



**THE RELATIONSHIP BETWEEN ARTS EDUCATION, MUSEUM
EDUCATION AND DRAMA EDUCATION IN ELEMENTARY
EDUCATION**

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ABSTRACT

Education is provided in a student-centered, experience-based, multimodal communication and learning environment, with cognitive, emotional, and motor aspects evaluated. The areas of art, museum, and theatre education are included as mandatory optional courses or instructional techniques in the Ministry of Education primary school curriculum. Curricula for visual arts education and music education (grades 1-8) were updated, and artistic activities (grades 1-8) were added to the curriculum as a course. As a field or teaching technique, these courses include drama and museum education. It is a survey research project. The research will look at curriculum and guidebooks for visual arts, music, and creative activities in grades 1 through 8, as well as weekly class hours set by the Ministry of Education. The analyses will be based on content analysis. In a second dimension, visual arts, class, and drama obligatory / elective course instructors (5 teachers in total) were questioned to get a sense of the current state of drama, art, and museum education. Qualitative research methods were used to record and assess the interviews. At the primary level, it was tried to identify both curricular and practical issues in the areas of art, museum, and theatre education.

KEYWORDS: *Arts, Drama, Education, Museum, Primary School.*

1. INTRODUCTION

In primary school, arts education is just as essential as other courses (social science, science and technology, mathematics, and so on). The eye is improved via visual arts, the ear is improved through music, gestures and mimics are improved through theatre and drama, and language is improved through literature in arts education[1].

As a tool and a goal, arts education is an essential component of contemporary education. Students get used to different modes of expression, grasp the language of many art forms, and acquire sensitivity to aesthetic values when they encounter various areas and examples of art. In primary schools, the goal of arts, museum, and theatre instruction is to promote creative and critical thinking[2].

In primary school, museum education may serve as a vehicle for the teaching of other topics as well as a reason for arts education. According to a museum educator, the subject matter of

school instruction may include abstract phenomena that pupils have never seen or experienced. Students, on the other hand, may view, touch, smell, handle, and utilize the instruments and equipment at museums. Museum education encourages students to learn through their senses and experiences[3].

Children may enhance their social, communicative, and empathetic abilities by participating in theater. They can also learn how to express themselves more effectively by utilizing their body. Drama may also aid kids in developing various perspectives and critical thinking abilities.

1.1 Arts Education in the Ministry of National Education's Elementary School Programs:

Drama, museum, and arts are already included in the primary school curriculum as compulsory and optional subjects. Visual Arts Education (VAE) and music classes are required, while art activities courses (AAC) are optional. Figure 1 shows the Art and drama in Education[4].



Figure 1: The above figure shows the Art and drama in Education [leveragedu].

Visual arts education and music classes are offered to students in grades 1-3 for 2 hours per week in grades 1-3 and 1 hour per week in grades 4-8. For grades 1-3, the art activities course is 1 hour per week, and for classes 4-8, it is 2 hours per week.

Both visual arts and art activities courses include museum education. Drama education is highlighted as an essential teaching technique in the framework of AAC.

After learning the fundamentals of art education, students can choose from a variety of elective art activities, such as drama, theatre, folk dances, musical instruments, painting, photography, and sculpture, depending on their preferences and talents, as well as the school's physical capacities and resources (TTKB, 2006). AAC may be taken for one or two hours per week, and music classes can be taken for two hours per week from grades 4 to 8 (TTKB, 2006)[5].

Arts education, museum culture, and project work are the three main learning areas of AAC. Drama is utilized as a teaching technique in grades 1-5, while theatre is used in years 6-8. No one area of art receives special emphasis, and students are free to perform in a variety of fields while still being pushed to develop their cultural and aesthetic skills. Folk stories, emotions, nature, human and arts, food and culture, legends, heroes, and communication are among the program's topics (MEB, 2006)[6].

The goals of VAE are to assist students learn about their cultural history, enhance their visual perception, imagination, and feeling of enjoyment from art, and to help them comprehend and appreciate the language of art (MEB, 2006).The goals of VAE are to have students create

visual arts performances, raise museum and visual arts awareness, and inspire students to learn about and preserve Anatolian civilizations.

Students participate in activities that enable them to express their emotions and views in many areas of fine arts, such as establishing a museum inside the classroom, establishing an ethnographic museum, preparing a museum board, setting up a museum corner, and printing coins. The connections between arts, theatre, and museum education in primary school were examined in the current research. The study was conducted using a qualitative research approach. Two instructors were interviewed semi-structurally, and they were given open-ended emphatic comments. The research included one drama and one arts instructor with work experience ranging from 6 to 20 years in primary schools in low and medium socioeconomic groups[7].

One by one, the instructors were questioned. The interviews were taped using a recorder with the permission of the participants, and the researcher made notes throughout the interviews. Following the interviews, sound recordings were transcribed and notes were taken. The interviews were conducted in January of 2010[8].

1.2 Validity and Reliability:

The consistency of the research results and if they constitute a meaningful unity were examined in terms of the study's substance. The research is thought to have several shortcomings in terms of external validity, such as the small number of participants, schools representing various socioeconomic levels, school kinds, and grades. The current research is restricted to the study group. To be able to generalize the results, further interviews are required[9].

