

DOCUMENT RESUME

ED 429 870

SO 029 426

AUTHOR Hale, Judy A.; Lowry, Patricia K.  
 TITLE The Creative Arts: Are Elementary Education Majors Prepared for Curriculum Integration of the Arts?  
 PUB DATE 1997-11-00  
 NOTE 9p.; Paper presented at the Annual Meeting of the Mid South Educational Research Association (Memphis, TN, November 12-14, 1997).  
 PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150) -- Tests/Questionnaires (160)  
 EDRS PRICE MF01/PC01 Plus Postage.  
 DESCRIPTORS \*Creative Art; \*Curriculum Development; Elementary Education; Higher Education; \*Integrated Curriculum; Preservice Teacher Education; Questionnaires; \*Student Attitudes; Student Surveys  
 IDENTIFIERS Interpretive Research

ABSTRACT

When the curriculum revision process began at a southern university for an upcoming program review, elementary education faculty decided to look at current coursework to determine whether the "Arts in the Integrated Curriculum" course adequately prepared preservice elementary education majors to teach the creative arts (music, movement, drama, visual arts). Since the new program would certify K-6 teachers, instead of the previous 1-6 certification, a concern existed regarding preparation for both primary and upper elementary grades. A study examined whether those students interested in teaching the primary grades felt prepared to teach the integrated arts in kindergarten. While the research method was qualitative, the research design followed an interpretive approach and allowed for interviews and content analysis. Subjects were obtained from a sample of 15 junior and senior level teacher education students who had completed the aforementioned course. A telephone questionnaire was developed that focused on preferred teaching levels, feelings of being appropriately prepared for preferred teaching levels, and recommendations for improvements. Findings indicated that students who preferred to teach primary grades felt adequately prepared to integrate the creative arts. Findings also suggested that students were already applying techniques learned in the course to other assigned course projects and job-related situations such as a summer library program. It was concluded that the existing course met the needs of the sample group. The recommendations were evaluated and implemented in the existing course. Contains a sample questionnaire and five references. (BT)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

THE CREATIVE ARTS: ARE ELEMENTARY EDUCATION MAJORS  
PREPARED FOR CURRICULUM INTEGRATION OF THE ARTS?

Judy A. Hale and Patricia K. Lowry

Jacksonville State University

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL HAS  
BEEN GRANTED BY

JUDY  
HALE

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it.

Minor changes have been made to  
improve reproduction quality.

• Points of view or opinions stated in this  
document do not necessarily represent  
official OERI position or policy.

SO 029 426

Presented at the annual meeting of  
Mid South Educational Research Association  
November 11-14, 1997

THE CREATIVE ARTS: ARE ELEMENTARY EDUCATION MAJORS  
PREPARED FOR CURRICULUM INTEGRATION OF THE ARTS?

Purpose

Many areas of the arts in the regular school curriculum have gone through changes over the past forty years. During the 1960s, cutbacks were made in art and music programs to finance a renewed focus in math, science, and foreign language instruction. Then, in the 1970s, art programs began to appear again in many school settings. In the 1980s, educators had to decide where the arts would best fit into the regular curriculum. Finally, in the 1990s, school systems are still trying to settle that question (Ryan & Cooper, 1995).

When the curriculum revision process began at a southern university for an upcoming state program review, elementary education faculty decided to look at current coursework to determine whether the "Arts in the Integrated Curriculum" course adequately prepared preservice elementary education majors to teach the creative arts (music, movement, drama, and the visual arts). Since the new program would certify teachers K-6 instead of the previous 1-6 certification, a concern existed regarding preparation for both primary and upper elementary grades. The primary purpose of this study was to determine if those students interested in teaching the primary grades felt adequately prepared to teach the integrated arts in kindergarten.

### Methodology

#### Research Design

While the research method for this study was qualitative, the research design followed an interpretative approach. This design allowed for interviews and content analysis (Vierra & Pollock, 1988). According to Noblit and Hare (1988), "an interpretation enables the reader to translate the case studied into his or her own social understanding. Interpretive accounts, above all, provide a perspective and, in so doing, achieve the goal of enhancing human discourse" (p.18). Merriam (1988) further stated that, because of the "thick description" (p.28), interpretative case studies may actually illustrate or support theoretical assumptions.

#### Subjects

The subjects for this study were obtained from a sample of 15 junior and senior level teacher-education students enrolled in a teacher preparation program at a southern university. The students had completed a required course entitled "Arts in the Integrated Curriculum."

#### Procedures

A telephone questionnaire was developed in order to gather appropriate data. The questionnaire focused on the following areas: preferred teaching levels, feeling of being appropriately

prepared for preferred teaching levels, and recommendations for improvements. Students were told at the beginning of the interview that the data would be used to help determine curriculum decisions involved in a state program review. A cross-case analysis was used to determine the results.

#### Findings

The findings indicated that students who preferred to teach primary grades felt adequately prepared to integrate the creative arts (music, movement, drama, and the visual arts) into the total curriculum for all grade levels. The findings also indicated that students were already applying techniques learned in "Arts in the Integrated Curriculum" to other assigned course projects and job related situations such as a summer library program.

#### Implications for Programming

The main conclusion was the existing course met the needs of the sample group. Since curriculum specialists have suggested integrating the arts with other subject areas (Ryan & Cooper, 1995), this course met that objective. It was already providing activities to support the classroom teacher when teaching the arts (music, movement, drama, and the visual arts) within the other curriculum areas such as reading, math, science, and social studies.

In addition, since improvement is one of the primary purposes of qualitative research (Patton, 1990), the recommendations were evaluated and implemented in the existing course. Currently, more consistency with course content is carefully looked at when the course is taught by different instructors.

Table 1

Telephone Questionnaire

Students	What grade level are you interested in teaching?	After taking EED 333, do you feel prepared?	What are your suggestions for improvements?
A	1-3	Yes, much more than before.	None. I liked the sharing of ideas.
B	1-3	Yes.	No. The notebook with ideas was great and will be helpful and useful.
C	3-5	Yes! I loved that class.	None. I am already using the ideas in a library program this summer.
D	3-5	Yes! I am using the folder now in "Reading Diagnosis."	[Instructors] need to teach the same things. The puppets were not covered [in one section of the course]. I liked the sharing of ideas with classmates and the input from others.
E	1-3	Yes, very much so.	None. I liked all of the hands-on stuff.
F	2-3	Yes. Wonderful!	None. The notebooks are very helpful. You couldn't possibly cram more information into the class.
G	5-6	I'm prepared but a lot of the activities that everyone else did seemed to be for younger children.	None.

(Table 1 Continued)

H	3-5	Yes.	None. With all the lesson plans collected we have an abundance of material to use.
I	6-8	Yes.	Maybe have larger groups for presentations.
J	2-3	Yes.	None. I loved the class.
K	4	Pretty much. A lot done was for lower level but you could bump it up to a higher level.	I really liked the class. I can't think of any way to improve it.
L	3-4	Yes, very prepared.	None. The class was great.
M	K-3	Yes.	None. I feel I have a resource book full of ideas.
N	K-3	It gave us a lot of ideas for our class notebook. I feel prepared!	My only concern involves the exit exam and the class textbook. We did not refer a lot to the text, so I am hoping the questions will come from the class sessions.
O	4-6	Yes, I especially have a lot of ideas to use with younger children.	More focus on upper elementary grades such as specific activities for that age group. More focus on how children could write their own play (for older children). Loved the puppet show!

References

- Merriam, S. B. (1988). Case study research in education: A qualitative approach. San Francisco, CA: Jossey-Bass.
- Noblit, G. W., & Hare, R. D. (1988). Meta-ethnography: Synthesizing qualitative studies. Newbury Park, CA: SAGE.
- Patton, M. Q. (1990). Qualitative evaluation and research methods (2<sup>nd</sup> ed.). Newbury Park, CA: SAGE.
- Ryan, K., & Cooper, J. M. (1995). Those Who Can, Teach (7<sup>th</sup> ed.). Boston: Houghton Mifflin.
- Vierra, A., & Pollock, J. (1988). Reading educational research. Scottsdale, AZ: Gorsuch Scanisbrick.



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: The Creative Arts: Are Elementary Education Majors Prepared for Curriculum Integration of the Arts?
Author(s): Judy A. Hale and Patricia K. Lowry
Corporate Source: Jacksonville State University
Publication Date: November 1997

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

Check here For Level 1 Release: Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.
The sample sticker shown below will be affixed to all Level 1 documents.
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY [Sample] TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) Level 1
The sample sticker shown below will be affixed to all Level 2 documents.
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY [Sample] TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) Level 2
Check here For Level 2 Release: Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but not in paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above.
Signature: Judy A. Hale
Printed Name/Position/Title: Judy A. Hale/Assistant Professor
Organization/Address: Jacksonville State University, College of Education & Professional Studies, Jacksonville, AL 36265
Telephone: (205) 782-5167
E-Mail Address: jhal@jsucc.jcu.edu
Date: 11-12-97

### III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:

Address:

Price:

### IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:

Address:

### V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse on Assessment and Evaluation  
210 O'Boyle Hall  
The Catholic University of America  
Washington, DC 20064

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

#### ERIC Processing and Reference Facility

1100 West Street, 2d Floor  
Laurel, Maryland 20707-3598

Telephone: 301-497-4080

Toll Free: 800-799-3742

FAX: 301-953-0263

e-mail: [ericfac@inet.ed.gov](mailto:ericfac@inet.ed.gov)

WWW: <http://ericfac.piccard.csc.com>