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‘An Exploration of The Benefits of Introducing Visual Arts to Grade Six Students
in St. Kitts’

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TITLE OF ASSIGNMENT – ‘An Exploration of The Benefits of Introducing Visual Arts to Grade Six Students in St. Kitts’

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Abstract

There is a need to develop and implement a curriculum for Visual Arts education at the primary level in St. Kitts to ensure that students who transition from the primary to the secondary level have the background knowledge and skills to select Visual Arts as a subject option. The study attempted to explore the benefits of Grade Six students at the primary level having instruction in Visual Arts prior to transitioning to Form One at the secondary level where the subject is listed among the alternative options. The instruments employed to carry out this study include pre and post tests, semi structured interviews and observation. The results clearly indicated that as a result of exposure to the teaching of the elements of Visual Arts students' knowledge of the subject was positively impacted.

Keywords: Visual Art, primary level, Education, Grade Six, Students, Art Teacher, secondary level, elements of Visual Arts

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Introduction

Visual arts is defined as the arts created primarily for visual perception, as drawing, graphics, painting, sculpture and the decorative arts (Dictionary.com). All too often, instruction in Visual Art which is defined as: art forms that create works that are primarily visual in nature, is marginalized in schools, especially at the primary level. In St. Kitts for example, a country in the Lesser Antilles located in the Caribbean, there is not an art curriculum at the primary level, unlike elementary schools in the United States and Canada that offer Visual Arts from Kindergarten to Grade Six. In St. Kitts art is used at the primary level in subjects such as social studies and science where students are expected to draw diagrams, which are simple drawings that explain or illustrate a concept taught. Teachers at the secondary school level often highlight students' complaints about the lack of background in Visual Arts. These students tend to struggle when tasked with creating diagrams for subjects especially in the field of science. This researcher experienced this as a Visual Art and Physical Education teacher at the Charles E Mills Secondary School. When students were asked to draw various diagrams and label them, including a diagram of the body, they struggled to produce the drawings. When students transition from Grade Six at the primary level to Form One at secondary school they continue to struggle as they lack instruction in the basic elements of Visual Arts. What is even more challenging is that Visual Arts is listed among the subject options at the (CSEC) Caribbean Secondary Examinations Council level and many students select Visual Arts as a last resort without the prior knowledge and competencies that are necessary to be successful at this level. Murfree's "Eloquent Evidence" (qtd in Tyler and Likova 4) in response to the marginalization of

Arts instruction at the primary level, has sought to justify the arts in terms of their instrumental value in promoting thinking in non-art subjects considered more important, such as reading or mathematics.

The story of art education in America began, and to some extent still exists, as one of two persuasions. The first notion is that, “art is something an adult teaches children, often for reasons other than art, such as to advance penmanship, morality, school studies, thinking skills, or simply to appreciate adult works. The second persuasion is that play and art are natural and valuable children's expressions, that art is a child's unique expression, interest, and mode of learning. The researcher of the present study, strongly agrees with the second point of view and this point is supported in the book “Art Teaching: Elementary through Middle School “in an excerpt that states “The child is an artist and a creative player whose art is to be built on and not diminished by art instruction” (Szekely and Bucknam 1). Sickler-Voigt “Teaching and Learning in Art Education” (qtd in Trafi-Prats & Woywod 4) states that the positive attributes remembered from educational experiences represent some of the characteristics that define quality art instruction. Best practices in the teaching of Visual Arts make allowances for teachers to set high but realistic goals that encourage students’ personal growth and development. Their art curriculum challenges students to pose and answer serious questions, make connections among disciplines, and apply classroom knowledge to situations that extend beyond school. Britannica.com proclaims that “These are the arts that meet the eye and evoke an emotion through an expression of skill and imagination.” Exposing students to a structured art education experience at primary schools in St. Kitts has the potential to encourage students’ wholistic development of artistic awareness and skills and provides a foundation for the students who are transitioning into visual arts programs at the secondary level. This researcher strongly believes that teaching Visual Arts

at the Grade Six equips students with the previous knowledge and the prerequisite skills to be successful in Visual arts in Form One.

Rationale

Within the St. Kitts education system, primary level education spans from Kindergarten through Grade Six. At the end of Grade Six, a standardized test is given to students to determine placement at the secondary school in Form One. At the secondary level, instruction spans from Form One through Form Five.

As a secondary school teacher who taught Visual Arts for two years, this researcher has observed a variety of negative attitudes and encountered a number of misconceptions regarding Visual Arts. Visual Arts is not ranked among its highly esteemed counterparts like the sciences and technology. Many of the students entering Form One where Visual Arts is an alternative chose it as a last resort. At Form Three at the secondary level students begin preparation to write (CSEC) Caribbean Secondary Examination Council exams (CSEC) Visual Arts is listed among a range of subjects. While Visual Arts is mandatory at Form One and Two in Secondary schools in St. Kitts, when students move on to Form Three where subjects become optional, only a handful go on to write Visual art at the Caribbean Secondary Examination Council level(CSEC).

Students at the primary level benefit from the consistent and systematic instruction given in Mathematics and Language Arts and the other subjects that form the core curriculum, thus upon entry into Form One, teachers can continue to build upon the previous knowledge at Grade Six in the various core subjects. Students tended to approach the initial classes in Visual Arts with a lackadaisical and non-committal attitude at the Charles E. Mills Secondary School where the

researcher taught Visual Arts at Form One for two years. Some students, due to lack of prior knowledge, regard the subject as insignificant and are oblivious to the positive outcomes of being exposed to the subject. For instance, many of the students that the researcher taught, indicated that Visual Art is an easy subject that requires little effort and that was their reason for choosing the option for CSEC. The researcher also encountered students who were forced to take the subject by default because other subject options were either at full capacity or did not interest them. Hence many of the students who chose Visual Arts did not choose the subject because they were passionate about it.

As time progressed and various concept and elements were introduced, they recognized that Visual Arts is structured and lends itself to much creativity, discipline and effort. Many of the students lost interest because they felt that they were not gifted and failed to put in the effort needed to produce art works. Some students complained about the difficulties and challenges that were unforeseen when they selected the subject.

The goal of this work was to explore the advantages and specific benefits of teaching Visual Arts at Grade Six in the primary level in St. Kitts. This study attempted to answer the following questions:

1. Does visual art instruction at primary schools in St. Kitts have an impact on subject choice in Form One?
2. What specific skills and competencies can students develop as a result of being taught Visual Arts at Grade Six?

3. How effective is early exposure to Visual Arts in reducing or removing misconceptions about the subject?

Parameters

The study was conducted over a seven-week period which began on January 24th and ended on February 28th 2022. The study was conducted each Monday from 2:15 p.m to 3:30 p.m. The research participants were selected from the Beach Allen Primary School located in Basseterre, St. Kitts. The participants came from one of three Grade Six classes. The sample comprised nineteen students: six girls and thirteen boys. A qualitative research design using an ethnographic approach was used to carry out this study. Data collection instruments included: A pre-test and post-test, observation and semi structured interviews. Formal consent to conduct the research was requested from the Ministry of Education as well as the school and the parents. Information on how data was collected and analyzed is also included as well as the validity of the study.

Objectives

The objectives of this study were to identify students' misconceptions about Visual Arts and assess the advantages of teaching three of the basic elements of Visual Arts at Grade Six at the primary level.

Significance of Study

This study addressed the current deficiencies students experienced when they transition from primary school to secondary school and are faced with choosing Visual Arts as an option.

Additionally, this study sought to generate data to make ways for a discussion between the administration of the Ministry of Education and the Curriculum Development Unit in St. Kitts for the implementation of Visual Arts as part of the core subjects for the primary level.

Methodology

The goal of this study was to examine the relationship between primary level Visual Arts experiences and the successful study of the subject at Form One. This was done via a qualitative empirical approach. Data were collected through the use of pre-tests and post-tests which were administered prior to the research and after the research was carried out. The researcher also used samples of the students' artwork, excerpts of interviews, observation, and rubrics which are a set of instructions of how the assignments should be done. Videos which are electronic recordings were also used to capture students' interviews.

Chapter Outline

This study consists of three chapters.

Introduction

In the introduction the researcher discussed the background or rationale for the study as well as the parameters of the study. The researcher also identified the objectives of the study and the methods that were employed. The introduction ended with a brief outline of the three chapters that make up this research.

Chapter One

In chapter one the current existing literature on this research topic was reviewed to gather information on what is known or not known about the research topic.

Chapter Two

In chapter two the researcher discussed the methodology highlighted in the study and discussed the use of the empirical approach through qualitative research methods.

Chapter Three

Chapter three discussed how the data were analyzed as well as the findings of the data collected.

CHAPTER 1

Review of Literature








Introduction

Education in Visual Arts at the Grade Six level in primary education in St. Kitts is a vehicle for creativity, visual expression and mastery of artwork for students transitioning into Form One at the secondary level. Introducing primary school students to a variety of art activities helps to broaden and represent their experiences in life. Art classes can motivate students to expand their worlds of imagination and give form and shape to their ideas and feelings (Hachiya 21).

Figure 1: Image (Elements of Art)

The Elements of Art

The building blocks of making art

Line		A line is a path made by a moving point through space. It is one-dimensional and can vary in width, direction, and length.
Shape		Shapes are flat, enclosed areas that are two-dimensional (length and height). Artists use both geometric and organic shapes.
Color		Color is perceived by the way light reflects off a surface. There are three properties of color: hue (color name), intensity (strength/purity), and value (lightness and darkness).
Value		Value describes the lightness or darkness of a surface.
Texture		Texture describes the surface quality of an object. Artists use both actual texture (how things feel) and implied texture (how things look like they feel).
Space		Space is used to create the illusion of depth within an artwork. It can also refer to the positive and negative space between, around, or within objects.
Form		Forms are three-dimensional (length, width, height) and can be viewed from many angles. Forms have volume and take up space.

“3 Helpful Elements and Principles Downloads.” *The Art of Education University*, 12 July 2021, <https://theartofeducation.edu/2015/12/24/3-helpful-elements-and-principles-downloads/>.

Although the literature has focused mainly on the benefits of Visual Arts at the primary level (K- 6) in the United States, Canada and Australia, his review focuses mainly on the benefits of teaching the elements of Visual Arts to students at Grade Six in the primary schools who are transitioning to Form One the secondary schools in St.Kitts where Visual Arts is listed among the subject options for (CSEC) Caribbean Secondary Examinations Council.

Review of Related Literature

Visual Arts Defined

Visual Arts, as defined by the National Art Education Association in the United States, include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelers, works in wood, paper, and other materials. Bloomfield stated that, Visual Art is the way in which individuals express and communicate their ideas and feelings through the use of a wide range of materials. He further stated that perceptions of the world are depicted through mark-making and image-making acquired when they are guided through the diagnostic processes of drawing, painting, modelling and constructing.

Exploration Equals Realization

This researcher tends to agree with the writer where he stated that exploration of, and familiarization with, materials and media have tangible outcomes in the form of paintings, collages, computer graphics, drawings, and printings as well as sculptural constructions, pottery, paper mache and mod-rock (a plaster-impregnated fabric bandage that comes in strips), not to mention the infinite possibilities of mixed media (11). Realization means the emergence of an artifact, a finished piece of work that has taken thought and skill and represents the best the child can do at that point in time. As students begin to express their thoughts and ideas through visual artworks at the early primary level, appreciation and support should be used as a means of encouraging their efforts until students can develop their unique creative skills. Bloomfield supports the researcher's sentiments by suggesting "the teacher excites this curiosity and teaches the necessary skills to empower children to record their ideas and feelings, culminating in

finished works.” He mentioned that a carefully constructed program of study embraces investigating and making at a personal creative level which is the most powerful means by which the child ultimately begins to grasp critical understanding and the wider issues of cultural context (11).

Benefits of Visual Arts to primary level students

Early exposure to Visual Arts provides a myriad of benefits to students at the primary level.

“Art in elementary classrooms has great beneficial effects on student learning by stimulating the multiple intelligences present in a typical group of students. Art activities can serve as a bridge to understanding for students; in addition, art has the potential to act as therapy for students with emotional issues” (Flory 56). “Mounting evidence suggests that visual arts are both an important and highly beneficial part of elementary education. Studies show that the process of regularly allowing elementary school students to engage in visual arts activities will positively influence their academic achievement and development. Some of those benefits include developing creative and flexible forms of thinking, observing, envisioning, innovating, and reflecting, all through the general exposure to an aesthetic experience” (Yatsky 5).

Bloomfield postulated that the philosophical foundation for teaching integrated arts in the primary school is based on the belief that aesthetic and creative education is the entitlement of every child and that the nature and quality of the provision determines the distinctiveness of cultural life and academic performance in school. He further stated that children's natural enthusiasm for the arts, as major and valid sources of knowledge, is nurtured from the first day at school and their motivation and commitment is maintained throughout their primary years (1). On the other hand, research shows, “the focus on academic performance testing in elementary

schools has caused a decrease in student experience in the arts. Visual arts (drawing, painting, sculpture, and collage) have been minimized in elementary schools. Without exposure to the special avenues of cognitive development and personal expression nurtured by visual arts, students are not able to meet their full potential” (Gibson). The evidence is clear: the study of the arts contributes to student achievement and success.

Marginalization of the Arts

Rupert argues, that what is less clear is how to ensure that all students have the opportunity to learn about and experience the arts in school. Despite convincing research and strong public support, the arts remain on the margins of education, often the last to be added and the first to be dropped in times of strained budgets and shifting priorities. Action is needed to place the arts front and center on education agendas in both the statehouse and the schoolhouse. And in the current education policy climate, evidence-based action and advocacy are needed to make a compelling case for why the arts matter for all students at all levels of education. (17)

Bloomfield noted that the Visual Arts program, as part of the integrated arts approach, requires that children obtain art-based skills as they progress through the primary years (11). This claim is further supported by Swapp who inferred that, Visual Arts help promote growth, innovation, creativity, and development in elementary students. “Through the arts, students develop skills like resilience, grit, and a growth mindset to help them master their craft, do well academically, and succeed in life after high school (1).

Foundation for Success in Visual Arts at secondary level

Barret stated that, in regard to a secondary art curriculum: personal perception based upon direct sensory experience should be the foundation of all art education. Through continual response to

sensory experiences the pupil must become increasingly aware that relationships, differences, similarities, order and chaos are part of the world. He should be able to respond with increasing thoughtfulness to his perceptions and as he becomes more sensitive. He also becomes more discriminating in his own activity and in his response to the work of others. Each aspect of art education sharpens certain faculties, and these in turn sharpen others (15). Wittber, in her research as a secondary Visual Arts teacher involved with Year seven students in the transition from primary schools, is concerned by personal anecdotal evidence that suggests that students are transitioning into classes with increasingly limited experiences in the Visual Arts. The author indicated that this perception was reinforced after conversations with a larger network of teachers in both secondary and tertiary institutions, who displayed similar concerns and questions regarding the status and value of Visual Arts education in primary schools in the eastern suburbs of Perth, Australia, as this location reflects the lifeworld of the researcher. This shared concern motivated the researcher to conduct a small research study in the Catholic and Independent school sectors in the eastern suburbs of Perth, with the potential to extend the study to the public sector in the future. It is perceived that students display limited knowledge in the areas of Visual Arts skills and responses and this is perhaps in part due to a decline in specialist Visual Arts education in the primary sector. In the absence of a specialist, the primary generalist is expected to take over the facilitation of Visual Arts experiences. It is suggested that the primary schools feeding into the secondary schools in the eastern suburbs of Perth operate in this way and the amount of rich Visual Arts exposure primary students receive is highly variable. Students who lack exposure to the subject specific language of Visual Arts often lack motivation and engagement when in a secondary Visual Arts classroom. If they use materials in a generalist classroom that are markedly different to those used in secondary Visual Arts, similar problems

arise. It is perceived that rather than treating Visual Arts as a stand-alone subject with value, it is more often integrated in generalist primary classroom curriculum to compete with rising pressures associated with literacy and numeracy testing.

(Dinham as cited by Wittber) reinforced that authentic arts experiences are only successful when regularly performed. If learning is sporadic or integrated, the experience becomes diluted, inauthentic and students will not develop the necessary skills to succeed in the 21st century. She emphasized that when students are ‘doing’ art, they are engaging with Visual Arts and skills and problem solving. Engaged students will build quickly up established skills, but for this to happen, engagement has to occur at regular times in the curriculum. Students must “engage in the process of creating in order to gain the key benefits of arts education (28).

Another study conducted in the United States with over 2000 students in Grades Four through Eight found significant relationships between rich in- school arts programs and creative, cognitive, and personal, competencies needed for academic success (Burton et al. 36). Burton found that young people in “high-arts” groups performed better than those in “low-arts” groups on measures of creativity, fluency, originality, elaboration and resistance to closure—capacities central to arts learning. Pupils in arts-intensive settings were also strong in their abilities to express thoughts and ideas, exercise their imaginations and take risks in learning (35).

The importance of primary level Visual Arts education

Primary level Visual Arts education has the potential to build the necessary foundation as well as assist students with the skills, ideas and experiences that encourage growth and success in Visual

Arts. Hallam postulated that in a primary scenario, too often the Visual Arts are considered as an, ‘unnecessary frill’ in the curriculum because both public and political rhetoric emphasizes the importance of standardized testing (Hallam). “The California Arts Standards in visual arts articulate learning expectations that support students’ development of artistic literacy by illustrating the actual processes in which students engage in visual arts as creative individuals. A sequential, standards-based education in visual arts, delivered throughout the primary years, allows students to become increasingly fluent in visual arts as they engage in the creative practices of visual arts and profit from opportunities to present and respond to artworks. Students connect, synthesize, and combine visual arts knowledge and personal experiences to discipline practice in ways that deepen their understanding of the world as inquisitive self-motivated lifelong learners. The arts standards articulate the lifelong goals for all students in all of the arts disciplines” (California Department of Education). The California Department of Education further suggest that students in visual arts need foundational learning as well as opportunities to focus on a specific medium as they move from elementary into secondary visual arts education. They need opportunities to study the depth and breadth of visual arts, through 2D, 3D, and digital media, while examining the past and contemporary practices of artists as they shape their own artistic voice and vision, style, and way of communicating through visual arts.

Much of the research overwhelmingly supports and concurred that primary level instruction in Visual Arts is the foundation that is necessary for continued growth and success as students transition from the primary level, especially Grade Six to Form One at the secondary level. The findings of this review supports this notion and strengthens the view of the researcher of this study that students in Grade Six in St. Kitts can only benefit from the teaching of the elements of Visual Arts.

Chapter 2

Research Methodology

Introduction

Research can be defined as ‘a systematic process of discovery and advancement of human knowledge’ (Gratton and Jones 4). A research methodology is systematic with intent to produce data on a specific research problem.

This chapter explains the methodology that was used in carrying out the research. The segments that were discussed in this chapter include research design, target population, sample size, data collection and techniques, data analysis and ethical considerations. Information on how data was collected and analyzed is also included as well as the validity of the study. The chapter ends with a brief summary.

In St. Kitts, a country in the Lesser Antilles located in the Caribbean, there is no art curriculum at the primary level. Students transition from Grade Six at the primary level to Form One at the secondary level continue to struggle as they lack instruction in the basic elements of Visual Arts. What is even more challenging is that Visual Arts is listed among the subject options at the (Csec) Caribbean Secondary Examinations level and many students select Visual Arts as a last resort without the prior knowledge and competencies that are necessary to be successful at this level. In response to the marginalization of Visual Arts instruction at the primary level, educators

have sought to justify the arts in terms of their instrumental value in promoting thinking in non-art subjects considered more important, such as reading or mathematics.

Purpose of the Proposed Study

The purpose of this qualitative study was to explore how students at Grade Six in the Primary schools in St. Kitts benefit from being taught the Elements of Visual Arts prior to entering secondary school. This study used a combination of pre and post tests, semi-structured interviews and observations to answer the following research questions:

1. Does visual art instruction at primary schools in St. Kitts have an impact on subject choice in Form One?
2. What specific skills and competencies can students develop as a result of being taught Visual Arts at Grade Six?
3. How effective is early exposure to Visual Arts in reducing or removing misconceptions about the subject?

Research Design

Research design refers to the plan, and the structure of investigation employed to obtain relevant answers to research questions. Research design also called a research strategy is a plan to answer a set of questions (McCombs). For the purpose of this study a qualitative research method was employed using an ethnographic approach. Qualitative research involves collecting and analyzing

non-numerical data (for example text, video or audio) to understand concepts, opinions and experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research. Ethnographic research is a qualitative method where the researcher observed and interacted with the participants of a study within their environment (spotless.co.up). Ethnography is a useful method to understand how cultures work and affect the people who belong to them. To do this properly requires detailed observations about what is going on in a particular society. Here are some defining features of this type of research:

Advantages of the ethnographic framework

The main advantage of ethnography is that it gives the researcher direct access to the culture and practices of a group. It is a useful approach for learning first-hand about the behavior and interactions of people within a particular context.

Ethnography is also an open and flexible method. Rather than aiming to verify a general theory or test a hypothesis, it aims to offer a rich narrative account of a specific culture, allowing the researcher to explore many different aspects of the group and setting.

Disadvantages of ethnography

Ethnography is a time-consuming method. In order to delve into the setting and gather enough observations to build up a representative picture, researchers can expect to spend at least a few weeks, but more likely several months. One of the specific research techniques used in an ethnographic study is observational study.

Observational Study

As the goal of ethnographic research is closely studying an individual (or group) in their natural environment, observation was the primary method used in the present study. Researchers can observe the same people or groups on a regular basis for several weeks or months at a time.

A distinguishing characteristic of qualitative research is that behaviour is studied as it occurs naturally. There is no manipulation or control of the behaviour, nor are there any externally-imposed constraints (McMillan & Schumacher 40). As qualitative researchers are interested in how people interpret their experiences, construct their worlds, and attribute meaning to their experiences; an understanding of the situational context is very important. Qualitative researchers, therefore, need to have context sensitivity, as any explanation of behaviour that does not take into consideration the context is assumed to be incomplete (McMillan & Schumacher 40). In qualitative research, the researchers themselves are the primary instruments of data collection and analysis. Qualitative researchers spend a large amount of their time engaging with the participants and documents, thus enabling them to be

Action research

“Used in applied settings such as the classroom or a health care environment, this approach involves the practitioner as researcher collaborating with students or work colleagues in order to bring about change, to develop new skills or to problem solve in a particular situation that directly arises from the setting (Kemmis & McTaggart).

Target Population

A population is defined as a group of individuals, with at least one common characteristic which distinguishes that group from other individuals (Best & Kahn). The researcher received formal

approval from the Ministry of Education of St. Kitts to conduct the study at the Beach Allen Primary School which is situated at Bernard Audain Drive, in Basseterre St. Kitts. The Beach Allen Primary School has a roll of almost 400 students and has three classes per grade. The Grade Six currently has 52 students across the three classes. The Beach Allen Primary School serves as a feeder school to two large secondary schools in the immediate vicinity, the Basseterre High School and the Washington Archibald High School. Both schools combined have a roll of just under 2000 students. Visual Arts is a subject that is offered at Form 1 at both secondary schools.

Table 1

Grade six population

Class	Males	Females	
A	12	6	
B	10	6	
C	10	7	
Total	32 +	19 =	52

The Sample

McLeod (2019) stated that “a sample is the group of people who take part in the investigation.” The people who take part are referred to as “participants”. Chandran (2004) reported that

“sampling is the selection of a portion of population such that the selected portion represents the population adequately.”

Sample Size

The sample consisted of 18 students. Twelve males and six females made up the sample size.

Sample selection

Sampling is the process of selecting a representative group from the population under study.

(McLeod)

The Sampling Technique

The sample was selected using convenience sampling technique, a non probability sampling method. Non-probability sampling is any sampling method where some elements of the population have no chance of selection, or where the probability of selection cannot be accurately determined. The convenience sampling (sometimes known as accidental or opportunity sampling) used is a type of non-probability sampling which involves the samples being drawn from that part of the population which is close to hand. That is, a participant is selected because of availability and was convenient to be selected.

Data Collection

The researcher employed four data collecting methods in the study. These entailed

1. Pre-Test
2. Post -Test
3. Observation
4. Semi structured Interview

Table 3 Data Collection Methods

Research Questions	Data Collection Instruments	Participants
<ol style="list-style-type: none"> 1. Does Visual Art instruction at the Primary schools in St. Kitts have an impact on subject choice in form 1? 2. What specific skills and competencies can students develop as a result of being taught Visual Art at Grade Six? 3. How effective is early exposure to Visual Art in reducing or removing misconceptions about the subject? 	<p>Pre-test</p> <p>Post-test</p> <p>Observation</p> <p>Semi-Interview</p>	<p>Grade Six students</p>

In researching human beings, a single source of information should not be relied on to provide a comprehensive perspective in any study program due to biases and different human perspective. It is important to employ a variety of methods to acquire information that is valid. Schofield and Anderson (1984) report that using a combination of data sources and collection methods are a validating aspect which cross-checks the data. This use of combined data collection methods and sources such as interviews increases the validity and reliability of the information since the strength of one approach compensates for the weakness of another approach.

Data Collection Procedure

The study involved preparation of a pre-test to distribute to the students. The pre-test entailed the definition of Visual Art and the seven elements of Visual Art. During data collection, every student was given a pre-test to complete before introducing students to the elements of Visual Arts. Semi structured interviews were done with the students using video recording at the end of the study. The researcher collected the pre test directly after completion.

The same test was later given to the students as the post test. This post-test was given after the students were taught about the elements of Visual Arts.

Time line

Data were collected over a period of seven weeks, from January 24th through March 11, 2022.

Table 4

Methodology Schedule

Weeks	Activity
Week 1	Administer Pre-test Questions on the elements of Visual Art
Week 2	Introduction to Visual Arts and Elements of Art An overview of all eight seven elements of Visual Art (line, color, shape, form, value, texture, space)
Week 3	Taught Element of V.Art no.1 (Line) Definition, types, line qualities
Week 4	Taught Element of Art no.2 (Colour) Home Work (Create a color wheel using objects and materials found at home)
Week 5	Taught Element of Art no.3 (Shape and Form) Home Work (Create a robot incorporating the 4 shapes and forms)

Week 6	Administer Post-test Questions on the elements of Visual Arts
Week 7	Interviewed students Open ended and short answer questions

Limitations of the study

One of the limitations of this research study was the sample. The students were not randomly selected from the larger population to participate in the study. Information about the study was sent home with all of the students who participated. The parents then had to sign and return an informed consent document. This may have biased the sample. However, the class teacher commented that the class comprised students with mixed ability.

Another limitation was, the study was originally planned for the period of October 5th through November 12, 2021. The date had to be deferred due to the rapid community spread of the Covid 19 virus on the island during that period, which accounted for a large number of students being infected with the virus and in a number of cases. Some schools saw entire classes being sent home and in some cases schools that had a very high number of cases were closed for a couple of weeks. A number of schools in St. Kitts received copies of the sample letter. (See Appendix H)

In order to manage and cut down on the spread of the virus. The Beach Allen Primary School which was selected for the researcher’s study also saw students and staff being affected by the virus. However, the school remained open. Additionally, the teacher whose class would provide the sample needed for the research was quarantined from the 20th September to the 12th October 2021. This presented a challenge as the researcher had to reschedule a new date for the second term. The new scheduled date afforded the present researcher a limited time to work with

students at the beginning of Term 2 in January 2022 to carry out the study. Consequently, the researcher was offered the opportunity to work with one of the three grade six classes at the school which had a roll of nineteen students. This was done to minimize contact time.

Chapter Three

Data Analysis

“Data analysis is the process of collecting, modeling, and analyzing data to extract insights that support decision-making. There are several methods and techniques to perform analysis depending on the industry and the aim of the investigation.” (Calzon)

Content analysis was used in the analysis of the data collected from the semi structured interviews.

The Participants

The students for the study came from a mixed ability group from the Grade Six population. The sample comprised nineteen students; six females and thirteen males.

Pre-test

A quasi experimental approach was used to administer the pre-test and post-test. This approach was used to determine the relationship between the teaching of concepts and students’ performance.

The pre-test was administered at the beginning of the study by the researcher. The pre-test was invigilated by the researcher for the duration of one hour and fifteen minutes and the results were collected and calculated by the researcher. One participant was absent for the pre-test.

Justification for Content of Pre-test

This researcher taught Visual Arts at the secondary level to Form One and Form Two students for two years. Based on the author researcher's prior knowledge of the Visual Arts curriculum the decision was made to introduce the students to the basic elements of Visual Arts. Three of the eight elements were selected as topics and lessons were created and adjusted to reflect the primary level and taught over five sessions.

The pre-test was comprised of questions relating to the elements of Visual Arts. The test was divided into eight sections which included: matching terms to definitions, true and false questions, sentence completion and drawing and labeling or coloring symbols. The pre-test was given on Monday 24th January at 2:15 p.m to 3:30 p.m. Students were given one hour and fifteen minutes to complete the pre-test. The majority of students finished and handed in their papers within the time that was given.

Pre-test Results

The researcher marked and calculated the results. This activity opened the way for the researcher to connect the faces and names with the activity and results. (See Appendix D)

Lessons

Lessons on the elements of Visual Arts were taught over a five-week period. The topics taught included: Line, Color and Shape and Form.

During the second week of the study an overview of the three elements was presented to the students. The researcher also discussed aspects of Visual Arts and what it entailed. Students were able to interact with the researcher and ask questions during this session. Each element was taught at a different session and the sessions lasted one hour and fifteen minutes. (See Appendix A)

Post-test

After the the three elements were taught over a four-week period, students were advised to revise the topics in preparation for the post-test.

The post-test was prepared and administered by the researcher in week six of the study. The post-test although not identical to the pre-test comprised the same content of the pre-test rearranged differently. The pre-test was given on Monday 28th February at 2:15 p.m to 3:30 p.m. Students were given one hour and fifteen minutes to complete the pre-test. The majority of students finished and handed in their papers within the time that was given in.

Post-test results

The researcher marked and calculated and recorded the results for the post-test. (See Appendix E)

Interviews

A semi structured interview was planned for the final week of the study. The researcher compiled six questions that were used for the interview. The questions were short answer and open ended in nature. The interviews were conducted on Monday 7th March, one week after the post-test was administered. The interviews were conducted with four of the nineteen students who participated in the study. The students were selected based on willingness to interact with the researcher. The interviews were conducted in the school's computer lab which provided for the students' privacy and comfort. The students were interviewed on an individual basis in random order. The interviews lasted between three and five minutes and students' responses were recorded for each question.

The researcher: "Do you think grade six can benefit from doing Visual Art as a subject?"

Student B17: " yes, because majority of my classmates have a lack of creativity or don't know how to express themselves in a creative manner so therefore having Visual Art as a subject in grade six would help the students that don't have a creative mind would help kick start their creativity."

The researcher: "How have the past seven weeks of Art sessions helped you?"

Student B3: “ It helped me to gain understanding about the different elements and to know when and how to use them.”

Conclusion

Findings

There was an increase between the pre-test and post-test scores. There is a direct connection between the teaching of the elements of Visual Arts and student success as well as potential selection of the subject at Form One. Most students had no previous knowledge of the elements of Visual Arts. Not all students had an appreciation for instruction in Visual Art. Students who had natural artistic abilities were able to connect the dots after being taught about the elements of Visual Art.

Some of the common responses from the data of the semi structured interview of participants revealed that students gained knowledge regarding the lessons taught on the elements of Visual Arts over the seven weeks. Although all participants felt that the exposure to the lessons were beneficial, most participants stated that the lack of prior knowledge of Visual Arts would not deter them from selecting the subject options in Form One.

Most of the students were reserved at the beginning of the study and seemed a bit shy in expressing themselves. The students became more comfortable interacting with the researcher over the duration of the study.

Students’ Reactions

The students were surprised by the pre-test and a few voiced their concerns about been given a test that they had no knowledge of what they would be tested on. Some of the students were disappointed as they had not connected Visual Art with the same structure as other subjects. They expected the first session to be a fun session where they would learn about art and do creative things. All of the students eventually settled and attempted the test after some explanation and encouragement.

Observations

The researcher noted that the interest level was high throughout the study. This may have been as a result of the subject being introduced for the first time, also due to the involvement in the practical activity for each lesson.

The researcher also noted that a limited number of students asked questions. One possible reason for this is that the researcher observed that the students were engrossed in mentally processing and recording the information.

The researcher observed that students were always equipped with the items that they were told to bring to the sessions which include; ruler, crayons, pencils, erasers and sharpeners. The researcher provided paper for all assignments and activities.

The researcher noted that the majority of the students completed tasks correctly and within the timeframe. A small number of students struggled to complete the tasks but were able to complete them.

The researcher observed varied levels of responses to the the sessions. Some students seemed to be very excited about the sessions and began to be more friendly and interactive with each

session. On the other hand some students level of interest was moderate. There were no students who refused to participate or complete activities.

The researcher noted that all homework was submitted in a timely manner and executed correctly.

Themes

The common themes that surfaced in the interviews were:

Attitude

Challenges

Ethical Considerations

During this research process, the researcher upheld integrity and moral standards. The researcher sought permission from the Ministry of Education to conduct the study at the Beach Allen Primary School. The researcher also sought the approval of the Head teacher and the Deputy Head teacher whose class the sample was selected from. Additionally, formal consent was sought from the parents of the students that made up the sample. The researcher was present at all sessions for the duration of the study and treated the information given by the respondents with confidentiality.

Nineteen students participated in the study after formal consent was given by their parents. These students shared their learning experience over the duration of the study. The research objective was to explore the benefits of teaching the elements of Visual Arts to Grade Six students in St. Kitts prior to transitioning to Form One. This discussion is organized into five components and is based on the findings presented from Chapter Two.

Table 2

Table shows the students performance results of the Pre-test and Post-test

Students	Pre-test	Percentage	Post-test	Percentage
B1	12/45	27%	38/52	73%
B2	17/45	38%	44/52	85%
B3	15/45	33%	33/52	63%
B4	14/45	31%	40/52	77%
B5	6/45	13%	14/52	27%
B6	11/45	24%	38/52	73%
B7	8/45	18%	16/52	31%
B8	23/45	51%	47/52	90%
B9	19/45	42%	46/52	88%
B10	17/45	38%	31/52	60%
B11	10/45	22%	23/52	44%
B12	17/45	38%	37/52	71%
B13	12/45	27%	27/52	52%

B14	11/45	24%	45/52	87%
B15	14/45	31%	30/52	58%
B16	13/45	29%	46/52	88%
B17	27/45	60%	Absent	0%
B18	Absent	0%	27/52	52%

Discussion of Findings

The findings study found that Grade Six students in St. Kitts were able to develop basic skills in creating artwork after being taught the elements of Visual Arts. Additionally, the findings show that students were able to gain a better understanding of related terms and definition in Visual Arts education.

Interpretation of Findings

(Swapp p.1) suggests that, “Visual arts help promote growth, innovation, creativity, and development in elementary students. This is directly connected to the findings of this study where participants noted that after being taught a particular element they were able to produce art work using their creativity as well as the skill set that was learned.

Recommendation

Few students understand that Visual Art is a well structured subject that employs the use of certain skill sets and competencies for success. Therefore, systematic instruction in developing skills in Visual Art is necessary as students need to have a greater understanding of the scope of Visual Arts. This can be ensured through the development and implementation of a structured Visual Arts curriculum for the primary level. Continuing research is needed in the form of

experimental research to identify the grade level that the Visual Arts curriculum should be introduced the best results.

Conclusion

This qualitative, ethnographic study explored the benefits of teaching Visual Arts to Grade Six students at the primary level who are transitioning to Form One at the secondary level.

It can be concluded based on the findings of this exploratory study that prior exposure to the teaching of Visual Arts at Grade Six influences the intentional selection of the subject as an option in Form One.

The results of this study may encourage the administration at the Curriculum Department Unit to consider creating and implementing a Visual Arts program at the Grade Six level and ultimately a program that spans the primary level from Kindergarten through Grade Six. In addition, this work provides insight into students general perception of the elements of Visual Arts. Therefore, it is the researcher's hope that this work will promote the inclusion of Visual Arts in the primary school curriculum in St. Kitts.

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Appendix A

Sample Lesson Plan

Date: 7TH February 2022

Topic: Introduction to Elements of Art

Subtopic: Colour

Grade: 6

Number of students: 18

Time period: 2:30 – 3:30 pm

Objectives: At the end of this class the students should be able to :

- Define the term Colour
- Identify the types of colours
- Understand the properties of colours
- Create a colour wheel

Teacher will ask students to give their opinions of what a colour is. Teacher will listen to the different responses then give the correct definition.

Colour- What the eye sees when light is reflected off an object.

Types of Colours

1. Primary – Primary colours are known as the basic colours. These colours cannot be mixed.
The three (3) primary colours are Red, Yellow, Blue.
2. Secondary – Colours that are created when (2) primary colours are mixed together.
Yellow + Red = Orange
Red + Blue = Purple
Blue + Yellow = Green
3. Tertiary -Colours that are created using equal amounts of primary and secondary colours.
Yellow + Green = yellow green
Orange + Red = Red Orange
Blue + Purple = Blue Purple

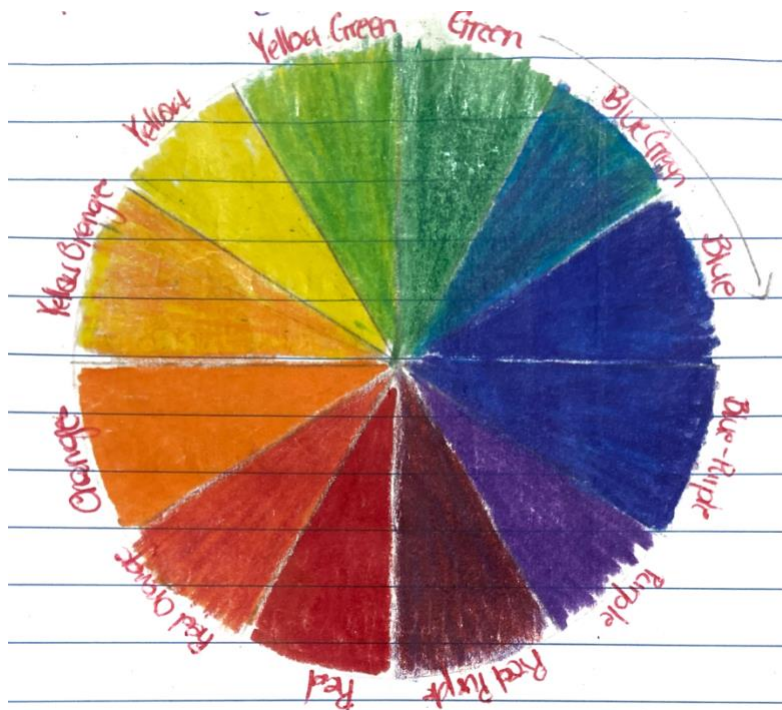
Properties of Colours

1. Hue: The name of a colour. Eg. Blue hue
2. Value: The lightness and darkness of a colour.
3. Intensity: The brightness and dullness of a colour

Teacher will introduce the term 'colour wheel' to students. A colour wheel is defined as a circle with different colours arranged which shows their relationship to one another. A colour is made up of 12 different colours and these colours are arranged in a specific order and goes in a clockwise direction. The order is as follows: Green, Blue-Green, Blue, Blue-Purple, Purple, Red-Purple, Red, Red-Orange, Orange, Yellow-Orange, Yellow and Yellow-Green. