

The implementation of a six week Art and Craft program using environmental and discarded material to create effective pieces of Art with a standard v class at St. Joseph Primary School in Belize City.

Submitted to the Principal, Belize Teachers' college in partial fulfillment of the requirement for a Trained Teachers' Certificate.

By

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I would like to take this opportunity to extend my appreciation first of all to God, our heavenly father who gives us knowledge and strength, phil. 4:13, to my wife who assisted me throughout it all, to Mrs. Juanita Lucas who gave me fresh insights and to Mr. Leroy Green who set me on track.

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CHAPTER 1

INTRODUCTION

Belize a jewel, the only English operating country in Central America contains 8,867 square miles. With beautiful resources barely exploited by the primary school teachers in aiding and development of weekly art and craft lessons.

Instead of it becoming a burden to us, we can look forward to these weekly lessons with the pupils. Why? To put it simply, we have a large surplus of discarded and environmental materials readily available which can be put to good use in developing and nurturing of Belizean children in the area of art and craft.

The primary school teachers stress and put emphasis mostly on academic subjects such as Math, Language Art, Social Studies, Science, etc. Principals feel that these subjects merit more attention. For example, preparing for the B.N.S.E. and leaving out art and craft and physical education. As these subjects have no benefits or is of no importance. Indeed there is our flaw. These two subjects are of vital importance for our children to develop into wholesome adults. Firstly, in physical education the primary school children develops a knowledge and practice for healthy lifestyles. To recognize the importance of avoiding unhealthy

habits and lifestyles, we should assist students in developing and maintaining positive personal attributes and interpersonal relationships, including a positive attitude toward continued participation in physical activities which emphasize on body management skills that develop strength, flexibility and fluency of movement, outdoor pursuits which emphasizes physical activities requiring wise and careful use of the environment and track and field which emphasizes walking, swimming, jumping and throwing activities and require speed, height, distance and endurance.

Let us now see what students are missing in the art and craft division. An opportunity for individuality, self-realization, self-awareness, creativity, involves skill development in the areas of drawing, painting, print-making, sculpture, awareness of and appreciation for the ethnic and cultural aspects of the visual arts in our multicultural society and an appreciation of artistic accomplishments, past and present. So when our students are not given physical education and art and craft, whom are we hurting? Whom are we limiting?

From observation, the researcher found out that some teachers were inattentive to the art and craft lessons either because of past experiences of parents not cooperating or ill-prepared and last minute find something to give or art and craft is considered as

less important, a time to finish a lesson previously given or simply put it as, fill in the gap.

This researcher believes that creativity is found in every child and that each child is unique. Therefore, children can produce creative and unique pieces of art and craft using discarded materials such as coconut shells, husks, seeds, bottles, caps, strings, leaves, twigs, straws, cloths, etc. Once the child realizes that they can produce effective pieces of art, self-esteem will develop thus enhancing their ability to be creative.

This researcher also believes that we as role models, need to awake within each child their full potentials. If other children around the world are creative, why can't Belizean children do the same? Why is art considered an insignificant subject? Is it the stigma given of a poor man's job? Is it that people in general see art as something unnecessary? It continues the same cycle. These children today grow to be adults uninterested in art. Their children being taught in school continue getting messages from teachers as art being unnecessary, so the cycle continues.

What can be the effect of not promoting art? Is it the kind of children we have today, 'stifled children in creativity?' Teachers need to start making a change. A positive change in teaching art with an 'unbridled' passion where our children can benefit and reap positive results.

This has greatly encouraged this researcher knowing that it is within the hands of the teachers that children can be transformed to be creative and produce unique pieces of art.

IDENTIFICATION OF PROBLEMS

Due to the researcher's observations and involvement with the children of Chapel School and Saint Joseph School, the researcher found out that children were duplicating examples provided by the teacher. Children were not using their own imagination and creativity to produce art and craft work.

After dialoguing with teachers, this researcher has identified the following problems:

1. Teachers do not have a set guide or curriculum for art and craft.
2. Teachers complain that often children do not bring the required materials (only a few).
3. Materials are too costly, so only well off economic background children bring materials.
4. Subject is considered to be insignificant.

Therefore, the researcher sees it as an imperative move to digress from asking parents for extra money that is not there in abundance. Instead use an area where it is for free, "the environment." Materials in abundance and where the child's creativity can be exposed.

PURPOSE OF THE STUDY

By means of observation, the researcher found out that teachers neglect art and craft as a subject and use the time as a springboard for other lessons. Therefore, through the use of the program, this researcher hopes to accomplish the following.

1. Have children become aware of the fact that natural and scrap materials found in their environment can be used to produce creative work.
2. Develop appreciation and awareness of art by making good use of local inexpensive material and discarded materials in the environment.
3. Help children to bring out their own creativity in the work they produce.
4. Develop an interest and motivation in teachers and students to view art and craft as a worthwhile subject.

SIGNIFICANCE OF THE STUDY

This researcher hopes that the study will be of great significance to the teachers who view art and craft as a relevant and worth while subject and who have the desire to motivate children to develop their creativity in art and craft lessons.

It is hoped that this study will be of significance to the following people:

1. Motivation to the particular school teachers so that they may view Art Education as a worthwhile subject and make good use of local and discarded material available in our environment.
2. Awareness that teachers can view Art Education as a wonderful way of bringing out the child's individuality and self expression in Belize.
3. Potential to take advantage of children's creativity and enhance the child's self-esteem.
4. An awareness to teachers, that the human element can create unique pieces of art.
5. That a child can express what he or she feels through the art.
6. An understanding of art as a common or universal means of expression among all people.

DEFINITION OF TERMS

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

Creativity: ability to create one's own design, shape, model from one's own ideas or imagination.

Environment and Discarded Material: objects that are usually thrown away because they are considered of no valuable use.

