

BELIZE TEACHER'S TRAINING COLLEGE

**AN EIGHT WEEK ART AND CRAFT PROGRAM
USING LOCAL AND INEXPENSIVE MATERIALS
IN THE ENVIRONMENT**

by

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TABLE OF CONTENTS

CHAPTER I

Introduction	5
Background	5
Definition of Problem	6
Purpose of Study	7
Significance of the Study	7
Definition of Terms	8

CHAPTER II

Review of Literature	9
Success of Art Program	10
Benefits of Arts for slow learners	11 ¹ / ₃ 12

CHAPTER III

Research Method	13
Sample	13
Instrument of data collection	14
Data Analysis	16

CHAPTER IV

Description of the Program	17
Lesson 1	17
Lesson 2	18
Lesson 3	19
Lesson 4	20
Lesson 5	21
Lesson 6	22
Lesson 7	23
Lesson 8	24

CHAPTER V

Presentation and Analysis of Data

27 1/2 28

CHAPTER VI

Conclusions and Recommendations

38

Bibliography

39

Appendix

41

CHAPTER I

Introduction

Arts is an essential ingredient in children's learning. Its creativity and aesthetics value deal with considerations particularly important today to our society. Children's lives can become more enriched and meaningful through the process of art expression. How children are cared for and nourished both physically and psychologically give an indication of the values society puts into itself and its future since today's children are tomorrow's future.

Background

The teaching of "Arts" has been neglected at St. Matthew's School. This is so, because our educational system today places greater emphasis upon the teaching of academic subjects namely Mathematics, English, Science and Social Studies. Students are being prepared for the Belize National Selection Examination (B.N.S.E). Our children should be encouraged to develop the ability to discover and search for answers instead of waiting for answers and directions from teachers. All this can be done through Art and Craft since it is said that "the experience core of an Art activity requires self direction". For children "Art" is a means of expression.

A sociobiologist has remarked that "A culture can first be designed by the children fitted painlessly to it," Wilson (1978). The researcher takes this to mean that each child is born into a home of certain ethnic background. These children grow up and are forced to adopt to their own culture and skills regardless if it will be beneficial for

his/her future. Our children come with certain values from home. These values of children are totally ignored which consequently cause them to be uninterested.

Our children should be taught skills. Some of them might not be competent to enter and complete a secondary institution. As educators, we know that the ability to learn involves not only intellectual capacity but also social emotional, physical and psychological factors.

Defining the Problem.

As a teacher working at this school the researcher has noted that not much is being done in the Art and Craft session. In fact, during one of the visits the researcher overheard a teacher telling the children, "Okay boys and girls, today we are having Art and Craft. So, take out your pencil and crayon, I'll pass out a sheet of paper for each person, you can draw anything you want, remember, work quietly". On hearing this, some of the children did not know what to do, nor how to begin and some showed no interest. So, this affects the children.

Teachers seem to classify this subject as one of the least and as such they do not give it much attention and emphasis. The researcher noted that children were not motivated. Children Art work were not displayed, they were not given an opportunity to invent, design, paint or carve out something. Their creative abilities seem to be inhibited instead of being provoked and motivated.

Purpose of the Study

1. To illustrate to both teachers and students that Art and Craft can be inexpensive using cheap and minimal cost materials from the environment.
2. To make teachers aware of new methods of teaching Art.
3. To encourage children to think, imagine, and use their own ideas to produce a piece of Art using local materials.

Significance of the Study

1. Children will be able to earn a decent living.
2. Art and Craft will enable a nonacademic child to enhance his talents and skills.
3. Through Art and Craft children will develop the skill of organizing ideas which they can apply to their academic subjects.
4. Develop creative thinking and problem solving using non verbal sets of elements.

Definition of Terms

Art and Craft: As used in this study means using materials available in the environment to create a pattern, shape, design or a model.

B. N. S. E.: Belize National Selection Examination.

Creativity: The ability to create his/her own design, shape, color, or model arising from his/her own ideas or imagination.

Emotional: When verbal or physical tension is written at home school, in the society, the kids become directly or indirectly affected. They either become restless, hyper or angered and gradually become unproductive and inefficient to themselves and society.

Local Material: Refers to material readily available in the community, e.g. coconut shells, straw seeds, strings, etc.

Perceptual: If lack of interest is shown in the home about school and society, the children gradually adopt that concept. Consequently their attitude become negative which cause them to either fail or drop out of school and eventually become a liability to school, society and themselves

Physical and Psychological: Stem hand in hand. The concept of self is the main factor that outcomes their love.

P. K.: Previous Knowledge.

Social: The type of environment that influences others such as gangs, drugs, and a lack of discipline becomes a model for these in this situation.

CHAPTER II

Literature Review

Teaching of Art and Craft, can be a great benefactor to children since Art is a personal and satisfying activity at any age. Although Art is responsible for the external world, it is also the Arts that gives channel to the emotion, joys and fears of life to children. As advocates, we must be aware that young children use Art as a means of learning through the development of concept which takes visible form through the making of symbols which capture and are an abstraction of the environment and through the organization and positioning of these symbols together in one configuration.

Since the potential for growth is already in children the primary task of the teacher then is to create a climate in the school room that will encourage natural artistic development. The atmosphere of the room in which children work reflects the spirit of the teacher-pupil relationship and can easily be discerned by any sensitive persons who enters the room.

As Andrew Ellsworth (1975) stated, "Children must feel secure in working creatively. A child must not be expected to draw better than he can draw, to attempt what he cannot understand, he must know that the teacher respects his ideas and will accept his best attempts. He will feel secure in his work, in his own way." The researcher agrees with this statement because too often teachers who are unknowledgeable about the creativity in Arts tend to stifle the child symbolic expression, not realizing that the capability of each pupil needs some sort of development before he/she acquires the stage of reflection. Art as we know has developmental stages. Therefore, teachers must take into consideration that children learn at different levels, so teachers should avoid

exhibiting and praising the best Art. Each child should be given equal opportunity to freely express his feelings.

