

An eight week program used to enhance creative arts using scraps material with an Infant II class at Santa Elena Infant/Middle School in the Cayo District

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CHAPTER 1

Introduction

How can we as teachers bring to life that creative spirit that is within our children?
Is there an area in Art Education that fosters creativity?

According to Gowan(1981) he stated Art is far more important than previously realized because it promotes creative thinking. Creativity , therefore is of utmost importance to the child; it is primarily a means of expression. A child expresses his thoughts, feelings, interests and knowledge of the environment through creative media. Through a program of Art, children will become aware of their creativity and appreciate their uniqueness.

As a matter of fact, Art Education is the only subject area that truly concentrates on developing the sensory experience. Art is filled with the riches of texture and the excitement of colors. A child should be able to receive pleasure and joy from these experiences.

Art Education has the special mission of developing within the individual those creative sensitivities that make life satisfying and meaningful.

It is rather sad that our education system is organized in such a way that most students are gradually deprived of the opportunity to construct and use their creativity and imagination. This could be because teachers are not adequately prepared to understand and utilize the nature of creativity in children and how to apply creative art. Therefore, teachers failed to identify the creative spirit that is within each child.

BACKGROUND

From the experiences the researcher has acquired when administering children and from the time spent so far at Santa Elena Infant/Middle School the researcher has observed that children 's creative spirit has been dormant for quite some time.

The researcher observed that children were not given the opportunity to express creativity. During an art period, the teacher distributed material to the students, then she showed them a sample of what their final product would look like. As the period went on the teacher guided the children through each step. This example is clearly demonstrating that children were not given a chance to express themselves creatively and that their creative spirit keeps dormant and great needs lie there, that needs to be awakened.

It is with this background that the researched intends to challenge the opportunity which exists and to give the children a fair chance to use their creative spirit through manipulative skills, and to make use of scrap materials available in the community; creating their own art piece.

IDENTIFICATION OF PROBLEM

While the researcher was involved with children of the Santa Elena Infant/Middle School she observed that children lack the necessary skills to create their own art pieces. Most of the children were not using their own imagination to bring about creativity.

After observing and dialoging with the teachers, the researchers discovered the following problems .

- A) Many teachers are not good at implementing arts.
- B) Some teachers dislike the subject and feel it's a waste of time.
- C) Many children are not capable of providing the materials needed and that they are costly.
- D) The subject is considered insignificant.
- E) Art is too time consuming.
- F) There is not much educational emphasis on this subject.
- G) There is not real market for art and craft.
- H) There is not real art schools.

PURPOSE OF STUDY

Through observation the researcher found out that many teachers disregard Art Education and sometimes they just allowed children to imitate the teacher's pattern. However, we could summarize that little emphasis has been placed on the teaching of creative art at this said school.

The researcher is trying to design a Program which will help to accomplish the following:

1. Help teachers become aware of methods in teaching arts.
2. Motivate teachers and students to see scraps material as being useful when creating art pieces.
3. Develop a great interest in both teacher and student to view Art Education as being an important subject.
4. Help both teacher and student to develop a positive attitude towards Art Education.

DEFINITION OF TERMS

Scrap materials: Any bit of material from main products which are usually discarded.

Art and Craft: As used in the Study: using discarded material to create a pattern, shape, model, or design.

Creativity: The ability to develop and use one's own initiative, ideas, and imagination to create one's own design, shape, model, or expression both oral and in writing form.

Chapter 2

Review of Literature

Important things happen when art enters a child's life. Creativity is unleashed. Learning becomes exciting. Art can raise a person's self-esteem and help children explore the multiple avenue in which they see, hear, feel, move and think. It also empowers children by giving them multiple perspectives and language with which to think and act creatively, imaginatively, and critically.

According to R. Craig Sautler (1994), the arts promote the "hidden curriculum" of social behavior to improve self-esteem , and social interaction and that art can show children new ways to touch the wonder of the world and to use all their pursuit of knowledge and self-expression.