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

CHAPTER 2

LITERATURE REVIEW

Many of our Belizean children are not aware of the diverse talents in art. When guided properly by teachers they can realize their abilities and gain confidence in their artwork.

The researcher believes that art can be used to stimulate the creative talent that is within each child. Taylor (1992) explained that art is a way to "enrich and illuminate young people's lives and to put them in touch with their inner self." Norton (1985) said that without doubt children could through art, display originality and creativity, which can be reflected in other subject areas as well. This can be said because Norton emphasized that "Creativity is in - born."

Conversely, children's expanding intellectual horizons allows them to produce more sophisticated and interesting artwork as they progress in school. The way an educator presents an art lesson can greatly interfere with a child's ability to be creative or it can greatly facilitate it.

'The Art' in English usage is a term that converse more than the single substantive "Art." Though this single word can be used to denote skill in any kind of human activity. In this sense,

art is the application of skills to various models of expression where intentions is to please or perhaps to terrify, to effect some emotional response, to rouse some degree of feelings. More over the underlying principle remains the same: skill is always involved, but so is the imagination and attitude.

To define the word "Art" is to explain how humans perceive what is beautiful or artistic. To decide what kind of experience he or she gets and in what way they are able to experience anything, so for each person it could vary. For example, if the researcher showed a painting of Pablo Picasso to his grandfathers, he may say that I have something very ugly, that it should not be called art. Yet to me I might interpret it as "beautiful."

The future of a nation depends on the ability of its citizens to create and be creative. Human resources will be the most important resources in the future. If nations are to meet the challenges of the future it is just time for schools to start motivating and encouraging the students to develop a sense of creativity.

"Art" stimulates creativity. Smith (1973) said "Being creative is having the ability to use past experiences to make some thing new." They challenge the student's perceptions and teach them to look at the world around them in new and modern ways. Art stimulates creativity and also this aids in solving problems. If

the student studies art he/she will develop a sense of self-discipline. They become enthralled with the ideas that only the best is good enough, therefore the child will strive for the best. Educators should stress less on judging negatively a child's piece of art; rather than give negative comments one should focus on positive points.

Educators should keep in mind that what we think of the child is what we make of the child. Positive praises will enhance this child

Art is dynamic and active, with great potential for the education of our children. The process of drawing, painting, or constructing is a complex one in which children living together diverse elements of their experience to make a new and meaningful whole.

Art is a fundamental human process. Every society, from the most primitive to the most sophisticates has expressed itself through art. But more important every person has put thoughts into an art form.

Browning (!970) stated, "Art and craft is a fundamental subject that involves creation", and is therefore extremely important to develop creative faucets of the human mind, so that every person in every profession will have the ability to think and solve problems using his own initiative."

The researcher finds this to be true because no two children are alike. Each child is unique and if given the freedom to communicate the way they perceive the world, every piece of design would be different.

Through art education children will be able to do many things for themselves. Through drawing and designing children develop skills such as eye-hand coordination, size and proportion, observation, critical thinking which will aid in other subject areas, e.g. reading, science, etc.

Janet (1973) stated, "All children have a creative spark that can and should be fanned into a flame." This researcher agrees wholeheartedly with this statement and further adds that all children have a right to create or put down his or her thoughts to clarify and express themselves in a tangible way.

Walter (1978) also stated that "No teacher should neglect the creative and constructive drive in children." Teachers have a great task in molding children, not only academically but to capture their interest in other areas, to enhance positive attitude and explore their talents through subjects such as music, drama, dance and physical education.

What are some common reasons for not teaching art and craft?

1. Teachers don't like the subject; they think it is a waste of time.
2. Teachers are not good at implementing art and craft lessons.
3. There is no set guide or curriculum for art and craft.

This researcher has found out that whenever teachers ask

for materials for art and craft only a few bring what is ask for. This means only a few from the class will do the art and craft.

What happened to the rest of the class? Number one reason is

that the materials are too expensive, therefore parents couldn't

buy it. Those who brought the art and craft materials were from well-off economic parents. So teachers lose interest in doing art

and craft.

What about the materials from the environment? Are they

cheap and accessible? Is it enough for everyone? Walter Grant

(1972) stated, "Making local crafts make good interesting

lessons." Using materials from the environment makes very

beautiful things, e.g. earring, rings, bangles, etc. Walter also

stated that one of the most important factors of education is to

help all children to be prepared for life and to be fully an active

member of his society.

The researcher encouraged children to see the potential that is in their environment and use it to their advantage. By using

these cheap materials such as beads, stoppers, wood, cardboard, boxes, newspapers, etc. children will become aware that these are simple inexpensive objects that can be designed into beautiful crafts. It is the researcher's hope that through the complementation of this course, the teacher can see the importance of teaching art education and help establish arts and craft in the curriculum which will eventually become a part of the children's lives.

This researcher interviewed local artists from the various districts and one great point of interest was that someone assisted them to be creative. Someone instilled in them to be unique and believe in them that they could achieve. How did they get good at what they are doing? By doing it over and over again. For example in speaking to Shalton Arana, George Gabb to name a few, these persons have passed through the school system yet encountered many problems as local artist. they had no financial assistance to begin their entrepreneurship. Since money was not readily available for canvass paintings, cardboard had to suffice of crude materials as broken pieces of bottle to do sculpturing. Another problem encountered by these many local artists is the lack of recognition. This researcher stops and asks some passers by if they knew whom Shalton Arana and their answer was a

simple "No."

This researcher also noticed that in all the districts and cayes he has been, the few arts and crafts shops that exist were small, and even among the unique items, the price tags on them to many Belizeans seemed exorbitant. Therefore our artists in Belize can not really make a living for this and are forced to work in another field.

This researcher also has noticed that we hold a festival of arts only in Belize City, once a year. Why is that? Are we not interested that the entire country be stimulated in the art? This researcher also checked public libraries namely Leo Bradley. He found books that were about art but were of foreign artist. What happened to our Belizean artist?