Success of Art Program

According to Martinez Rosa (1996), Art is a dynamic and unifying activity with great potential for education of our children. The process of drawing, painting or constructing is a complex one in which children bring together diverse elements using creative and even limited judgement to make a new and meaningful whole.

The researcher is in an agreement with this view as through observation children express themselves and feelings using Art. This can be done by using line segments, curves and other designs to create a piece of Art work. For example a child can create a piece of work by drawing his family and choosing colours to represent his feelings and thoughts about his family. Art education is a subject that caters for independent thinking. The child has total control and design. He has to make decision on the spot about his work and this enhances the child growth mentally.

Lowenfield and Britain (1975), explained "For a child, Art is primarily a means of expression." The researcher found this statement to be true. Each child is unique in his own way. No two children are alike. Children perceive the world differently and if given an art work each child will bring his own art that reflects his feelings. Another researcher, Cal Margarito (1992), quotes from Norton E. Donna (1986), who states that all children have the ability to be creative when given the opportunity. However, so much as Norton emphasizes this issue, it is rather sad to note that there are schools in the country that do not involve its students in Art and Craft. The researcher found this to be true, schools are

focusing more on the academic section of education and ignoring the skills of the children. In connection with this Walters (1967), states, "There is no excuse for neglecting the teaching of Art and Craft since this subject offers many benefits to the individual such as independent thinking and becoming a resourceful person and being creative." Many children certainly have potentials of being creative but unfortunately teachers sometimes ignore this aspect of a child's development according to Smith (1975). Children are creative from as early as the first grade of their school years. Smith further states that children usually begin at a simple stage and progress to more difficult stages of productivity, therefore, when we provide the conditions at an early age the children can develop skills as he/she grows. Such skill can actually determine the child's future.

Benefits of Arts for slow learners

For average and slow learners Art and Craft proves to be beneficial through his/her creations whereas on other subject areas, he may feel frustrated and experience disappointment, because he is unable to perform at the level of other children. With Art and Craft the child does things by and for himself, because he is not under pressure, he is then able to perform well for this reason Art and Craft work must be done on a regular basis, because in other subject areas, the average and slow learners tend to be neglected. Dawson Judith (1992), further explains that Art and Craft serves as a medium to encourage the child's creative ability, the teacher should not dwell on ongoing examples from which the child must copy. He should be allowed to discover, explore and generalize by himself with suggestions, reminders, coaching and encouragement.

According to Wilson Brent and Majorce (1982), a child's creative efforts will be disorganized at an early age. This is because at this stage the child's knowledge and experiences are limited. Creativity goes along with experiences, knowledge and ideas.

Children's ability tend to vary. For example, a child who is good in Math may not be able to do well in English and viceversa. In this situation Art and Craft would serve as a positive reinforcer to awaken the dormant talents in children. For example, after a complete Art and Craft work children may be asked to write a sentence or two that tells something about their complete work or they may need to learn certain words used to describe the element or principle of design used in their Art and Craft work. John Dewey, mentioned that, "Art is a significant expression giving form and order to human being reaction to his environment.

The researcher noted that Art Education is interpreted broadly in Belize to include a wide variety of Art experience including activities called craft or handwork activities. Leading Art Educators believe that creative expression is the best basis for Art education because it is the method that does the most to develop the child as an individual and as member of a democratic society.

CHAPTER III

Research Method

The researcher designed implemented and evaluated an action research in Art and Craft using local materials from the environment to bring about creativity. The program was scheduled to last eight weeks. Each week consisted of one lesson which included constructing something based on a given topic.

During each of the lessons each child was encourage to be unique as much as possible in constructing the design. Points were awarded for imagination and originality, involvement and effort, knowledge and concept appreciation and respect as well as for neatness. The program was designed and administered to a Standard III class of St. Matthew's Anglican School in Pomona in the Stann Creek District. The materials used were coconut husk, coconut caps, coconut shells, card, boards, cutting grass stem were beaten until it was good enough to be used as a brush paints, paints brush, seeds along with other inexpensive materials readily available. Also used were wool, crayon strings, and empty materials found at home.

The Sample

The researcher visited the school to seek permission from the principal who gave the opportunity to choose the class and children. A Standard III class was chosen which has an enrollment of thirty two students whose majority are creole and few mestizos, of which nineteen (19) names were selected randomly. All the pupils name was written on a page after which she cut each name separately until there were thirty two pieces representing the total number of pupils in the class. The names were then placed in a

large container, shaken thoroughly and set on the table. A pupil from another class was then called to pick out nineteen names out of the container. Eight females and eleven male names were chosen ages ranging from 9 to 13 years old. After this was done, the researcher then explained to the entire class the purpose of the selection. Everybody wanted to take part in the programme but the researcher tactfully convinced the other pupils that they will have their turn next.

Instrument for Collecting Data

To identify the problem why teachers were neglecting the teaching of Art and Craft, the researcher carried out an informal interview with the teacher and several students of the school. The informal interview included questions to identify problems teachers encountered or reasons for not teaching art and craft and to evaluate their attitude and interest towards the subject.

At the beginning, a pre-test was administered. A large collection of local materials were provided. These included coconut straw, coconut husk and cap, coconut shells, leaves, paint, glue, scissors, brush and containers. The research explained of the purpose of the materials and gave them few ideas of what can be done with the materials. No detailed explanation on any specific structure or model was given. The result of the pretest was recorded. At the end of the program a post test was administered. It was carried out exactly the same day in which the pre-test was done. The result was also recorded. The criteria used for grading was based on the following.

Imagination Originality	Involvement Effort	Knowledge Concept	Appreciation Respect	Neatness
5 Excellent	---	---	---	---
4 Very Good	---	---	---	---
3 Good	---	---	---	---
2 Fair	---	---	---	---
1 Poor	---	---	---	---

At the completion of the program points awarded for criterias in both pretest and post test were placed on a table for comparison. Using the grading criteria (in the sample) points will be recorder on a bar graph to show result of each participant performance. The researcher analyzed the result of the informal interview which depicts the problem and reason for neglecting such an important subject like Art and Craft.