Art Education in primary school today is a rewarding and rich experience when it is done with a purpose, understanding, love and conviction. The researcher believes that it is a privilege and joy to observe and guide children as they create an art piece using scraps materials. The majority of our students are not aware of their talents but if guided properly, they can be aware of their abilities and, therefore achieve growth in their artistic expression, and consequently be able to express themselves visually with more confidence.

As Robert Godfrey (1992) stated, "Art teaches us about our capacity to communicate ideas and feeling in a variety of ways and it provokes curiosity that extends and illuminates existence. Along the same line, we must pay more attention to the opinion of children and take their insight seriously. Art is a kind of "Language" through which children and adults can express feelings and opinions, and there needs to be a give-and-take between children and their teachers.

The researcher believes that art can become a very exciting and challenging experience, and that will add zest to the school week, which will help children to look forward to it with great anticipation. Art can be used to stimulate the hidden creative talent in each child. Imagination and creativity can flourish because Art Education actually demands children to be creative and express new ideas. So this can encourage children to use their imagination and creativity.

To be creative means to express individual ideas in an individual way. Each child sees, feels, thinks differently from every other and should be given the freedom and encouragement to express its differences. Copying the work and ideas of others produce nothing new or different, it represses the child's growth and prevents the development of creative expression. It does not teach the child to think or to make his own decisions.

According to Judith Hanna(1992) Art Education has a positive effect on students' motivation, academic performance and personal development. Elliot W Eisner(1992) agrees with it, stating Expression and discovering are two major contributions that Art

makes to human development. Indeed, art was invented to serve expressive functions.

Discovery is possible through arts which occurs as children learn through adventures in the art..In other words, the arts can help children find their individual capacity to feel and imagine. So through arts children can bring to life that creative talent that is dormant within them.

As a child works with his hands, he develops better physical coordination, as well as eye-coordination. It also trains his powers of observations and his ability to follow directions and to obey instructions carefully. These skills are needed to prepare the child for further training in the many skills needed in today's society.

According to Farrant (1980) the task of Education is to provide the young with the necessary skills so that they may be able to cope with the future. Through art the child is able to develop useful skills that can help them develop in all aspects of life.

Art Education also helps children develop mentally when making decisions about their own design, and socially when sharing ideas and materials with each others. Art provides children a chance to exercise critical thinking skills and it allow children personal development since a design represents its creator's deepest understanding and aspirations. As Marl R. Goldberg (1992) stated, "Artistic experience enables students not only to express meaning but to transform it.

Morton(1985) stated that "creativeness is inborn" art contribution to the

intellectual and cultural maturity of the child. It makes the child aware of the environment, understand him-self and helps him in his aesthetic development. He also stated that creativity is unique and original which need to be nurtured so that children can develop the necessary skills to be creative both in thinking and expression. Art also helps children in their subject areas such as creative Writing in Language Arts and self expression in Reading when picture are translated into ideas.

Children's art work is different from that of an adult. Its charm is in the particular way they have of expressing themselves and their ideas. So teachers must be proud of their children work and accept it.

Children must be allowed to make their own decision and always emphasize originality where it is possible in expressing their own ideas.

So teachers have an extraordinary opportunity to help children to develop desirable attitudes and values towards living and working. So art is the creative medium through which these may be taught.

Regardless of its importance many teachers today do not teach arts because they do not feel capable of teaching it. They believe that a teacher must be professionally trained to develop art and craft skills in school. According to Nutall (1974), there is not need for formal training: only hope, confidence, and optimism is needed."

On the other hand, many teachers only center their teaching in English,

Mathematic, Science and Social Studies. This is what causes the slow learners to be neglected and feel embarrassed. So these children are not being prepare to develop their talent to face the world. As Farrant (1980) states that "the task of education is to fit the young for coping with the future, to help them develop some useful and marketable skill necessary in ensuring an employment." Therefore children need to begin to discover and develop their potential, and skill in all areas even in arts and craft whereby the children can later use these skills to make handy craft or arts and craft to earn a living.