This researcher compares artist from Belize and Jamaica. Jamaica is half the size of Belize yet its local artist shops are "huge." The public at large holds 'their artists' in high esteem. Is education really achieving its art goals set out to all primary schools?

Quoting from the Goals of Education of Belize it says "It is the researcher's hope that through the complementation of this course, the teacher can see the importance of teaching art education and help establish arts and craft in the curriculum which will eventually become a part of the children's lives. It is the researcher's hope that through the complementation of this

course, the teacher can see the importance of teaching art education and help establish arts and craft in the curriculum which will eventually become a part of the children's lives.

"Teachers are to provide opportunity for students to:

- 1. Engage in a wide range of experiences with various art media and art materials.*
- 2. Draw from the total curriculum (other areas of study)*
- 3. Express feelings and individual messages.*

This researcher dares to say these objectives are there yet they are not being met. This researcher profoundly believes that art education should be concerned with the purpose of a child's school experiences in art, the term "artist," is equally valid for the child who shows a well developed proficiency, or the efforts of a student achieving his or her marks on paper for the first time. Art education should help students to open themselves to the world around them through exploration and experimentation. They learn to see form and beauty in nature, in objects and life around them that were not seen before. Art should be accessible to all children. Its practice should result in changing the child as he/she sees and responds to his/her creation, in changing the relationship among children as they share their art work, or in

changing the social-physical environment as their art work are displayed around the classroom and throughout the school. This researcher believes that are education should help children to be able to point out the values that surround the creating and cherishing of various forms of art, in this way the child will not only create but value art. This valuing will help children to appreciate the people who produced them in the past and introduce notions of how values have changed over time. When students develop their new ability to "see" art it helps them to view the work of others and relate that to their own work. It therefore helps them to link the past and the present. Art education should help students to deal with ways in which people express their feelings in visual forms. They can experience emotions such as joy and sadness that they can translate into art form that are at times personal and at other times may be shared. In conclusion this researcher believes that as role models, we should provide the opportunity for students to engage in a variety of experiences that will allow them to develop perception awareness, to learn visual arts skills and concepts, to interpret and communicate with visual symbols, to create, to value, reflect upon and appreciate the cultural aspects of art, and appreciate and accept art in one's life.

CHAPTER 3

RESEARCH DESIGN

RESEARCH METHOD

The researcher designed, implemented and evaluated a six

week art and craft program using local and available

environmental materials. It was implemented from January 18th

to February 26th, 1999. It was done from 2:30 to 3:30 p.m. on

Thursday's. At the beginning of the program a pre test and at the

end a post test was given. Children were expected to complete a

project for each lesson. This was applied with the entire class of

thirty eight students, however, only fifteen students were chosen

at random. The researcher encouraged the students to work

individually and to use their creativity that is in them. The

researcher served only as a facilitator and assisted where it was

necessary.

SAMPLE

This action research program was implemented with a

group of fifteen students which were randomly selected from a

class of thirty eight. They were nine girls and six boys. The age

range were from eleven to fourteen years. To get the sample, the

researcher placed the names of the thirty-eight students of standard five - one in an empty plastic jar. A child was chosen to pick out fifteen names. The researcher then read each name aloud and had them stand so as to identify each participant. The researcher then discussed with the entire class what the program would include and what it would be about.

INSTRUMENT

For the introduction of the art and craft program, the researcher did an informal interview which gathered data on teacher's attitude towards art and craft. It also assisted to collect a wide range of the many problems that exist in the teaching of art and craft.

The interview included questions to identify the difficulties teachers were facing in the teaching of art and craft, while other questions were to evaluate attitudes and interest towards the art and craft. The first lesson was a pre-test and the last lesson was a post-test. In both instances the students were expected to finish a project.

The researcher did general observation of the sample group to assess attitude and interest towards the subject. Both were graded using the following criteria.

NEATNESS	EFFORT	KNOWLEDGE	APPRECIATION	ORIGINALITY
5 - excellent	5 - excellent	5 - excellent	5 - excellent	5 - excellent
4 - V. Good	4 - V. Good	4 - V. Good	4 - V. Good	4 - V. Good
3 - good	3 - good	3 - good	3 - good	3 - good
2 - fair	2 - fair	2 - fair	2 - fair	2 - fair
1 - poor	1 - poor	1 - poor	1 - poor	1 - poor

HOW DATA WERE ANALYZED

At the conclusion of the informed interviews, the researcher analyzed the results to draw out the problems that existed and also the same reasons why teachers neglect such an important subject like art and craft.

Using the grading criteria both pre and past test were graded as separate lessons and on an individual basis (see instrument). The results were compared on separate bar graph and analyzed to observe and record group progress, productivity and attitudes during each art lesson given.

CHAPTER 4

DESCRIPTION OF THE PROGRAMME

The researcher discovered with use of informal interviews and dialoguing with class teachers, students and the principal that art and craft indeed needed to be paid closer attention and was an area which could be improved on. Therefore the researcher implemented and evaluated a six week program in the art and craft using fifteen students from standard v – 1 upper division at Saint Joseph Primary School. The randomly selected group of eight girls and six boys went through a program of six weeks, for one hour duration on Thursday's.

Due to the researcher emphasizing use of discarded and environmental materials, students brought their own materials from home. The first Monday, the researcher would inform the students along with sample group of materials needed to complete their projects. The researcher also used this time to motivate students to want to complete projects in art and craft. At the end of each lesson, a list of materials that were to be used were given, e.g. leaves of all shapes and size, 3-4 toilet paper rolls, 3-4 different size of smooth stones. Materials were discarded and available from the environment, which was accessible to all. The researcher

provided additional materials such as paint, glue, sticks, glue gun etc.

Before each lesson the researcher held discussion and thoroughly explain the instructions that were placed on the blackboard. At the end of each lesson the students were given positive remarks and encouraged to make better projects in the future. All project, were collected, checked, analyzed and graded. The researcher did not provide a sample since it was his belief that students might want to copy it and students can make unique projects.

Lesson 1

Topic: Pre-test

Time: 2:30 – 3:30

Objective: Through the use of different materials available in our environment students will be able to create a unique design.

Materials: leaves, seeds, twigs, bottles, bottle caps, cans, straws, cardboard, yarn, scissors, etc.

Activities: 1. Presented materials to students
2. Discussion about materials.
3. Motivated students to think about a design.
4. Draw the design on paper.
5. Students used the materials to create a design of their own.
6. Students talked about their design.
7. Display of work.

Evaluation: The students seemed a bit confused and took a while to start. When work was done it reflected a lot of copying from each other. No creativeness on student's part was displayed.

Lesson 2

Topic: Potato Stamp Print

Time: 2:30 – 3:30

Objective: Students will be able to carve a design on potato to create a print.

Materials: potatoes, newspaper print, colored tempera paint, brushes, knives for carving, typing sheets, sharp knife

- Activities:
1. Discussion on what to do
 2. Students cut potato evenly in half, horizontally.
 3. Students carve out design, name on potato, 2 theme given e.g. name must be done backwards for it to be printed cultural correctly on sheet of paper.
 4. Students paint their potato design and do repeated shapes, colors, names and lines.
 5. Use of newspaper to control paint to tables.
 6. Display of student's work.

Evaluation: Those carving out their name were having trouble due that it had to be done backward for correct print to show when printed. Teacher for safety measures cuts the potato in half for them (knife very sharp) some showed interest and some degree of originality done. Some did not show any form of given topics, with work being messy and no care for neatness or effort.

Lesson 3

Topic: Plant holder

Time: 2:30 – 3:30

Objective: Students will be able to create a unique plant holder with use of a 2-litre plastic coke container.

Materials: paper cutter, empty 2-litre plastic soft drink container, paint, black dirt, flower plant, string, 2 empty tin cans of soft drink, glue, glue gun.

- Activities:
1. Discussion on how one can make plant holder
 2. Students with markers mark their design on plant holder.
 3. Students cut design on 2-litre plastic container.
 4. Students stick two tin cans on side of plant holder.
 5. Paint a unique design on plant holder.
 6. Join string to both sides of plant holder (optional).
 7. Fill plant holder with black soil.
 8. Paint plant holder.
 9. Display work.
 10. Clean up.

Evaluation: This was a very good project for students. Students were eager to participate, few were lazy who wanted everything done for them. Some needed assistance in cutting their designs on plant holder. Plant holder looked beautiful as the finished product.

Lesson 4

Topic: Stone – creatures designs

Time: 2:30 – 3:30

Objective: Students will be able to design with paint, creature, or animal of their choice, or creative design on their stones.

Materials: smooth stones, e.g. river stones, cardboard, paint, brushes, cloth

- Activities:
1. Discussion of making their own unique design.
 2. Sample design is done piece of paper.
 3. Students get their materials to work with.
 4. Students work individually.
 5. Researcher/teacher supervises and assists where necessary.
 6. Students paint their stones using their own designs, creatures etc.
 7. Display of stone creatures/unique design.

Evaluation: Students showed a much higher degree of originality in using different sizes stones, with different colors. Students were very much surprised at the finished of their work how original it was. The teacher was very satisfied with the end product.

Lesson 5

Topic: Inside – Out design

Time: 2:30 – 3:30

Objective: Students will be able to demonstrate that a paper collage can show negative and positive shapes.

Materials: 9x12" construction paper, 7x10" typing paper, newspaper, wall paper etc., scissors, glue

- Activities:
1. Review negative and positive shapes and space.
 2. Students cut unique shapes from piece of colored paper.
 3. On the back of the shape draw other shapes which extend from the end inwards.
 4. Cut out these shapes, keep them for later use.
 5. Turn the original shape right side up and glue it to the middle of the 9 x 12" construction paper.
 6. Arrange the cut out pieces to reassemble like a jigsaw puzzle.
 7. Glue these pieces to the outside edge of original shape.
 8. Display project done.

Evaluation: Student had trouble in drawing a unique shape to cut out. This showed lack of practice that students do not have to think for himself or herself. Three boys did not do any work at all. Whenever teacher came a round appeared to work and as teacher moved, they returned to their own activity. Other students admired inside-out design.

Lesson 6

Topic: Post-test

Time: 2:30 – 3:30

Objective: Through the use of different materials available in our environment, students will be able to create a unique design.

Material: Leaves, seeds, twigs, bottle caps, cans, straws, cardboard, yarn, glue, glue gun, scissors, etc.

Activities: 1. Present materials to students.
2. Discussion about materials.
3. Motivated students to think about design.
4. Draw design on paper.
5. Students used the material to create design.
6. Students talked about their design.
7. Display of work.

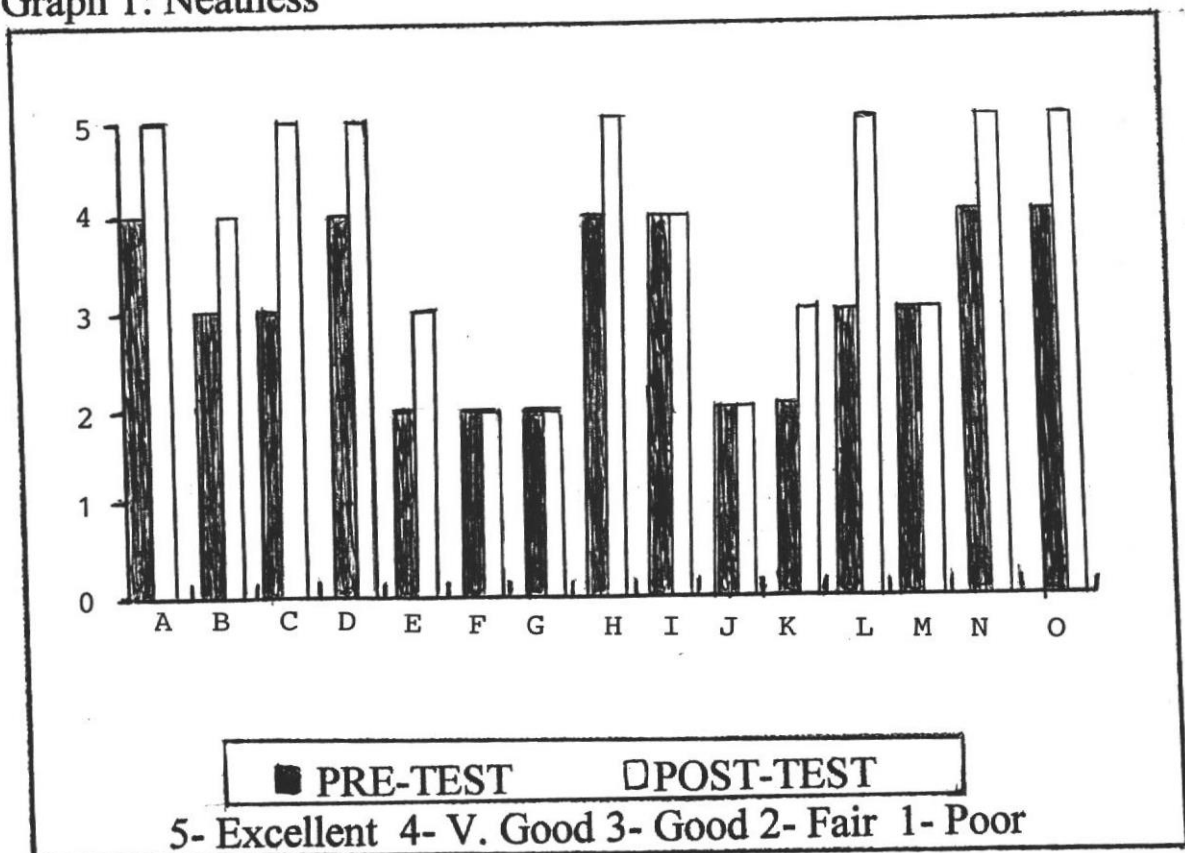
Evaluation: Most of the students were able to make creative pieces of art and to show improvement. They improved in neatness, effort, knowledge, appreciation and originality. They made a huge effort to create and finish their art projects. Students were very pleased with their end-products.

CHAPTER 5

PRESENTATION AND ANALYSIS OF DATA

Data is presented by means of bar graphs for each of the five categories. 1) Neatness 2) Effort 3) Knowledge 4) Appreciation and finally 5) Originality. A bar graph is displayed showing the number of subjects, the grading criteria and the meaning of each graph presented. The interpretation and analysis of the results of both pre- and post-test follow the graph of each respective area.

Graph 1: Neatness



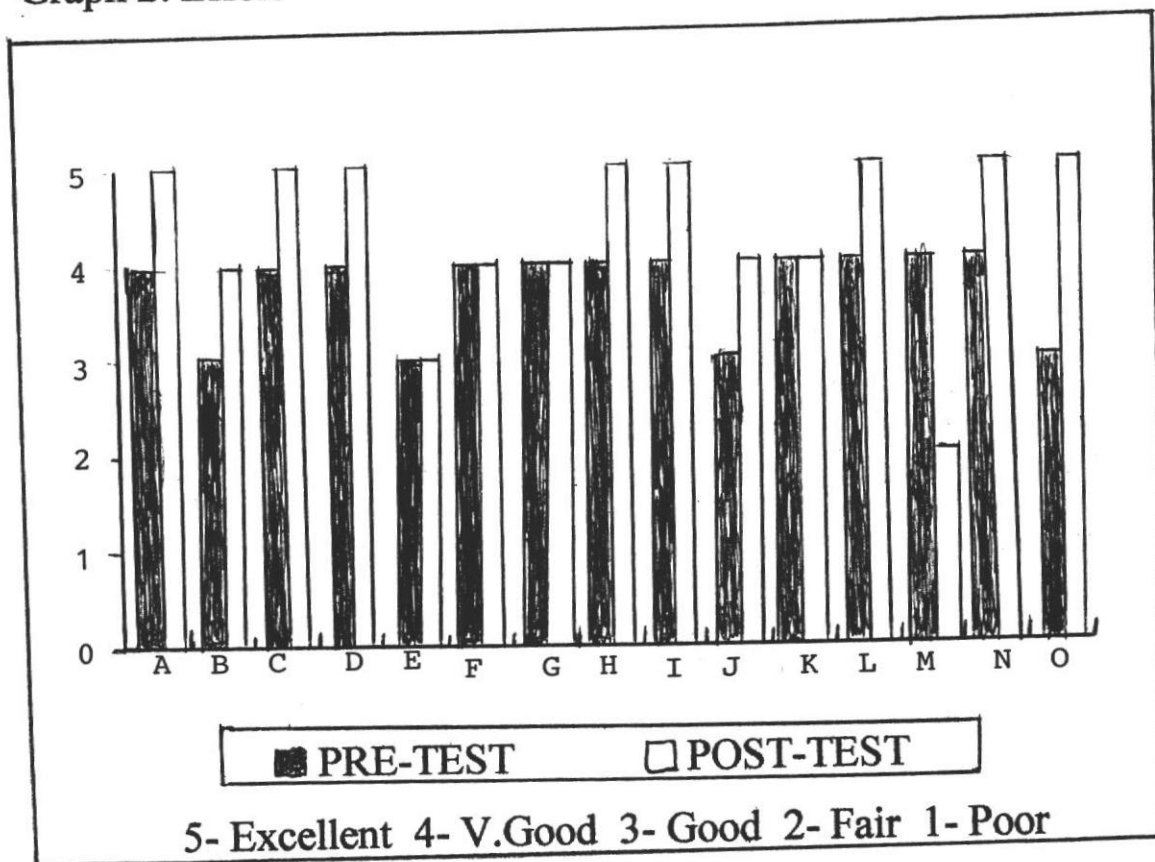
Neatness

In the category neatness the contrast between the pre-test and post-test showed that in the pre-test 4 students were judged as at the level of fair under this criteria, 5 at the level of good, 6 at very good and none at excellent. In the post-test, it showed clearly how students have improved. Two were at the fair level on the post-test, 4 at the good level, 2 at the very good level and 7 were excellent.

In the pre-test, students performed poorly in respect to neatness. The researcher concluded that this was the result of student's initial confusion and helplessness thereby resulting in untidy and frustrated work. The careless way the children used the materials showed that the students did not have any understanding of art.

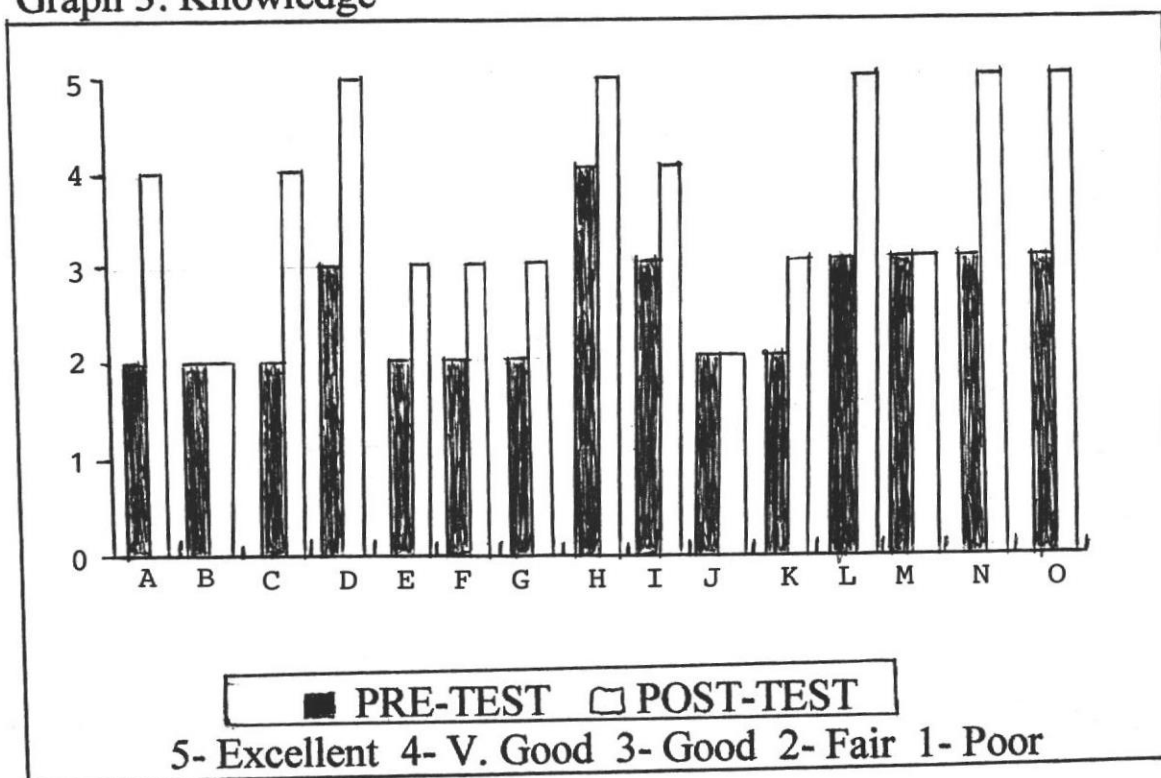
The post-test showed a marked improvement in the neatness of design throughout the group. Students also showed improvement and better understanding in using materials.

Graph 2: Effort



In the category of effort the contrast between the pre-test and post-test, the pre-test showed that 11 students design were judged as very good, for effort and 4 students were judged as good. In the post-test on the other hand, showed that half of the student had improved. For example, 8 of them were judged at the level of excellent, 5 at very good, 1 at good and 1 at fair. Subject M was judged at fair in the post-test due to the fact that after the first two lessons, he made no effort to try to complete his work.

Graph 3: Knowledge



In the category of knowledge, the contrast between the pre-test and the post-test showed that in the pre-test 8 students were judged as fair, 6 were good and 1 was very good. In the post-test however, it showed the increase in student's knowledge whereby 5 students were judged as good, 3 as very good, 5 as excellent, and 2 remained at the fair level in both tests.