HOW DATA WAS ANALYSED

At the end of the programme the result of the pre-test and post test was presented on a Bar-Graph. The results was also shown on tables which showed the decrease or increase on the subject performance during the programme.

Each subject in the study was assigned a letter for the purpose f referring to their performance. Both results were compared to evaluate the progress of the students.

A T-Test was also done to see how effective the programme was.

CHAPTER IV

Data Analysis

Description of Program

The Art and Craft Program was designed for a group of nineteen children in Standard III of St. Matthew School. The program lasted eight weeks. Each week a period in the afternoon was taken out to do some form of Art and Craft. A total of eight projects were implemented and most of the material used were what could have been found in the community.

As mentioned in Chapter III, each of the five variables, namely the use of imagination and originality involvement and effort, knowledge and concept, appreciation and respect and neatness were taken into account. The eight week program entailed eight lessons, one was carried out per week. Topics from which the children did their Art work were as follows:

Lesson #1: Pre- Test

Topic: Making an Art of Choice

Time: 2:30-3:30

Class: Std III

of Children: 19

Objective: Given a variety of materials e.g. coconut shells, coconut husk, coconut cap, shells seeds, glue, water paint and scissors, children will create a design of their choice.

P.K: Most of the children are familiar with the materials.

Materials: Coconut shells, coconut husk, coconut straw and caps, seeds, scissors paint

glue, card board.

Activities: (1) Display the materials

- (2) Explain to pupils that the materials are for them to use to create anything they prefer.
- (3) Let children sit in groups of four around a desk.
- (4) Distribute the materials to pupils
- (5) Encourage pupil to work individually
- (6) Teacher supervise and assist when necessary.
- (7) Display in class.
- (8) Last ten minutes of the class for clean up time.

Evaluation: After materials were issued the researcher noticed that five pupils were a bit hesitant to make starts. So I approached them politely and ask them what they would like to create from the materials. They looked around apparently to see what others were doing and immediately they began to work. The overall performance of the pupils was fairly well with the exception of few and interested in the art work.

Lesson # 2

Topic: Pencil, Pen holders.

Time: 2:30-3:30

Class: Std III

No. of Children: 19

Objectives: Using toilet paper rolls magazines and other materials, children will make a

pencil or pen holder creating their own design.

P.K. Children have used glue to paste materials together.

Materials: Toilet paper rolls, magazine shells, sand, paint, scissors cardboard glue.

Activities:

1. Take children outside under shady tree and have them sit in a semi circle.
2. Display the materials
3. Let children collect this materials in groups of four.
4. Display a sample of pencil/pen holder for pupils to have an idea.
5. Cut two toilet paper rolls to desired shape.
6. Place glue on the roll.
7. Wrap roll with magazine paper.
8. Glue rolls on base or cardboard.
9. Decorate at your desire.

Evaluation: Children were very interested that after they had completed the pen, pencil holder in a creative fashion, they made beautiful design most sprinkle painted sand on the roll giving it an outstanding look. At the end of the lesson majority of the children requested to take their pencil holders home.

Lesson # 3.

Topic: Potatoes Print.

Time: 2:30-33:30

Class: Std. III

Objective: Given necessary materials children will be able to create any design on a

sliced potato and use it as stamp print.

P.K. Children have sliced or cut object before.

Materials: Potatoes water paint, knife shop paper.

Activities: Explain the procedures to children.

Distribution of materials.

Pupils will work individually.

Pupils sliced and cut out their own design.

Paint the design which is on the potato to desired color.

Press the painted potato design unto the shop paper.

Display of Art work.

Evaluation: Several children had difficulty in cutting out their design. Assistance was given to them. At the end most of them did complete it. Some children made flowers while others print their name and some made shapes. Overall their effort was satisfactory as this is not an easy task, especially the cutting out of the shapes.

Lesson # 4

Topic: Mirror Image

Time: 2:30-3:30pm

Class: Std IV

No. of Children: 19

Objectives: Provided with the material children will be able to create a design of their choice to the best of their ability.

P.K. Children had colour different shapes and designs.

Materials: Crayons and typing sheets.

Activities: Discussing of lesson based on topic with the researcher who in turn will support whatever the child is thinking of doing.

Distribution of materials.

Instruct pupils to fold typing sheet in half.

Allow pupil to color half of the sheet (right inside) with various colors of their choice.

Let pupils draw anything of their choice on the outside of the paper. Ask pupil to fold paper back and create design on the outside-left.

Teacher will supervise and give assistance to those who need it.

Display of work.

Evaluation:

Pupils had fun with this art. Some of them create beautiful picture using different shapes. Others wrote their name in a fanciful manner.

Pupil were becoming interested in art. As for the children involved they keep asking "What materials will we need for the next Art class?"

Lesson # 5

Topic: Easter Egg Decoration.

Time: 2:30-3:30pm

Class: Std III

No. of Children: 19

Objectives: Given clear egg shells children will decorate it using coloured maskers or paints to create a design or an image.

Activities: Provide each child with a clean egg shell (shell that has a small hole or just enough to get the meat out. Paint, markers and brush are provided. Pupils will add and other materials of they which to make their egg more decorative.

Materials: Eggs, markers, cotton, paint, etc.

Evaluation: At the end of lesson each child had a finished product well decorated. Several of them did outstanding decorations. The researcher and all who had a chance to view it were all delighted. It's a pity though that the eggs could not stay for display long since the classroom is in the auditorium where children traffic through.

Lesson # 6;

Topic: String Painting

Time: 2:30-3:30pm

Class: Std III

No. of Children: 19

P.K. Children had played with strings.

Objectives: Given strings and a piece of card-board measured 6" by 6".

Pupils will be able to glue the strings creating a design.

Pupils will be able to paint the design and press it on a shop paper.

Materials: Strings, water, paints brush, cardboard, shop paper.

Activities: Discussion of topic.

Distribution of Materials.

Let pupils cut the cardboard 6" by 6".

Let pupils make their design by gluing the strings on a cardboard.

Pupils will paint design and pressed on the shop paper before it dries.

Supervision of work.

Display of work.

Evaluation: This work was not pleasing because some of the students had problem in trying to stick or glue the rope on the card board. Some of them used too much glue and that was one of the causes of the problems. I had asked the teacher in charge to administer the same art for the benefit of the class since the children too were disappointed.

Lesson: #7

Topic: Towel Napkin Design

Time: 2:30-3:30pm

Class: Std III

No. of Children 19.

P.K. Children had seen a design or drawn a design on paper.

Objectives: Given materials, children will be able to create a design on the towel napkin.

Materials: Towel napkins, cool, aid, water, cans.

Activities: Discussion of topic

Distribution of materials.

Have children fold the towel napkin in order to get 4/4.

Have children mix cool aid in order to get different colours.

Let children create a design of their choice on the corner of the napkins.

Have children use their mixed colors to decorate the napkins.

Supervision of work.

Display of work.

Evaluation: All through the session children were chatting or conversing among themselves especially when it was time to mix up the cool-aid to get different clours. They were excited to observe that when two different colours are mixed together you get a different colour.

Lesson # 8.

Topic: Making an Art of Choice

Time: 2:30pm-3:30pm.

Class: Std. III

No. of Children: 19

P.K. Most of the children are familiar with the materials.

Objectives: Given a variety of materials children will be able to create an art of their choice.

Materials: Coconut shells, coconut husk, straws, coconut, caps, seeds, glue, scissors, water, paints, cardboard.

Activities:

Display the material.

Explain to pupils that the materials are for them to use to create anything of their choice.

Children has the choice of working individually or in groups.

Distribute the material to pupils.

Encourage pupils to work individually.

Teacher supervise.

Display work in class.

Last ten minutes of the class work for clean up.

Evaluation: At the post test the majority of the children showed improvement. They were able to use the material provided in fashionable and creative manner. There were a variety of work. Some made flowers with the cap. Others made boats from the husk. There was one child who was really creative. He made a pen pencil holder and decorated it with a thin linen that the coconut tree provided. There was a fairly good improvement in the performance of the children. The following table shows scores of children after assessment of their art work.

S	Test	Imagination Originality	Involvement Effort	Knowledge Concept	Appreciation Respect	Neatness
1	Pre Post	3 3 3 a 3 3 3 4	4 4 4 a 4 4 4 5	2 3 3 a 3 3 4 4	3 3 4 a 2 3 4 3	4 4 3 a 4 4 3 5
2	Pre Post	3 3 3 3 a 3 3 3	4 4 4 4 4 4 4 4	3 2 3 5 4 2 3 4	1 3 3 4 2 3 3 4	3 2 3 4 2 3 2 4
3	Pre Post	2 3 3 3 3 3 4 4	3 4 3 3 4 4 2 4	2 3 3 4 3 3 4 4	3 3 4 4 4 4 4 4	3 4 4 4 4 4 4 5
4	Pre Post	2 3 3 3 3 3 3 3	3 3 4 4 2 3 4 4	2 3 4 4 3 5 4 4	2 3 3 4 3 3 4 4	2 3 4 4 3 3 3 4
5	Pre Post	4 4 4 5 4 4 4 5	4 4 4 4 4 4 4 4	4 4 4 4 4 4 4 4	4 5 5 5 4 5 5 5	5 5 5 5 5 5 5 5
6	Pre Post	3 3 3 3 3 3 4 4	4 4 4 4 4 4 4 4	2 3 3 3 3 3 4 4	3 3 3 3 3 3 3 3	1 2 3 4 2 3 3 4

7	Pre	2 2 2 2	3 3 3 4	1 2 3 3	2 3 4 5	3 3 3 4
	Post	2 2 2 3	3 3 3 4	3 2 3 4	3 3 4 5	3 3 4 4
8	Pre	2 3 2 3	2 2 3 3	1 2 3 4	3 3 3 3	2 2 2 3
	Post	3 3 3 3	3 3 3 4	3 2 3 4	3 3 3 3	3 3 4 4
9	Pre	3 3 2 3	3 4 4 4	1 2 3 3	3 3 3 3	2 2 2 3
	Post	3 4 4 4	4 3 3 3	3 4 4 4	2 3 3 3	3 2 3 3
10	Pre	3 3 3 2	2 3 3 4	2 3 3 3	3 3 4 4	1 1 2 1
	Post	3 3 3 3	2 3 4 4	3 3 4 3	4 4 4 4	2 3 4 4
S	Test	Imagination Originality	Involvement Effort	Knowledge Concept	Appreciation Respect	Neatness
11	Pre	3 3 3 4	4 4 4 4	4 4 4 4	4 4 4 4	4 4 4 4
	Post	3 4 4 5	4 4 4 4	4 4 4 4	4 4 4 4	4 4 5 5
12	Pre	3 4 4 4	4 4 4 4	4 4 4 4	4 4 4 4	4 4 4 4
	Post	4 4 4 4	4 4 4 4	4 4 4 4	4 4 4 4	4 4 4 4
13	Pre	4 4 4 4	4 4 4 4	4 4 4 4	4 4 4 4	4 4 4 4
	Post	4 4 4 4	4 4 4 4	4 4 4 4	4 4 4 4	4 4 4 4
14	Pre	2 3 4 4	3 3 4 4	3 3 3 4	3 3 4 3	3 3 3 3
	Post	3 3 4 4	4 4 4 4	3 4 3 4	4 3 4 4	3 3 3 3
15	Pre	3 4 4 4	3 3 4 4	3 4 3 4	3 3 3 3	3 3 3 3
	Post	4 4 4 4	3 4 3 4	3 4 3 4	3 3 3 3	3 3 3 3
16	Pre	2 3 3 3	2 3 3 3	2 3 3 3	3 3 3 3	3 3 3 3
	Post	3 3 3 3	3 3 3 3	3 3 3 3	3 3 3 3	3 3 3 3
17	Pre	4 3 3 4	4 4 4 5	4 3 3 4	3 3 4 3	2 3 3 3
	Post	4 4 4 5	5 5 5 5	4 4 5 5	4 3 4 4	3 3 3 4
18	Pre	3 3 3 4	4 4 4 4	3 3 3 3	3 4 4 4	4 4 4 4
	Post	3 3 3 3	4 4 4 4	3 3 3 4	4 4 4 4	4 4 4 4
19	Pre	3 3 4 4	4 4 4 4	3 3 4 4	4 4 4 4	3 3 4 4
	Post	3 3 3 4	4 4 4 4	4 4 4 4	4 3 4 4	4 5 5 5