Therefore, as facilitators of creativity, need to educate yourself and our children in this capacity. So that we can promote and encourage our children to express themselves and to use their imagination and creative ideas that are dominant in the children mind. According to Shipley Etal (1985, 217) when they said, "teachers never try to develop creativity in their students simple because they do not understand its nature." So we as educators, owe it to ourselves and to our children, to educate ourselves in the knowledge of art, so that we can promote and encourage children to express themselves and to use their imagination and create idea in Art Education. Ideas such as creating three dimensional figures, assembling bits of scraps to create an art piece of your own (original art piece) can be made out of scraps material. Children can also learn to appreciate scraps they find around their environment and use then to create something instead of giving up to do art because of not having the material available. I think this would encourage children to want to try because they know they can easily obtain scraps.

CHAPTER 3

Research Design

The researcher designed, supplemented, and appraised carefully an action researcher in Art Education, using scraps material in order to empower creativity in children of an infant 11 class at the said school.

The program included one lesson per week which lasted one hour- from 2:30 to 3:30 PM. Every Monday afternoon.

At the end of each lesson children were expected to complete an art piece of their own. At the end of the program, all ten children were expected to have a collection of eight art piece, including the pre-test and post-test. The pre-test serve as the first lesson in the program.

The researcher use only ten students for the entire program and provided all children with the same material throughout the program.

SAMPLES

This Action Research program was implemented with a small group of ten children, which represented one third of the implementer's class. The researcher used the random selection in order to obtain the children's name. All the names of male and females were placed in separate boxes. The implementer selected five name slips from each box. The ages of the children ranged from six to seven years old. The selected children were from a mixed ability.

INSTRUMENT

For the introduction of the research, the researcher used an informal interview which helped gather the background information from educators. This helped to identify the problems that were perceived in the teaching of Art Education.

As the research proceeded, a pre-test, six follow-up lesson and a post-test were planned and executed. The researcher expected an art piece to be completed at the end of each art period. The implementor observed each lesson so as to discover pupil's action and interest toward the projects to be accomplished. Both pre-test and post-test were graded with the criteria presented below.

Grade: A = had an idea of what he/she was doing

B= created something without being able to explain

C= observed and copied from others

D= did not know what to do

DATA COLLECTION

An informal interview consisting of ten questions was bestowed to seven teachers of the said school. During the interview the researcher recorded the responses which were later concluded on a general basis.

The entire sample group was given the pre-test, the six-lesson and the post-test which had the same duration and same level of treatment during each lesson. At the end of each test and lessons, children were expected to complete a project which were graded through the use of the given grading criteria.

The implementer recorded the observation interest, and behavior of each child in order to perceive their attitude. Toward each art piece being projected. A check list was used by implementer to keep a record of each child's performances.

HOW DATA WAS ANALYZED

An informal interview was supplemented after which the researcher analyzed the findings which helped to conclude reasons why these teachers were facing problems with Art Education. As a result of this the researcher found out that Art was not implemented sufficiently and regularly because problems arise that impeded teachers from doing so.

At the end of the program the researcher collected data on a check list. The result of the pre-test and post-test showed the increase of children performance.

TABLE 1: OUTLINE OF THE WEEKS PROGRAM

Week 1 Lesson : 1	An art of your choice.
Week 2 Lesson : 2	Creating a picture collage using pictures of old magazine.
Week 3 Lesson : 3	making figures with straws (used straw).
Week 4 Lesson : 4	Creating creatures out of toilet paper roll.
Week 5 Lesson : 5	Corn cob puppets.
Week 6 Lesson : 6	Pepitus shell design.
Week 7 Lesson : 7	Leaf design (using fallen leaves).
Week 8 Lesson : 8	An art of your choice.

CHAPTER 4

Description of the program

Week 1

Pre - test

Topic: Art of your choice

Objective: Given a variety of scrap materials such as trips of cloth, papers, old bottoms, cotton reels, boxes, stoppers, straws, corn cub, children will be able to plan and create an art piece of their own.

Activities:- allow children to form groups of twos;- provide each group with a box of scrap materials and glue;- explain to children that they are to plan and design an art piece using the scrap materials provided;- instruct children on what is expected from them;- let children work individually within their group;- teacher will observe children as they work;- have children present their design;-have children relate what they made and how come they came about constructing the art piece;-display children's work;-have a clean up.

Evaluation:

Children were good at forming their group of two's and they did it quite quickly and easily. At the beginning most of them seemed a lot confused on what to do and many complained that they don't know what to do and can't do any thing. Some of the children were requesting on the teacher to show an example or to direct them on what to do. But at the end, five children did create an art piece but were not able to explain what they did. Three of the children observed and copied from others so as to construct an art piece. Only one child did not know what to do and didn't create an art piece of his/her own. After the presentation of children's works all the art piece were displayed in the art corner.

Week 2

Topic:- Creating a picture collage using pictures from old magazines.

Objective: Children will be able to create a picture collage using the pictures from old magazine that will be provided.

Activities: - Allow children to form group of two's;- provide each group with a box filled with many pictures cut outs and glue;- explain to children that they are to plan and create a design using the materials provided.- Instruct children on what is expected from them.
-Allow each child to work at his own pace and individually.- Teacher will observe while children are at work.-Have children present their final piece.-Allow children to relate what

they made and how they did it;-Display children's art piece;-Do a clean up.

Evaluation :

Children were good at forming their group and they moved to their proper places quite quickly and easily. At the beginning of the lesson there were still a lot of children who seemed confused and were again requesting for the teacher's help. But as the time went by the teacher continued encouraging the children to plan and create something of their own. Finally most children did create an art piece. Only that five children did create something but were unable to explain what they did, four children observed the others work and copied and only one child again did not create any art piece. All art pieces were displayed after the presentation.

Week 3

Topic: Making figures with straws.

Objective: Using straws of various length and color, children will be able to create their own design by arranging and glueing them in a specific way on given papers.

Activities: - children will be allowed to group themselves in pairs.

- Teachers will elicit from children what all creatures or figures they can invent with

straws

- Allow children to think on what they want to do.
- Then she will provide children with straws, glue and papers
- Instruct children on what is expected from them
- Allow children to use material to create their own art piece.
- Have children present their final art piece and say what it is and how they made it.
- Display children's work.
- Do a clean up.

Evaluation:

Children were already adjusting themselves to their group and they moved to their proper places very quickly and without any problems. So as soon as they were provided with the box of scraps material most of them observed the material and right away began to play around with the materials in order to create an art piece. Five of the children seemed to use their creativity since they finally created an art piece of their own, just that they were unable to explain what they did. The other five children also created an art piece only that they observed and copied from others. All children's art work were displayed after the presentation.

Week 4

Topic: creating creatures out of toilet paper rolls.

Objective: Given toilet paper rolls, bit of colorful papers, old buttons and glue, children will be able to create a creature of their choice.

Activities: - Children will be asked to form groups of two's.

- Teacher will show children the straws, papers and buttons then elicit from them what creatures can be constructed using the materials available.
- Children will be encourage to think on a specific creature they want to create.
- After which they will be provide with materials to begin their construction.
- Teachers will observe children as they work
- Children will be asked to present their art piece
- Children's work will be displayed.
- Have a clean up.

Evaluation:

Children are showing great improvement in that they move quickly and easily to their proper art places. Most of them seemed very excited and were anxious to begin. As soon as the box was placed on their desk they quickly started to rush for the material, so teacher had to call their attention to this. They had to be reminded to think on what they will create which has to be of their own. So they quietly observed the material and played around with them. Teachers observed as children worked. All children did create an art piece only that they were unable to explain what they did and one child observed and copied from his partner.

All the children's art work were displayed in the art corner.

Week 5

Topic: Creating corn cob puppets

Objective: Given corn cobs, bits of colorful cloth, used tooth pick, bits of wool and glue, children will be able to make their own puppets.

Activities: - Children will be paired

- they will be given corn cobs, bits of colorful cloth, used tooth picks, bits of wool and glue.
- Children will be allowed to discuss what they can do with the materials provided.
- Children will then be allowed to use available materials to do their own puppet.
- Children will be asked to present their design to the other children.
- Children's work will be displayed
- Then there will be a clean up

Evaluation:

Children performance has increased a great deal that they feel free to move to their art places without being reminded and they were willing to go and get the box of scrapped material for their group. As the teacher explained what was expected of them most of

them assured the teacher that they will try to do their own art piece. They all did so only that four children created an art piece that they had an idea of what he/she did. Six children also showed great improvement that they did create an art piece of their own, only that they were unable to explain what they did. After children presented their art work, all art work were displayed in the art corner.

