

Methods of Teaching Art in Elementary Schools and its Accreditation

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Abstract

This study intended to develop and validate the methods for teaching art in elementary schools. The first part is a qualitative phenomenological study focusing on the experiences of art teachers and students. Participants in the first part involved 12 art teachers and 15 elementary school students living in Fars province, selected through homogeneous sampling. One-to-one semi-structured interviews with art teachers and elementary students were used for the purpose of data collection. In order to analyze the interview data, Colaizzi seven-step method was used. In the first part, the findings were validated through examining the interviewees, and content analysis method was used in the second part. The content analysis focused on all texts and articles that dealt with the methods of teaching art to elementary school students. Reality reconstruction was used to validate qualitative data. For this purpose, the interviews conducted by the interviewees were read and finally approved by deleting, adding or subtracting. The findings showed the following 7 criteria for teaching art: teaching method criterion (including group and individual dimensions), student criterion (including knowledge, attitude, skill, intelligence and thinking), teacher criterion (including teaching method and scientific development), opportunity criterion (including culture, heritage, art and art within social context), weakness criterion (including parents, education, time, equipment and books) strength criterion (including upstream documents and the status of art) and finally the criterion of principles (including the principle of moderation, the principle of creation, the combination of art with the objective and principle of freedom).

Key Words: Teaching Methods for Art, Elementary School, Validation.

Introduction

Art education is considered as one of the basic and important functions of the educational system. The importance of this function stems from the fact that art and art education in creating and fertilizing constructive fields such as innovation and creativity, development of intellectual and cognitive skills, cultivation and modification of emotions and feelings (emotional education), moral development and etc. It has a tremendous effect. Art is one of the serious cultural categories of any society and scientists have considered it as the highest form of human spiritual activity. It is natural that when this spiritual activity of man can grow, it will have a great application in enriching the social culture. On the other hand, art in the growth, maturity and prosperity of human beings, in understanding and recognizing the world around them, in navigating the depths within people, in getting acquainted with the customs, culture and beliefs of different nations of the world, in creating an atmosphere of understanding and solidarity between nations, in the exchange of information. Familiarizing students with artistic experiences, ideas and visual principles, aesthetics and its impact on the teaching process, learning in schools is essential, so educators should introduce elementary students to the heritage of the past and Iranian artists through art.

In any human society, educational institutes influence the process of human life. These institutes are expected to pay attention to the various aspects of human existence in a balanced way in order to provide the grounds for the integrated growth of individuals. Contrary to this expectation, many educational systems emphasize only one aspect of cognitive characteristics, and ignore or pay less attention to the other aspects of human existence. Such one-dimensional emphasis impedes the growth of the perfect human being, i.e. a person who has received social, political, cultural, artistic, and moral education. Having a balanced society depends on how much the education system gives credit to various mindsets, talents and abilities. The belief in this diversity will serve as a basis for policies, planning and basic social actions. One function of education is to shape and develop the artistic and aesthetic abilities and talents of students since art, in its most enduring and purest manifestation, deals with deep and fundamental concepts, understandings, skills, feelings and values. By relying freely and consciously on these factors, human beings can truly change themselves (Mehr Mohammadi, 2014).

Societies are in an urgent need for citizens who can be trusted and can possess flexible intelligence. They need to have creative verbal and non-verbal communication skills, critical thinking, a strong

sense of imagination, intercultural understanding and genuine commitment to cultural heterogeneity. Acquiring the mentioned skills so much depends on the learning process and actual use of artistic language. Therefore, art education, as a basic function of any educational system, involves the development of creativity and deep emotional perception of artistic phenomena. Art education tends to raise different feelings, create artistic phenomena, and critically evaluate and acknowledge visual symbolic forms. It leads to the acquisition of skills relevant to artistic manifestations. Art education also raises cultural and historical understandings and sharpens sensitivity to aesthetic features (Amini, 2001). It is through art that students learn the fact that problems and questions could have more than one solution and answer. It is through art that one can understand good deeds can be done in multiple ways (Eisner, 2002). On the other hand, artistic activities are a means of communication between thought and expression. Therefore through art, effective communication can be established with others and it can be used for the intellectual, emotional and social education of people. Art triggers individual desires, thoughts, feelings, and experiences. In the process of artistic creativity, art develops the personality and expresses the untold, because it is the means of expressing oneself and is considered as the most sincere language of emotion (Boettcher,

