitative part of the research, to validate the model obtained in the qualitative phase, structural equation modeling was run with SmartPLS and SPSS software programs. The absolute value of the t statistic for all relationships between variables was greater than the critical value of 1.96 and all the factor loadings in the standard state were greater than 0.3. Therefore, all The variables and relationships were confirmed and the model achieved a good fit.

Keywords: aesthetics, art, curriculum, primary school, verses and narratives, education

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