CHAPTER V: PRESENTATION AND ANALYSIS OF DATA

The lessons of the programme were closely monitored. Scores were given to the respective variables used according to the performance of the children.

Table 1 shows the scores of the pre-test which range from highest score gained 88 to the lowest score 50. This shows that the students have had some previous knowledge about art and craft.

The two highest scores were 80 and 88, scored by subject E and M, consecutively. These two were able to top the class because of great effort and dedication placed in the programme. It is also noted that subject E and M are competitive students who always strive for the highest scores in any of the other subject areas.

Subject A however, scored 50. This is the lowest score scored by any of the students. The absence of subject A, due to illness might have had contributed to such result. Five other students scored in the 50's ranging from 51 to 57. These students are subject H, G, J, I and P with subject G and J getting the same score of 53. These students scored in the 50's because they are considered to be at a slower learning place compared to the others. They could not have even organized their ideas to be more esthetic.

Seven students scored in the 60's. Subject C and N both scored 65. These two children though are close friends and were observed in several occasions sharing and exchanging ideas and materials, also discussing how to accomplish task given.

The students who scored in the 70's were subject K, L, R and S. From these four students subject R scored the lowest which is 72 and subject L scored the highest which is 79. These students are operating on an average scale. According to the class teacher these students are performing little above average throughout the other subject areas.

Observing the result of the pre-test, the researcher was satisfied with the result, because majority of the students were actively involved.

Table 1 Pre-Test

Sample Test	Imagination & Originality	Involvement & Effort	Knowledge & Concept	Appreciation & Respect	Neatness	Total
A	9	12	8	10	11	50
B	12	16	13	11	12	64
C	11	13	12	14	15	65
D	11	14	13	12	13	63
E	17	16	16	19	20	88
F	12	16	11	12	10	61
G	4	13	9	14	13	53
H	10	10	10	12	9	51
I	11	15	9	12	9	56
J	11	12	11	14	5	53
K	13	16	16	16	16	77
L	15	16	16	16	16	79
M	16	16	16	16	16	80
N	13	14	13	13	12	65
O	15	14	14	12	12	67
P	11	11	11	12	12	57
Q	14	17	14	13	11	69
R	13	16	12	15	16	72
S	14	16	14	16	15	74

Table 2 shows that most of the children excelled in the post-test which is great improvement. This is the result of self motivation and interest children displayed during the programme.

The scores ranged from 88 – 61. Subject E again achieved the highest score in the post-test. This is the reward of high self esteem, dedication, seriousness in work and interest. Subject E can be heard talking about art with great enthusiasm. This correlates with the statement made by Andrews Ellsworth page 35, 1975 that children must feel secure and motivated in working when engage in creative work.

Four students scored in the 70's with 71 being the least and is scored by subject N and 79 being the highest scored by subject S. These children shows improvement in relation to their pre-test. Nine students got in the 60's. Subject D, F and O scored the same grade. This is really astonishing to the researcher as these were some of the students who relaxed and started their work late.

The overall result of the analysis is very satisfactory. It seems that during the lessons, children learn to accept art and craft, and actually see art as any other subject which should be taken seriously.

The post-test average was 71.9 which was higher than the pre-test average which was 65.5. So overall the scores improved in the post-test.

Table 2 Post-Test

Sample Test	Imagination & Originality	Involvement & Effort	Knowledge & Concept	Appreciation & Respect	Neatness	Total
A	13	17	14	12	16	72
B	9	16	13	12	11	61
C	14	14	14	16	17	75
D	12	13	16	14	13	68
E	17	16	16	19	20	88
F	14	16	14	12	12	68
G	9	13	12	15	14	63
H	12	13	12	12	14	63
I	15	13	15	11	11	65
J	12	13	13	16	13	67
K	16	16	16	16	18	82
L	16	16	16	16	16	80
M	16	16	16	16	16	80
N	14	16	14	15	12	71
O	16	14	14	12	12	68
P	12	12	12	12	12	60
Q	17	20	18	15	13	83
R	12	16	13	16	16	73
S	13	16	16	15	19	79

Table 3

Sample Subject	Pretest Scores	Post Test Scores	Differences	Differences
A	50	72	22	484
B	64	61	-3	-9
C	65	75	10	100
D	63	68	5	25
E	88	88	0	0
F	61	68	7	49
G	53	63	10	100
H	51	63	12	144
I	56	65	9	81
J	53	67	14	196
K	77	82	5	25
L	79	80	1	1
M	80	80	0	0
N	65	71	6	36
O	67	68	1	1
P	57	60	3	9
Q	69	83	14	196
R	72	73	1	1
S	74	79	5	25
	1244	1366	122	1470
	(65.5)	(71.9)	(6.4)	

Table 3 shows the difference of the pre-test against post-test scores.

Subject A had the highest score increased of 22 points. This child had surely proven himself since the result of the pre-test was the lowest but have improved in the final. Subject A as mentioned in the pre-test, was absent due to illness, but for the rest of the sessions his scores improved gradually or remain the same though subject A appears to be a very quiet person.

Sample J and Q received the second highest. They showed an increase of 14 points from the pre-test as against the post-test. These children had shown willingness and care in their art work.