2010). The language of art is the most original, purest and most accessible language that can guide people toward progress and excellence. Therefore, due to the breadth and different aspects of art, it should be discussed to reveal its true value. When man faces the greatness of the universe, it is important to grow children's creative imagination and power of understanding their surroundings. Familiarity with the basics of art provides children with the strength to express themselves through artistic mediums (language of art). It also helps them analyze their surrounding events and sharpen their precision. The evolution of art is closely related to the dynamic activity of the mind, the growth of fruitful thoughts, the development of artistic tastes, the precision of theoretical memory, physical activity, and theoretical measurement. In schools, through art education, it is possible to cultivate desirable tendencies to strengthen the desired values and habits in students. It also serves as an effective tool to teach the concepts and principles of development from the intellectual, social, emotional and moral perspectives (Boettcher, 2010). More than any other course, art will contribute to the promotion of imagination in students since any art is an effort invested in beauty, and it can join the real world to create a fictional world filled with matchless shapes and feelings (Ceresia, 2010). Given the educational functions of art, it is easy to understand that human beings, consciously or

unconsciously, seek beauty. A person who tries to create a pleasant, orderly and tidy environment in his workplace and home, a teacher who uses colored chalks to draw pictures on the classroom board, a mother who selectively chooses clothes with the right color and shape for her child; whether they know it or not, they are all some kind of artist (Ghafari, 2017).

Due to the growth and expansion of various artistic and aesthetic needs of society at the macro level, as well as the increasing needs of students to art, in order to promote creativity and talents, several studies have focused on methods for teaching art. For instance, Shah Nemati et al. (2017) studied art teaching methods in order to provide a desirable model for methods of teaching art in elementary schools. The results showed that this model, based on the principles of art teaching methods, included two categories of group and individual teaching methods. It also involved positive opportunities and achievements. Ghaffari et al. (2017) investigated the effect of discipline-based art education (DBAE) curriculum on art education among elementary school students. They found that DBAE curriculum in the area of production and art criticism has no impact on students' art education. However, in the area of art history and aesthetics, it has an impact on art education among students. Farsi and Nouri (2016) evaluated elementary school art curriculum through expert and educational criticism method. They found that

painting and handicrafts are the only contents that are taught in art classrooms, and this is often done through explanatory method. In addition, in evaluating artistic activities, various tools and methods of assessment are not used, and individual differences between students are not taken into account. Due to the lack of trained personnel for art education and their lack of familiarity with the principles of art teaching, it is necessary to hold training courses for teachers as well as training art teachers with expertise in art education, which should take place in teacher training institutions and faculties of educational sciences. Ghanbari et al. (2016) analyzed the content of the art curriculum of grade 1-3 of elementary schools in terms of attention to the components of aesthetics. They used content analysis method and showed that in the art curriculum of grade 1-3, aesthetic components have received attention. Schoevers et al. (2019) studied how enriching mathematics education with visual arts may have an impact on elementary students' ability in geometry and visual arts. They found that "the Mathematics, Arts, Creativity in Education (MACE) program was designed to change educational practice in this respect. The program aimed to teach domain-specific and overlapping learning goals of visual arts and geometry and to promote students' creative skills in both disciplines, by creating opportunities for students to act creatively in an integrated visual arts and geometry context". Steele (2019) focused on