Week 6

Topic: Pepitus shell design

Objective: Given Pepitus shell, glue and paper, children will be able to make their own design.

Activities: - Children will be paired

- they will be given, glue and papers
- children will discuss what they can do with the material given.
- have children use the material to create their own design.
- have children present their work to the rest of the children
- display the children's work
- do the cleaning up.

Evaluation:

Children have shown great improvement so far. They easily move to their art place without any reminder. They also went willingly to the art corner to collect the box of scrapped material for their group. Many assured the teacher that they will now do their own art piece and they did. Five of them did extra ordinary good that they created their own art piece and had an idea of what he/she did. Five of them also did good that they did create an art piece only that they were unable to explain what they did. All children's work were displayed after the presentation.

Week 7

Topic: Leaf design using fallen leaves.

Objective: Given leaves of all sizes, color and shape, children will be able to assemble the leaves together on a given sheet of paper to create an art of their own.

Activities:

- put children in pairs
- provide children with leaves, paper and glue
- discuss on what can be done with leaves
- allow children to think on what they want to create
- have children use given material to create their art piece
- present their art piece

- display children's work

- have a clean up

Evaluation:

So far the children have done a great job. They have shown great improvement in their art work. They had no problem in getting to their places nor getting the boxes of scrapped material for their group. They were so eager to begin that they began to work as soon as the boxes of scraps were placed on their desk. Almost all children did very good since nine children eventually created an art piece of their own and were able to explain what they did. Only one child created an art piece which he/she was unable to explain what it was. All the children's art work were displayed in the art corner after the presentation.

Week 8

Topic: An art of your choice

Objective: Given a variety of scrap material such as boxes, plastic bottles, strip of cloth, paper, wool, cotton reels, stoppers, used straws and corn cob, children will be able to plan and create an art piece of their own.

Activities:

- put children in group of two's

- provide each group with a box of scrap material which was provided
- instruct children on what is expected
- allow children to work individually
- teacher will observe children at work
- children will present their art piece
- display children's work
- have a clean up

Evaluation:

After all most children have shown great improvement in their creativity in art. There was no problem in getting them to their correct art places. They freely got the boxes of art materials and brought it to their art places. Since the scraps in the boxes were from Many different types of material children faced a great challenge in deciding what to do and had a difficult time making their plan. Eventually they all began to work but it was obvious that the work was challenging to children. Only six children created an art piece that they were able to explain what they did. Four of the children did create an art piece of their own but they were able to explain what they did . Four of the children did create an art piece of their own but they were unable to explain what they did. After the presentation of children's work they were all displayed in the art corner.

CHAPTER 5

Presentation and analysis of data

The table below

- The table 5.1 reflects the ten students who participated in the eight week program conducted in Santa Elena Infant School. It also shows the individual over all permanence of the pre and post test and its changes in performance in the program.

Key to check list/s

- a) Had on idea of what he /she was doing
- b) Created some thing with out being able to
- c) Observed and copy from others
- d) Did not know what to do.

Table Chart

- Pre test, Post test, change in performance.

Table chart - 5.1

Subject	Pre-test				Past-test				Change in performance
	A	B	C	D	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	
a				✓		✓			Good
b		✓			✓				V. Good
c		✓			✓				V. Good
d			✓			✓			Good
e			✓			✓			Good
f			✓		✓				V. Good
g		✓			✓				V. Good
h		✓			✓				V. Good
i		✓			✓				V. Good
j			✓			✓			Good

Lessons Evaluation Results

Performance Table Chart 5.2

SUBJECT	P E	R F	O R	M A	N C	E
A	1	2	3	4	5	6
B	D	C	C	B	B	B
C	B	B	B	A	A	A
D	C	C	B	B	B	A
E	C	C	B	B	B	A
F	C	C	B	B	B	A
G	B	B	B	A	A	A
H	B	B	B	B	A	A
I	B	B	B	A	A	A
J	C	C	B	B	B	A

The data presented in table 5.1 would seem to suggest that the program was generally successful. This is claimed to be the case since there was a big change in performance from the pre-test to the post test for example.

The data in table 5.1 show that in the pretest five children created something without being able to explain what they did, four observed and copied from others and one child did not know what to do. This suggests that at the beginning of the school year these ten children of a class of 35 were performing low in creativity in art. The data goes on to show however that after the implementation of the program, most of the children did good.

This data could be viewed in table 5.1 whereby the post test shows that six children showed that they eventually had an idea of what he/she were doing, while four children created something without being able to explain what they did.

This could be viewed as not being very excellent, but it could be considered significant in that six children eventually gain ideas on what to do.

It should be noted however that the program could be considered successful, in that each student gained a change in performance. This would seem to suggest that each student developed some relatively good creativeness in Art.

Closer analysis of the data shows that while the progress of each student could be considered remarkable students subjects 'B,C,F,G,H,I' finally obtained the highest criteria. These subjects contributed a lot to the program, they were always willing to participate in class discussions and activities. They had the support of both or at least one parent.

On the other hand subject 'F' was the only student from the above mentioned subjects who got the lowest in the criteria given for the pre-test but showed great improvement on the post-test scores which was the same as the above mentioned subjects. This could be due to the fact that he was very active in discussion and he seemed to have great interest in creating his own art piece which made him proud to share with others what he did.

Students subject 'D,E,J,' are also very worthy of note. Each of these children showed an increase in change in performance. They obtained the second highest criteria and this could be viewed in the table chart a part 5.1 The performance sheet shows that apart from being present everyday, they were also willing to participate and create their own art piece using the scraps material that were available.

I would seem to suggest that the opportunity that was provided to each child to help develop creativity in art, really helped. This is supported by Murryl R. Goldberg (1992) who claims that artistic expressions enables students not only to express meaning but to transform it through an art.

Student subject 'A' should not go with specific mention in that apart from the fact that he is the only child that showed a low criteria in the pre-test. The data goes on to show how ever that after the implementation of the program, this student did significantly in that he made a big change in performance where by he was then considered to be in the same criteria as student subjects 'D.E.J,'

By looking at the table 5.1 the over all criteria and the pre-test their change in performance during the six lessons and the pre-test, one can say that there was a great improvement from the pre-test to the post-test.

According to table 5.1 and 5.2 over all the subjects made an increase from the criteria of B to A , C to A, C to B, and D to B, which illustrates that the program was generally success ful.

The researcher thinks that al though the materials needed were available and very easy to obtained the lessons were apparently a bit challenging. Since these children were never before expose to do things on their own. They were always instructed what to do and how to do it The researcher feels that if children would have been exposed to being creative from the time they were introduce to art they would become a very excellent artist from on early age because these students really showed great interest in being creative and did very good for the little experience they gained during this eight weeks period.

On a whole the program did show some kind of improvement in children creativity in art. This shows that children do have a creative spirit which can be dormant if not natured from on early stage.

CHAPTER 6

Conclusion and recommendation

The researcher observed that there was an increase in children's creativity when expressing themselves in art.

During the program the research attempted to find out to what extent children could express themselves creatively.

The program also aimed at building children self-confidence when sharing their finished art piece. The analysis of the test criteria and the observations made during the course of the program was a success.

The student had developed basic skills such as: glueing, cutting, pasting, assembling, sharing, talking.....

Eight weeks is a relatively appropriate period to aid children in doing creative art using scrap material.

The researcher believes that a set curriculum to the teaching of creative art would be an asset to our primary schools.

Therefore the researcher wishes to recommend that creative art be used when teaching art and craft skills in the early years of primary school, especially so that children are brought

up from an early age to be creative, express themselves and develop personally through the help of creative art. According to Judith Hanna (1992) Art education has a positive effect on the students motivation academic performance and personal development.

The researcher also recommends that teachers encountering problems in teaching art and craft skills should make use of this method in fostering creativity in children. If there is any other researcher wanting to use this approach he/she should note that this action research was a bit challenging but one can do similar activities to fit the needs of our children.