

ABSTRACT

The Visual Arts: Perspectives and Prospects From Its Integration Within the Visual and Performing Arts Curriculum for Secondary Education in Trinidad and Tobago

Allan Sieupresad

This study sought to present and analyse the implementation/adaptation process involved in the integration of the two innovations that characterize the new Visual and Performing Arts Curriculum for secondary schools in Trinidad and Tobago. Data were collected through interviews held with four Visual Arts teachers from four secondary schools. The results indicated that there were varying levels of implementation, multiple understandings and adaptations to curricular intentions, and rejection of one innovation at one of the selected settings. However, both teachers and students reported a satisfactory sense of accomplishment from their experiences. Factors that mitigated full implementation or successful adaptation included the perceived value of the subject, diffusion of curriculum innovations, teacher training, timetabling, resources, and the need for greater input and support from the Ministry of Education, school administration, and parents.

Keywords: Visual arts; Performing arts; Arts education; Secondary school curriculum; Integrated curriculum; Curriculum innovations; Trinidad and Tobago