From the results of the pre-test, the researcher came to the conclusion that the student's knowledge of art was over all poor. This is a direct result of the lack of problem-solving skills. They had limited ideas of how to create and make a design. They were unable to visualize a design and create it. This caused students to

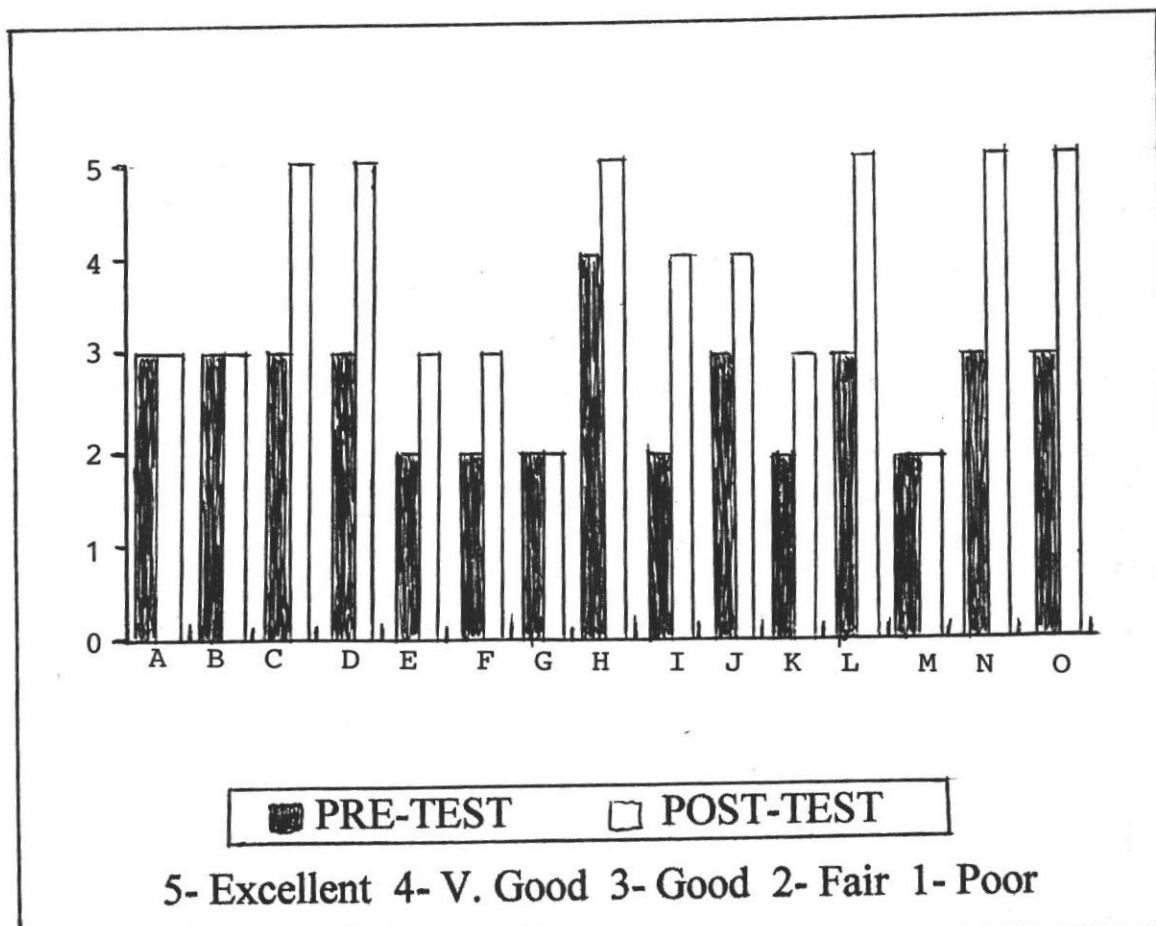
Looking at the overall results of the pre-test, the researcher can assume that the students were eager and happy to participate in such a programme as most of them tried to produce something at the end of the class. Student's overall reaction was one of enthusiasm and willingness.

The post-test showed that half of the students had improved with regards to efforts. This can be plainly seen on the graph and the researcher's observations the students work were more constructive because they had applied themselves to make the efforts to produce something. The post-test also showed that students were much more relaxed and confident of themselves; they seemed eager to work and do their best they can. This was achieved through encouragement, praise and advise. The results of the post-test showed that the student's interest in art and craft can be guided into life long skills.

feel helpless, which caused them to keep calling the researcher for help.

The post-test showed a good deal of improvement. After students had been exposed to the concepts of arts and craft, their designs were much better as it showed how they applied themselves to producing better work. Also about half of the students were able to finish their designs, which showed a good grasp of the knowledge.

Graph 4: Appreciation



In the category of appreciation the contrast between the pre-test and post-test showed that in the pre-test 6 students were judged at the level of fair, 8 good and 1 as very good for showing appreciation for their finished work. In the post-test however, 5 students were judged at the level of good, 2 as very good, 6 as excellent and 2 remain at the fair level for appreciation of their work.

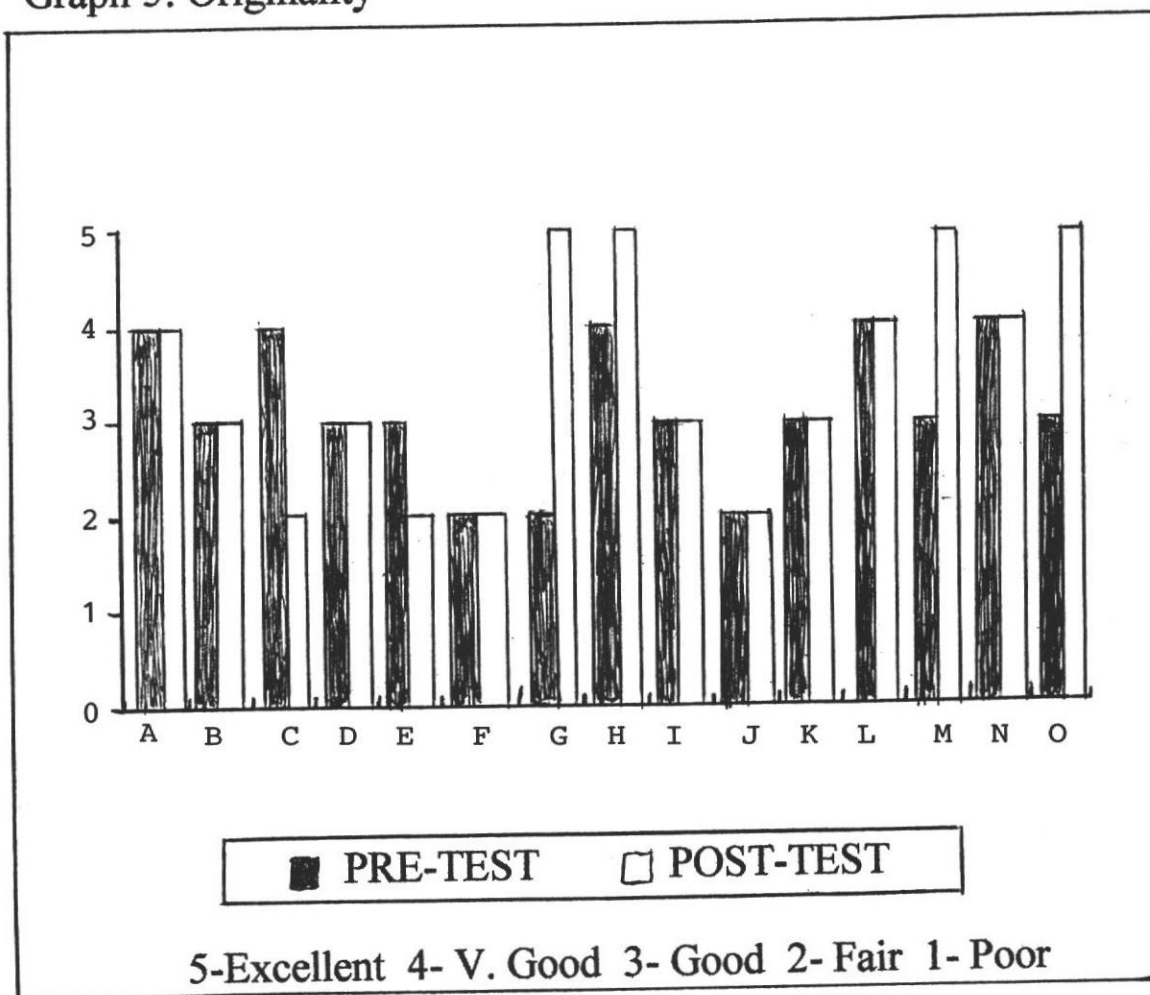
The researcher found that over all the students displayed excellent to good appreciation and respect for their work. Most of the students were willing to display their work.

Subjects G and M did not show any improvement in the post-test, this was due to the fact that these two boys specifically did not show much interest in the programme.

Overall they kept making remarks to the researcher that they had difficulty doing the work. The researcher gave positive reinforcements for them to produce projects. They seemed to be at the stage in art development (gang age-Lowenfeld) where everything is critical and also tried to make their design show depth and features.

The post-test ranged from excellent to good. Students seemed to be very pleased with the end product of their work.

Graph 5: Originality



In this category of originality the contrast between the pre-test and the post-test had that 5 students who showed very good originality, 7 had good and 3 had fair idea. No student reached the level of excellent under these criteria. The post-test showed some improvement in student's originality. Four moved on to excellent, 3 students were judged as very good, 4 at good and 4 at fair.

After analyzing the pre-test the researcher found out that the students lacked originality because most students copied from each other. From the low grades displayed on the pre-test the researcher assumed that the students had little or no exposure in creating unique and original pieces. Students displayed some frustration in not being able to do creative pieces.

The post-test showed that all the sample group had improved to a certain degree. Subjects F, G, J did not show any improvement in both pre- and post-tests. The researcher through observation can presume that these subjects did not really want to do the programme, for they showed little interest to do the programme.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

The researcher concluded that the programme was successful up to a certain point. The researcher was happy at the over all results of the sample group. The sample group improved in neatness, a criteria missing in most schools presently. Improved in effort, knowledge and appreciation. Originality needs to continue to be worked on. Needless to say is lacking in our schools today. To inculcate these, in every student, it needs to be started right from the infant division. This is shown specifically in the five categories: neatness, effort, knowledge, appreciation and originality. The students were exposed to some positive factors, which influenced them in their learning process.

Students performed at a very low level, not what the researcher expected at their age. This lack of exposure is shown in several ways in the pre-test. They can be summarized as lack of originality, knowledge and appreciation for the art education.

From observation of sample group pre-test, the researcher can now conclude that the students have been stifled in some form of their education, thereby not reaching their full potential. As Janet (1973) stated, "All children have a creative spark that can and should be fanned in a flame." Students need to be given the opportunity to enhance by guidance and positive reinforcements. The programme proved that students have artistic and creative talents, which can be fanned into flame.

The post-test showed an overall increase in quality of work produced. Children were able to produce projects once the teacher served as a facilitator rather than the omniscient teacher giving classroom lectures. We are moving into a new era where the omniscient teacher is now obsolete. The using of arts and crafts can be given to the students where they can have the opportunity to discover and express themselves.

Our curriculum has very good goals and objectives for the primary schools in art and craft but are they being implemented. Teachers need to assist in making this dream a reality. We think of students who are academically inclined. What about those who are not? Will we cater for their needs with the use of art and craft?

RECOMMENDATIONS

The researcher recommends that the Ministry of Education become more involved and aware of the art programme in primary schools nation wide. Integration of arts and craft in all subjects is needed to be done. Workshops and seminars to be given to assist all school especially school out-district. These workshops should be made mandatory. Why? As teachers hear 'art and craft workshop' no interest is given to assist.

The ministry can also give awards or stipends to Belizeans who write Art and Craft books. Can also provide an arts and craft competition nation wide. Can have an 'arts and craft week' where all parents can go with pride and see what their child did. Definitely our leaders need to do more than just collecting a hefty salary.

Any child who goes through and art and craft programme can benefit immensely. They will be able to interpret, visualize, communicate, reflect and do critical thinking. Will be able to become a problem solver, develop a sense of worth, have pride in achievement and practice decision making. Will be able to explore and see what works and what do not work.

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