feedback of graduates of an art integration elementary school on art, school, self and others. He found the participants' ongoing interest in the arts, including engagement in arts ensembles and development of artistic sensibilities. The participants also respected the school and for teachers who provided them with variety of methods and materials. Finally, the participants attributed social skills (e.g. confidence, community, and communication) to their past experiences in an arts integrated school. Huzjak and Zupanic Benic (2017) investigated creativity in visual arts teaching methodology in elementary schools. They found that collaboration among instructors, university lecturers and students of the faculty of teacher education with regard to visual art teaching methodology has a positive impact on students' creativity. Through a UNESCO report, Iwai (2013) reviewed the contribution of art education to children's lives and found that the relationship between art and education could be viewed from 5 perspectives: aesthetic development, social-emotional development, socio - cultural development, cognitive development and academic achievement. The results of this study showed that appropriate artistic activities not only improved children's aesthetic development but also strengthened their respect for art. Children were able to gain better insights into self-expression, self-acceptance, acceptance of others and self-awareness through role-playing and story writing.

Teachers play a prominent role in the process of art education. Thus investigating teachers' lived experiences in teaching art curriculum can shed light on the challenges of teaching art in elementary schools. Elementary school children need to be able to learn basic skills, communicate their needs to others, and understand the thoughts and feelings of others. They should also build emotional relationships with others, learn motor skills, experience happiness and be able to develop their personality and creative power. Accordingly, the activities and content of art curricula are the first step taken to teach basic skills and also to provide fruitful learning opportunities for students. Art lessons provide an opportunity for cultivating a sense of aesthetics and creativity, facilitating learning other lessons, freely expressing emotions, discovering emotional and behavioral problems, expressing personal experiences, softening emotions, sharing intellectual endeavors, developing values etc.

Effective art teaching method is crucial since art education has a significant impact on various components such as creativity, emotional and moral development, development of dexterity, and cultivation of group and communication skills of students (Garmabi, 194). In other words, by using an effective teaching model, students are placed in a real teaching-learning environment, and they can engage in professional and deep artistic activities. Hence

by gaining knowledge and acquiring professional skills, they fill the gap between theory and practice, and expand the scope of their creativity (Chen, 2012). Therefore, the correct application of effective and comprehensive teaching models in primary education can be effective in identifying and developing the artistic capabilities of students. It also plays a key role in the development of school systems, and, as a dynamic and active activity, leads to effects and results the like of which has never been observed in any part of school curriculums. Therefore, it is wise to pay attention to art education and training in the educational system (especially primary education). This leads to the improvement of scientific, economic, social and moral dimensions. Today, maintaining high educational standards depends on placing art and aesthetics at the heart of the educational system (Mehr Mohammadi, 2011).

In general, it can be said that by teaching art, one can explore children's skills, creativity, talent, intelligence and imagination and discover the hidden points in the child's mind and teach him to look at his surroundings with a new look and with ability. Make your imagination come true. Undoubtedly, school is a very important factor for cultivating talent and creating creativity. Art disciplines are an attractive and excellent means of expression that can have a significant impact on increasing the capabilities and growth of children's creative power

at this age. The arts can play an important role in life, even in healing. The concept of art therapy is based on the assumption that the expression of emotion in art has a healing effect. Encouraging children to create works of art and creating an environment full of calm and avoiding special design in teaching, for children, in schools, causes hidden talents in children and helps the child's mental and physical development and generates new and innovative ideas. Therefore, considering the importance of art, the role of the teacher in the process of teaching art is very important and it is better to give the necessary training to teachers.

Therefore, this study intends to analyze the methods of teaching art in elementary schools. Hopefully, the findings of this research can contribute to art curriculum in order to enhance the educational and learning opportunities of elementary students. Furthermore, the results of this study could be used for increasing teachers' knowledge and skills by changing the basic attitude toward their students' abilities. This provides an opportunity to overcome many educational deficiencies and problems which are a major challenge and concern for educational policy makers and experts. Therefore, the purpose of this study was the evaluation and validation of the methods of teaching art in elementary school. It sought to answer the following question: what are the methods of teaching art in elementary schools and their validation?

Method

The first part of this research is qualitative and phenomenological. Participants in the first part included 12 art teachers with at least a postgraduate degree and five years of teaching experience, and 15 students from third to sixth grade elementary schools in Fars province with an age range of 9 to 12 years. The participants were selected using homogeneous sampling. Semi-structured one-on-one interviews with art teachers and elementary students were used to gather information and analyze the lived experiences of art teachers and students. In this interview, the main questions of the research were put forward. In order to analyze the interview data, Colaizzi seven-step method was used. The findings were validated in this section through interviewees. The second part included the content analysis method. The analyzed content included all texts and articles that dealt with methods of teaching art in elementary schools. The collection of data used in this section was done by taking notes from databases, library resources and articles related to art teaching methods in elementary schools.

The advantage of data collection by the researchers is that during the analysis, they study the collected data several times using basic knowledge and analytical tool. Then they prepare a preliminary list of ideas and important points extracted from the data. In the first stage of coding, the researcher discovered 8 comprehensive themes, 28 organizing themes and 71 basic themes. In the second coding stage, 7 comprehensive themes, 24 organizing themes and 65 basic themes were found, which were examined by experts of education and psychology. Finally, 7 comprehensive themes, 24 organizing themes and 61 basic themes were obtained. After identifying the comprehensive, organizing, and basic themes, a questionnaire was prepared for validating the themes. Fourteen experts/professors of education shared their opinions on each theme. Experts were also asked to indicate whether a theme should be added or amended. Reality reconstruction has been used to validate qualitative data. For this purpose, the interviews conducted by the interviewees were read and finally approved by deleting, adding or subtracting.

Table 1- Categorization of methods for teaching arts

No.	Codes	Categorized concepts	Replaced concepts					
1	23- Guiding students toward the power of understanding their surrounding events 61. Educating creative and motivated students who are eager to learn 143- Strengthening process skills (thinking, interaction and creativity) by the approach of artistic education 146- Use of art to develop skills and create artistic works 161- Inviting students to think carefully 304- Creating different works of art in the experience of learning art	Intellectual spark	Individual teaching methods for art	Teaching methods for art				
	11- Creating a kind of growth and innovation through teaching and understanding art 22- Fostering creative imagination in children 58- Increasing the fluidity, expansion, originality and flexibility of students by teaching art in an integrated way 66- The principle of creativity and flexibility of human aesthetics and psychological principles 225- The emergence of creativity 297. The purpose of teaching art, to develop skills related to creativity	Creation				Developing the creativity		
	48- Limited attention to educating learners by mastering the theoretical basis of aesthetics 64- The principle of balance of human aesthetics and psychological principles 66- The principle of creativity and flexibility of human aesthetics and psychological principles 174- Attention to aesthetics 168- Explaining the elements and components governing the construction of aesthetics-art 224- Art education shows the cultivation of aesthetic abilities 309- Aesthetic development of children through artistic activities	Linguistic development						
	27- Development of the five senses	5 senses	Development of					
	227. Development of motor and dexterity skills	Motor skills						

	28- Development of speech skills 278- Teaching visual arts	Verbal skills	senses		
	244- Seeing the difference in visual art classes 245. More use of visual perception by intelligent students 294- Seeing art in all areas of life and teaching	Visual skills			
	298. The purpose of teaching art, developing communication and self-expression 316- Acquiring appropriate communication skills with a non-biased and positive attitude toward society through art education	Communi cative skills			
	300- Students' critical comments about the value of art 333. Having the freedom to innovate 334- Reflection on Art	Critical thinking	Critic al thinki ng		
	304- Creating different works of art while learning art 305- Gaining a unique set of experiences and ideas during the learning process 315- Playing a role	Methods based on students' roles			
	25- Familiarity with nature	Naturalist method	Direct method		
	311. Self-expression 312- Trust 313. Self-acceptance 314- Acceptance of others and self-awareness 317- Social growth through art education 318- Cultural growth through art education	Respectin g the art			
2	115- The effectiveness of improvising teaching model on creativity and academic performance in art lessons 116- Significant impact of the improvising teaching model on the components of Torrance creativity 117- More creativity of female students in art lessons through improvising teaching	Innovation	Improvising teaching methods	Data processing (developing the creativity)	Group teaching methods

	187- Teachers' belief in the role of art in students' self-confidence 205- Q&A teaching method 261- Increasing the trust in different specialties for teaching art with questions 263- Presenting the value of art by increasing and strengthening the confidence in the work of various art education specialists	Q&A teaching method		
	204- Explanatory method 265- The connection between teachers' skills, knowledge and confidence in explaining each subject	Explanatory teaching method		
	1- Group teaching method 228- Developing students' group abilities	Group exploratory teaching model		
	143- Strengthening process skills (interaction, participation, cooperation, order and accuracy) by the art education approach 302- Discovering ways of participation through trained students	Teaching methods based on participation		
	143- Strengthening process skills (interaction, participation, cooperation, order and accuracy) by the art education approach 302- Discovering ways of participation through trained students	Group discussion	Discussion-based learning	
	229- Developing students' communication capabilities	Communicative capabilities		
3	64- The principle of balance of human aesthetics and psychological principles	The principle of balance		Principles deriving from art
	65- The principle of imagination 66- The principle of creativity and flexibility of human aesthetics and psychological principles	The principle of creation	Creativity	
	67- The principle of sublimation of the perfection of beauty and real art	The principle of sublimation		

		n		
	202- Paying attention to the principle of flexibility 199- Lack of opportunity for students to express their emotions	The principle of flexibility		
4	35- Lack of expert teachers 86- Lack of expertise in teaching art	Lack of expertise	Weaknesses	
	54- Limited use of new perspectives and knowledge in the field of art teaching teaching activities 291- Highlighting the lack of art education and teaching in schools	Teaching method	Lack of training and education	
	50- Giving art the least space in the curriculum	Hours of teaching		
	96- Lack of up-to-date sources and few changes of art textbook to keep up with newest issues 97- Excessive use of images in art textbooks 99- Too much length of art textbooks 100- Manner of arranging chapters in the art textbook 101- Lack of conformity between the content of the art textbook and the age of the students 103- Irrelevance of art goals with the content in art textbooks 104- Art textbooks indifference to the needs of students 105- The indifference of art textbooks to the needs of society 106- The incoherence of the contents of the art textbook 112- Removal of art textbook from elementary school curriculum	Poor textbooks		
	98- Lack of connection between art course and other courses	Lack of harmony with other courses		
	5- physical space and equipment 37- Lack of suitable facilities 108- Inadequate space for teaching art lessons 127- Low quality of art classroom environment 192- Lack of suitable educational space	Environment	Facilities	
	45- Lack of value of the content of art books during the development stage	Lack of value of the content	Problems in development and content	
	76- Teachers do not use the full potential of content in teaching 85- Lack of benefit from the content potential of this course by teachers in teaching art curriculum	Improper use of teachers		

96- Lack of up-to-date sources and few changes of art textbook to keep up with newest issues	Lack of up-to-date sources		
101- Lack of conformity between the content of the art textbook and the age of the students	Lack of conformity between the content of the art textbook and the gender of the students		
103- Irrelevance of art goals with the content in art textbooks	Irrelevance of art goals with the content		
153- The integration and non-separation of form and content from each other	The integration and non-separation of form and content		
102 - Lack of a clear definition of the objectives of the art course	Lack of clear objectives		
87- Lack of time 126- Lack of time dedicated to art lessons	Lack of time		
88- Lack of budget 292- Lack of budget	Lack of budget		
53- Not holding educational courses in the field of efficient and modern teaching methods in artistic fields	Not using modern knowledge		
9- Parents' lack of interest	Parents' ignorance		

	<p>38- Inadequate evaluation of art lessons 231- Parents' high expectations in getting a grade 233- The low status of art courses and their scores 234- Limited application of diverse and efficient approaches in the evaluation of art courses 236- Limited application of national and transnational standards in the development and implementation of methods for evaluating art curricula 237- Evaluation is one of the most essential educational activities</p>	Evaluation	
5	<p>296- Combining artistic activities with educational topics and goals 322- Setting different goals for art education</p>	Combining art with objectives	Objectives
	333. Having the freedom to innovate	Having freedom	
	<p>194- Coordinating the content of the art curriculum 196- Making a balance between the content and the ability of the students 197- Too much attention and interest of the audience in the content of the program</p>	Coordination of the content	
	<p>53- Lack of training courses for efficient and modern teaching methods 212- Excessive use of teacher's manual</p>	Using novel teaching methods	
	<p>167- Providing a suitable environment for showing students' works 221. Suitability of environment</p>	Providing a suitable environment for art works	
	<p>133- The achievement of the desired educational goals through new technologies by students</p>	The achievement of the desired goals through new technologies	
	207- Paying attention to the qualitative evaluation of students' learning	Attention to evaluation	
	45- Lack of value of the content of art books during the development stage	Lack of	

6		value of the content of textbooks	Harmful factors
	44- Insufficient teaching 110- Less hours given to teaching art in schools	Insufficient teaching	
	43- Lack of proper planning by the Ministry of Education	Lack of planning	
	50- Giving art the least space in the curriculum	Lack of time	
	55- Little attention paid to individual differences of students during the process of development and designing of art curriculum learning activities 56- Lack of attention to fostering of talents	No attention paid to individual differences	
	47- Lack of attention to fostering art research and discovery	Lack of attention to art research	
41- Parents' lack of information about the importance of art	Parents' ignorance		

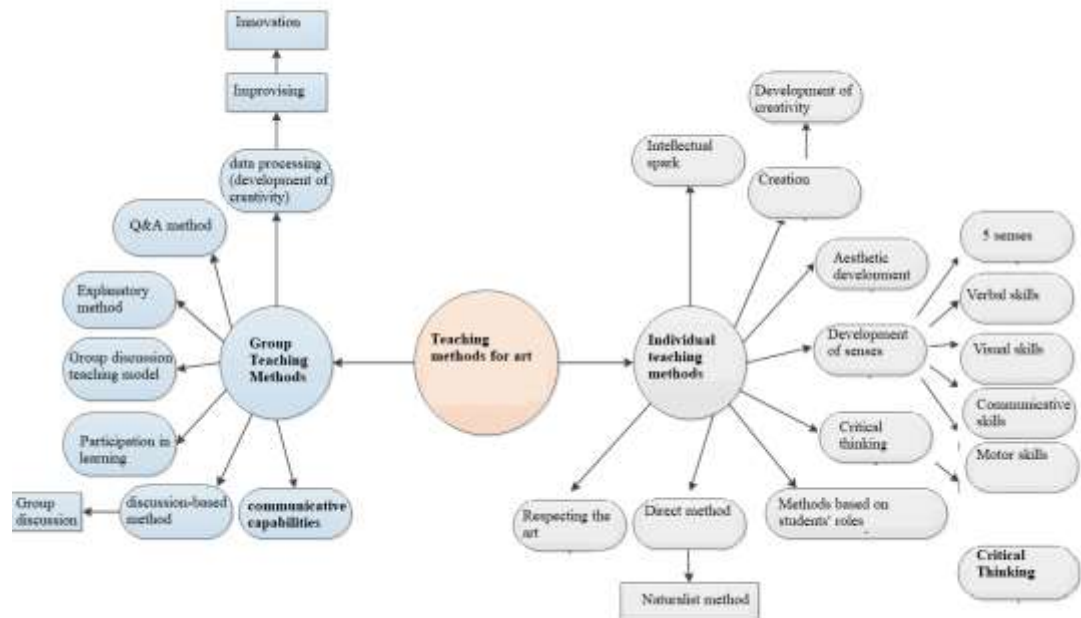


Figure 1- Teaching methods for art (individual and group)

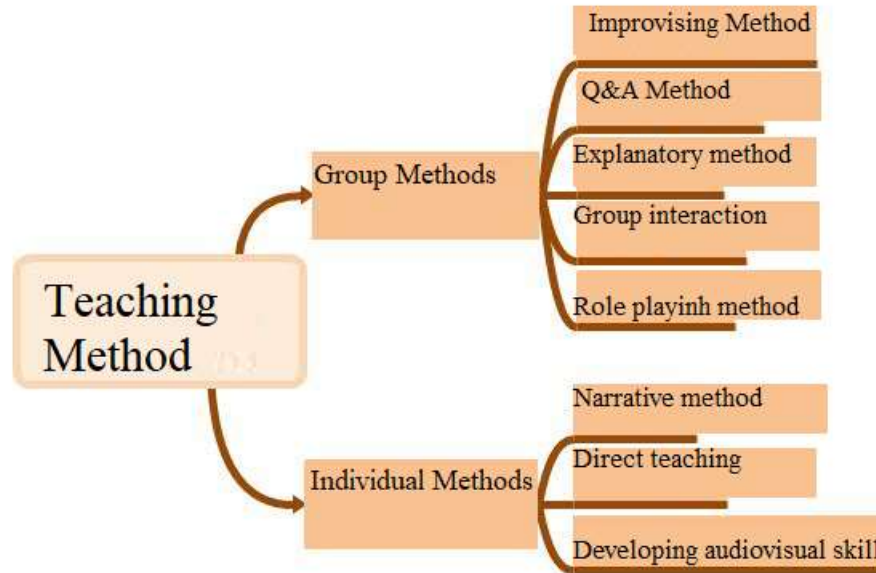


Figure 2-Teaching method criterion and its dementis in teaching art in elementary schools

Discussion and Conclusion

The findings of the present study showed that the teaching methods in the primary education course can be divided into two categories: individual methods and group methods. The individual teaching methods that are suitable for art lessons in elementary school include the following: the narrative method, which is based on literature, and the direct teaching method, which is based on experience. Direct method also includes the development of visual-auditory skills, which is also associated with the development of audiovisual tools and equipment. According to the analysis, the narrative method includes storytelling, poetry reading, painting and drawing lines in the first grade, completing plays and semi-finished storytelling, and narrating creative stories. Direct

teaching methods include using colors in nature, using the leaves of trees and flowers, making handicrafts with leaves and flowers, using pantomime, working with paint, collecting stones, flowers and plants, painting with natural colors, painting with stones, and visiting nature (schoolyard). In general, it can be said that direct method deals with the nature and the greatness of God.

Compared with the results of this study, Ghaffari et al. (2017) investigated the content of the art curriculum for grade 1-3 of elementary school in terms of the amount of attention paid to the aesthetic components through the content analysis method. They showed that in the art curriculum of the first grades of elementary school, attention has been paid to the components of aesthetics.

Tabatabai et al. (2015) focused on barriers to the implementation of art courses from the perspective of elementary school teachers in Isfahan. The results of statistical analysis showed that the following factors impinge on the correct implementation of art courses in elementary schools: the negative attitude of teachers, lack of specialized teachers, teachers' unfamiliarity with appropriate teaching methods, lack of appropriate facilities and inappropriate evaluation of art lessons, lack of awareness of school principals about the role of art in moderation, the negligence of the planners and officials, and parents' disregard of the importance of art courses. Zolfagharian and Kian (2014) attempted to identify and explain the experiences of teachers in teaching elementary art curriculum. They used a qualitative and phenomenological approach and the study population was consisted of elementary school teachers in Mehdi Shahr city of Semnan province. Through purposive sampling and after reaching theoretical saturation, 10 teachers participated in the research through semi-structured interviews. The data were analyzed using coding method. Their validity and reliability were obtained through three criteria of acceptability, reliability and verification. Based on the findings, teachers' experience in teaching elementary school art was identified in two categories of positive achievements (development of professional

competencies) and negative challenges (poor appreciation of art). In teaching art programs, teachers have failed to benefit from the potential of this lesson for training. The insignificance of art courses compared to other courses has affected teachers' performance. Due to issues such as the lack of expertise in art training, lack of time, limitation of funds and parents' indifference to art, art programs are generally neglected. To overcome the mentioned problems, the followings are suggested: Providing specialized in-service training for teachers, creating a suitable platform for the exchange of experiences between teachers and raising the level of parental awareness of the importance of art. Mehravar (2000) investigated the prevalent methods of art teaching in elementary schools of Gomishan District and recommended several appropriate teaching methods. The findings showed that the teachers did not have the ability to teach art and there is a lack of educational facilities accessible to teachers and students. Furthermore, in many textbooks of this course, art is considered as an alternative factor, so it is trained indirectly. Schoevers et al. (2019) studied how enriching mathematics education with visual arts may have an impact on elementary students' ability in geometry and visual arts. They found that "the Mathematics, Arts, Creativity in Education (MACE) program was designed to change educational practice in this respect. The program aimed to teach domain-

specific and overlapping learning goals of visual arts and geometry and to promote students' creative skills in both disciplines, by creating opportunities for students to act creatively in an integrated visual arts and geometry context". Steele (2019) focused on feedback of graduates of an art integration elementary school on art, school, self and others. He found the participants' ongoing interest in the arts, including engagement in arts ensembles and development of artistic sensibilities. The participants also respected the school and for teachers who provided them with variety of methods and materials. Finally, the participants attributed social skills (e.g. confidence, community, and communication) to their past experiences in an arts integrated school. Huzjak and Zupanic Benic (2017) investigated creativity in visual art teaching methodology in elementary schools. They found that collaboration among instructors, university lecturers and students of the faculty of teacher education with regard to visual art teaching methodology has a positive impact on students' creativity.

Investigation of the above question showed that an effective method for teaching art is important because art education significantly affects a number of different components such as creativity, emotional and moral development, motor skills and dexterity, group work capabilities, and communication abilities of students (Amini, 2001). In other words, using the effective teaching

pattern, students are considered in a real learning environment and can be professionally engaged in artistic activities. With a true understanding and professional skills, the gap between theory and practice will be filled and the scope of students' creativity will be expanded (Chen, 2012). Therefore, the proper use of effective teaching methods in primary education can contribute to identifying artistic capabilities and talents among students. It also helps the development of the school system. As a dynamic act, effective teaching can bring matchless results. Therefore, the attention to art education within the educational system (particularly elementary schools) is wise and leads to the growth of science, economy, society, morality etc. Today, maintaining high educational standards depends on placing art and aesthetics at the center of the educational system (Mehr Mohammadi, 2011).

The study of the above explanation and interpretation showed that when students work in the field of arts, they actually show personal experiences and narratives that are not seen in other areas of learning, and this requires capable teachers. Teacher awareness of students' strengths and weaknesses provides educational experiences that help discover students' creativity. Teachers need to have enough knowledge about the arts, which is necessary to make correct judgments about students' learning. According to the researcher, the use of content analysis of art teaching methods in elementary

school can help teachers create opportunities to learn art. In this way, teachers are most expected to create rich and diverse activities and experiences tailored to the factors and elements of the curriculum and the needs of students in order to teach better. Through the analysis of art student themes, activities and content of the art curriculum, it is possible to apply global and local approaches to the art curriculum. The art course provides an opportunity to cultivate a sense of aesthetics and creativity and facilitate the learning of other courses, the free expression of emotions, the discovery of emotional and behavioral problems of expression and personal experiences, and finally the identification of teaching methods and related quality can lead to improve and improve the implementation of art curriculum, especially in the elementary school, and given that most of the knowledge is acquired by students in the classroom, and the classroom and the quality of teaching is the most important factor in student progress, teachers should strive to improve teaching quality.

In discussing research proposals, it should be stated that special and quality training courses for teachers in order to acquaint them with the art and the impact of this course on students' progress and its relationship with other courses should be considered. Also, teachers who show more interest and creativity in this course should be recognized and encouraged. On the other hand, the optimal use of

educational technologies and the use of different teaching methods by teachers, including (field trips, visits, discussions, questioning, etc.) can be very important.

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