A 12 points increase was obtained by subject H. This child was one of the children who always ask questions and inviting the researcher to come and observe work.

Subject C and G did fairly well, both obtained an increase of 10 points. This indicated that the children have developed some interest in Arts.

Subject I received an increase of 9 points. This was a quiet child, but was consistent in the task assigned. Subject F showed an increase of 7 points. This child was always willing to work but does not display care. This child looks forward to complete a piece of work and never did care of its appearance.

Subject N got an increase of 6 points. This child could have done much more, but this was the child who was humorous and hence distracted those who were actively involved.

Subject S, K and D received an increase of 5 points. These three children seems to enjoy their art as they were always sharing materials, ideas and observing each other work, critique each other work, and spent time placing and moving anything that appears not to be pleasing to them. This delayed them from completing some of their art work. Otherwise they were good working students.

Subject P and M obtained a difference of 3 points. Subject B as indicated in Table 3 did well in the pre-test in comparison to the post-test. The children's post-test decreased by 3 points. This might have been so, due to one absence from the art lesson. While with subject P there was not much difference between the pre-test and the post-test.

Subject L and R obtained a difference of 1. There was not much increase of the post-test. These children were performing well, putting their utmost best from the commencement of the lessons.

Subject E and M showed no increase in their pre or post test. They obtained the same grades throughout the programme. These children are the ones who excel in their class and hold the rank of first or second throughout the class.

Overall the children had shown some improvement between the pre and post test. The reason that contributes to this is that majority of students were performing at an average level.

Some children pre and post test scores did not improve vastly, delinquency and starting the task late are some factors that contributed to this.

t - score calculation

$$t = \frac{\overline{D} \sqrt{N(N-1)}}{\sqrt{D^2 - (\sum D)^2}}$$

Where

$\overline{D}$ = average difference

$\sum D^2$ = sum of the difference

N = number of students

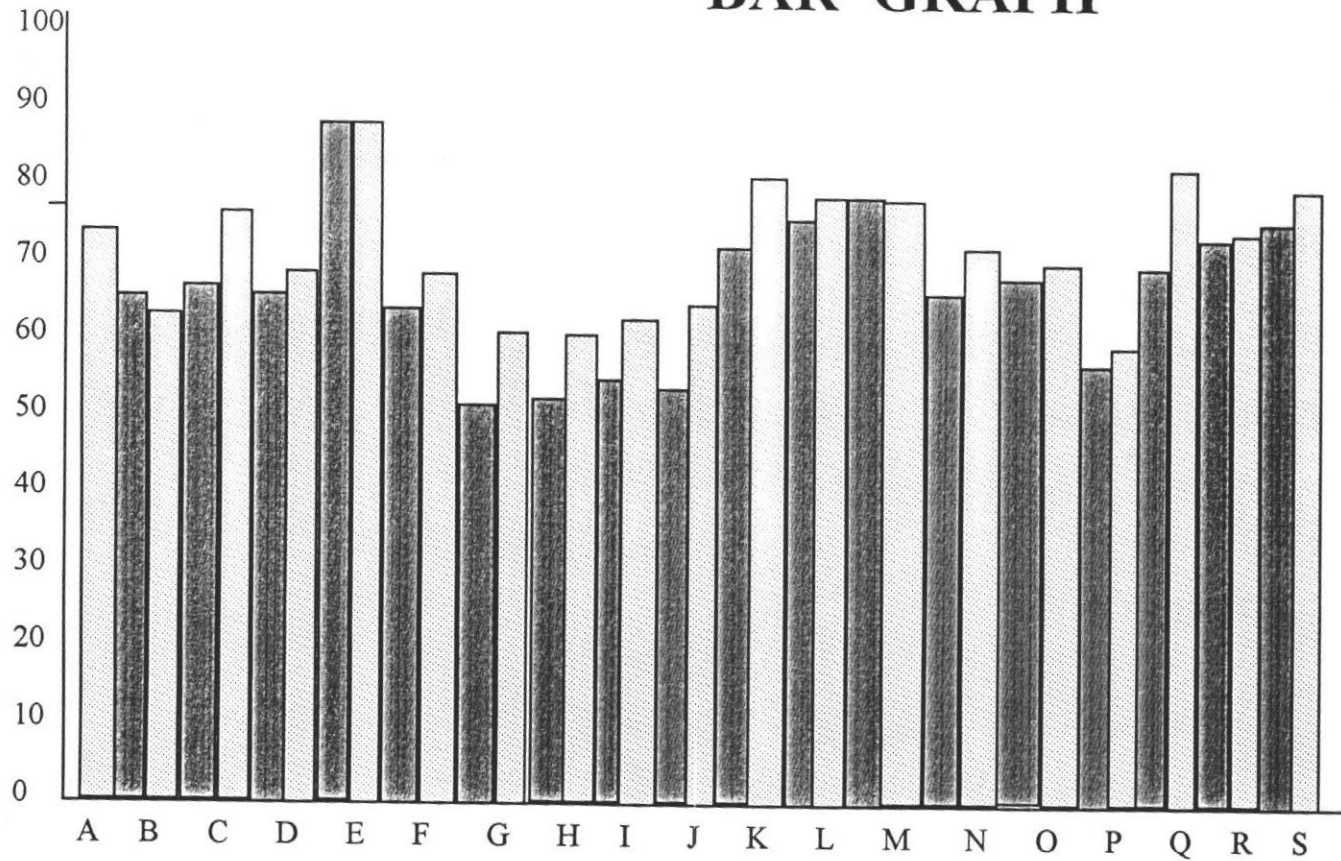
$$\sqrt{\frac{\frac{122}{19} - \frac{1470 - (122)^2}{19}}{19(18)}}$$

$$\sqrt{\frac{6.42}{\frac{1470 - 783.36}{342}}} = \sqrt{\frac{6.42}{2.0077}}$$

$$\frac{6.42}{1.41694}$$

$t = 4.53$

BAR GRAPH



POST-TEST

PRE-TEST

CHAPTER VI

Recommendations/Summary/Conclusions/Discussion

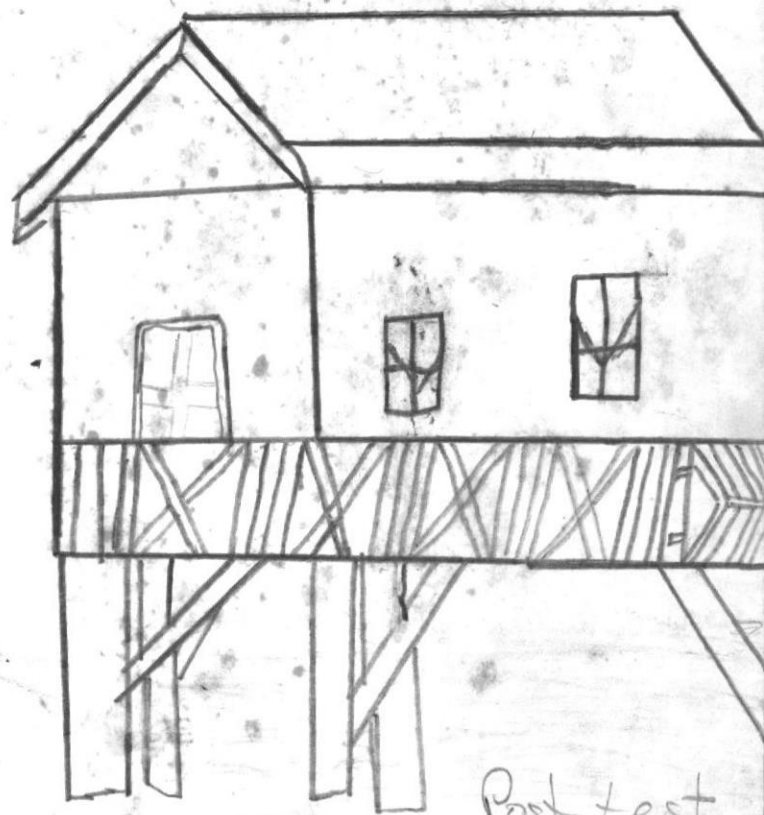
The eight week programme gave the children involved a chance to develop their imagination skills in bringing it out through making of concrete objects. In addition to this it served as an example of what could be created with local materials. In the case of teachers who dislikes art they were astonished to view the wonderful things children can create using local materials.

For the teachers who received the different designs and craft of local materials, they now have some ideas of how to make their art and craft classes more interesting and enjoyable for the children. To effectively do an Art and Craft program in any school it is best to have sessions with the teachers in explaining and exploring various ideas and skills which others may have. In doing so it will help those who are not so interested in Art and Craft to become convinced that this venture is real fun.

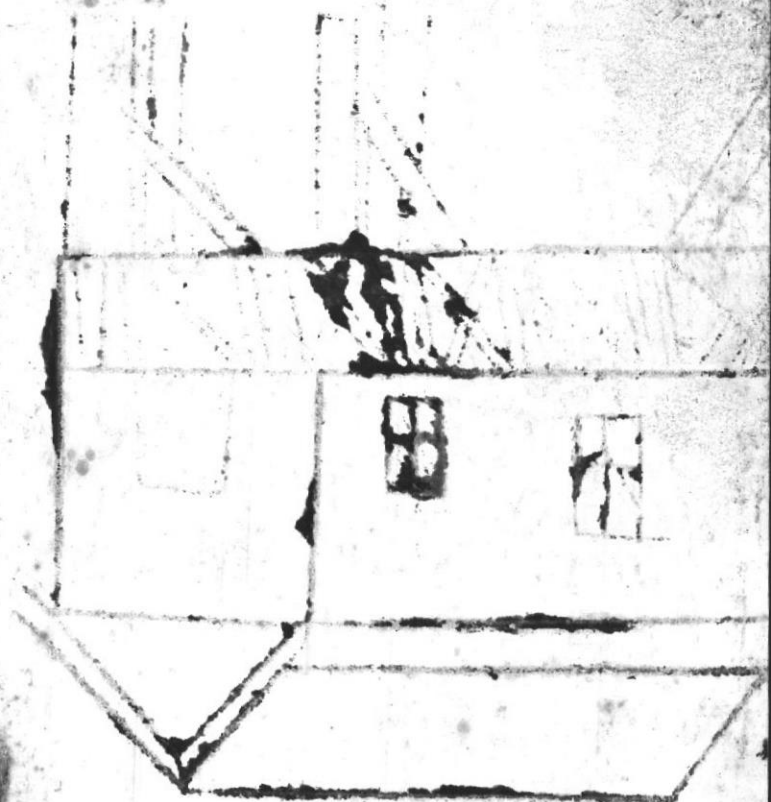
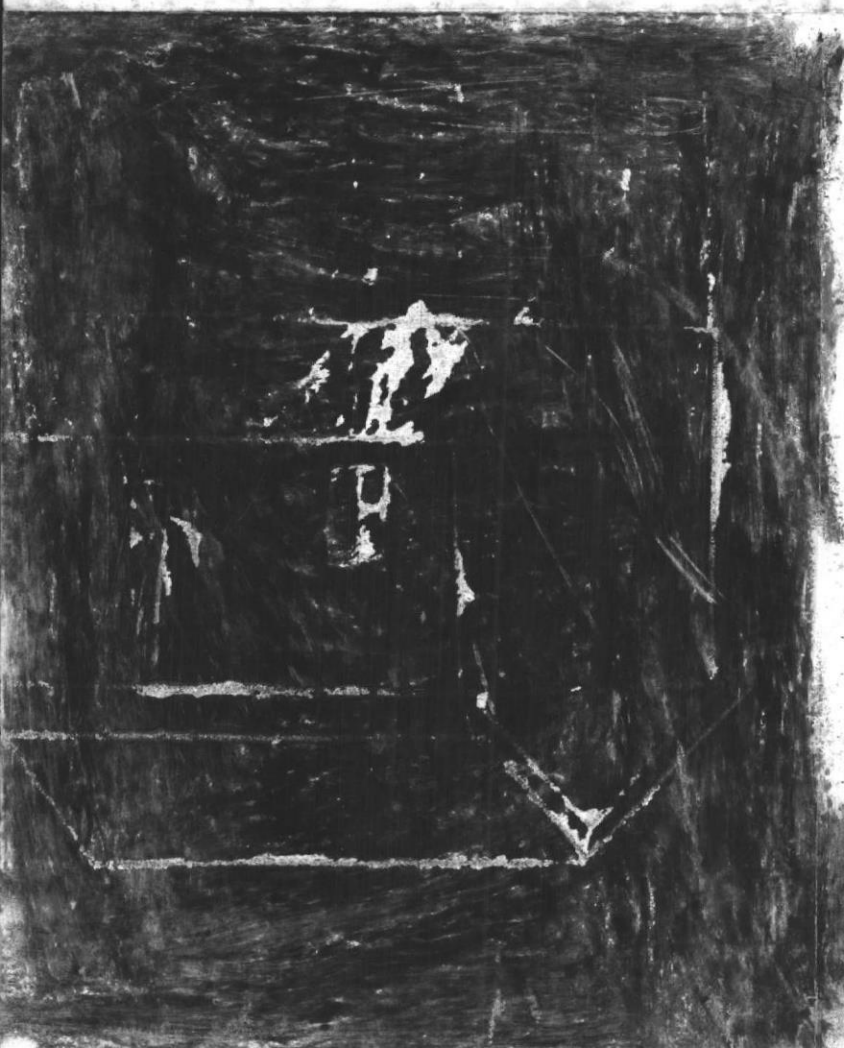
In addition to this, the curriculum development unit should revise the Art and Craft guide which exist and insert materials relevant and inexperience to the schools. The ministerial government of education can assist schools in funding and provide school with materials such as scissors , water paint, etc. to encourage the teaching of Art to children. Also the researcher feels that workshops should be held for trained teachers who love Art and Craft to guide and share their skills and talents. Certainly much input will go into Art and Craft and results will be evident in the classroom and in the abilities of children.

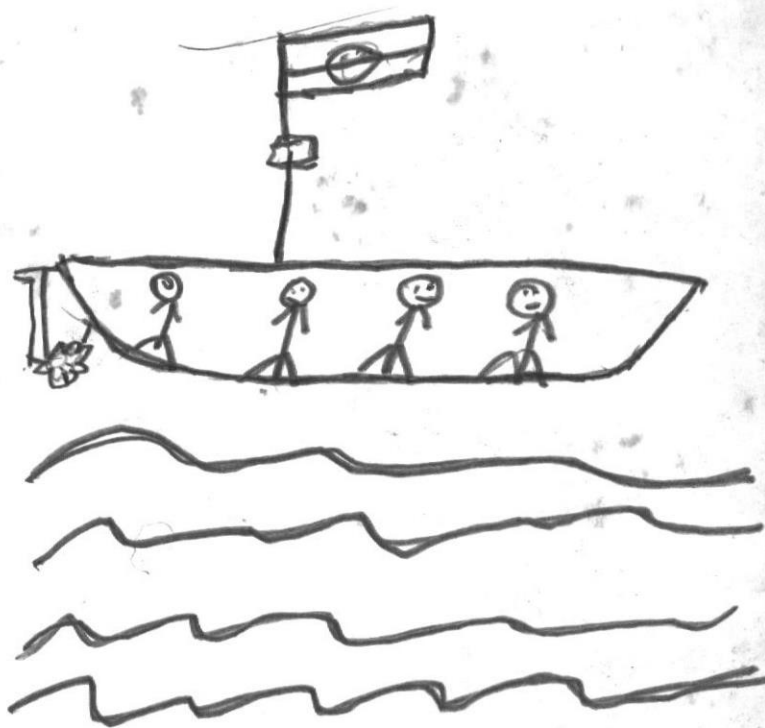
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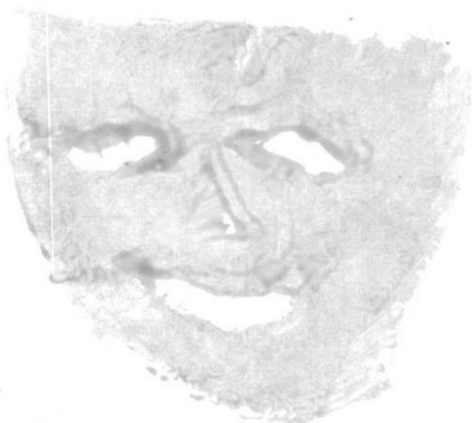
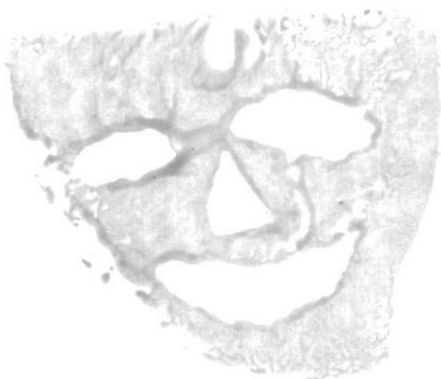
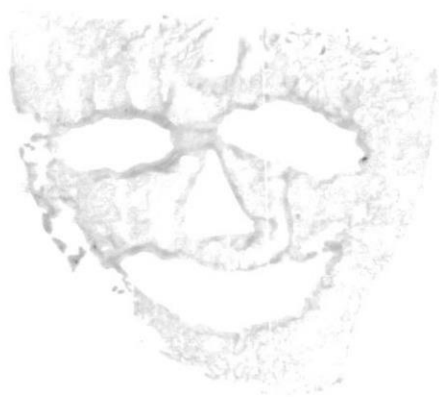
Post test





Pre test





Post test
Potlache Print