Two independent researchers were requested to code the data (sound recordings, transcriptions, and written notes) for the study's dependability. The study was found to be trustworthy since the researchers came up with comparable codes and topics. The study's central issue is how participants utilize arts, theater, and museum instruction in primary school. Visual arts education course (VAEC), art activities-drama course (AADC), and other basic education courses were the topics utilized in the research (OCEE). Each subject was broken down into three sections: art, museum, and theater. The following findings were obtained under the subcategories of museum, theatre, and art within the subject of visual arts education course:

Visits to museums, online research about museums, utilizing the computer lab to obtain information about museums, trips to museums across the world, and studying Europe museums are among the activities listed in the museum category.

In the area of arts, it was discovered that activities such as having conversations about favourite artists after visiting an art museum, listening to music while painting, sculpting with plasticine, and listening to music from various ethnic origins, as well as dancing, are carried out. It was discovered that certain improvisations are sometimes done under the genre of theater[10].

Within the VAEC framework, it was discovered that there are significant links between museums and arts education, but relatively few ties with theatre. The following findings were obtained under the subcategories of museum, theatre, and art within the subject of arts activities course:

At the museum category, it was discovered that drama activities are conducted in museums, and it was established that both instructors and students were aware of the significance of museums in drama education. In their classrooms, students created a toy museum.

Museum education got enough priority in the art and design academic program (VAEC), but very few artistic activities were performed; although, exhibition culture and historical legacy are integrated into the new primary curriculum. An elective course in artistic activities is

provided in elementary school. In this course, museum education is emphasized as a major learning subject, and theatre is used as a fundamental teaching tool. Because of the drama, communication and involvement are improved. The study found that although substantial theatrical activities were carried out in the field of museum education, arts education got little attention. Furthermore, it was found that other infant school classes did not place a high value on theater and museum events. If the classroom teacher has experience with theatrical and museum education, a number of techniques may be carried out. The only teachers with experience in this area were found to be capable of establishing a link throughout arts, museums, and theatrical training. Figure 2 shows the museum education.



Figure 2: The above figure shows the Museum Education [tufts].

In the arts category, the youngsters created drawings after visiting a museum and examining the works of renowned artists. In the drama category, it was discovered that a museum tour was planned with drama in mind. Drama was utilized to enhance social skills and communication abilities, and students and instructors were extremely eager to engage in the events. It might be claimed that the art activities course placed a strong focus on theater and museum relationships, while arts education was only partly addressed.

Since Plato's Academy began, there has been a mix of drama, art, and education. He felt that just teaching a pupil about a subject is insufficient; a competent teacher must also instil in a student the capacity to think critically and the significance of value education. Drama and theatre are important avenues for self-expression, and when drama is used as a teaching method, students are engaged academically, physically, socially, and emotionally. Drama and art in school promote holistic learning, speed up personality development, and provide pupils with essential life skills such as problem solving, leadership, teamwork, and collaboration. We shall learn about the significance of drama and art in school, as well as its advantages, roles, and goals in the learning process, via this blog.

When we look at the category of drama under the OCEE theme, we see that classroom teachers used drama to encourage positive behavior in students and to improve reading and writing skills; in the category of museum, it was determined that teachers could not spend time on museum visits and only a limited number of activities were performed. In the category of arts, it was determined that teachers could not spend time on museum visits and only a limited number of activities were performed; and in the category of arts, it was determined that teachers could not spend time on museum. Due to different teacher concerns (reading and writing education), especially in the lower schools, the connections between arts, museums, and theatre were not given significant weight within the OCEE framework.

2. DISCUSSION

The author has discussed about the relationship between arts education, museum education and drama education in elementary education. The Government of Information's primary

national curriculum includes obligatory optional courses or teaching methods in the fields of art, museum, and theater education. Visual arts and music education curricula (grades 1-8) were revised, and a course on creative activities (grades 1-8) was introduced to the curriculum. These courses combine theater and museum education as a field or teaching method. It is all part of a survey study endeavour. The study will examine at visual arts, music, and creative activities curricula and guidebooks in grades 1 through 8, as well as weekly class hours established by the Ministry of Education. Content analysis will be used to conduct the analyses. In a spatial level, visual arts, class, and drama mandatory/optional course instructors (5 professor's total) were polled to obtain a sense of the present status of drama, art, and museum instruction. The interviews were recorded and evaluated using qualitative research techniques.

3. CONCLUSION

According to the findings of the research, museum education received enough attention in the visual arts education course (VAEC), but very few theatrical activities were conducted; nevertheless, museum culture and historical heritage are incorporated in the new basic curriculum. In primary school, an optional course in arts activities is offered. Museum education is featured as an essential learning topic in this course, and theatre is utilized as a key teaching technique. Communication and engagement are enhanced because of the drama. The research discovered that significant theater activities were conducted in the area of museum education, but that arts education received little attention.

Furthermore, it was discovered that theater and museum activities were not heavily stressed in other primary school classes. Many activities may be carried out if the classroom instructor has expertise in the areas of theatre and museum education. It was determined that the only instructors with expertise in this area can establish the connection between arts, museums, and theatre instruction.

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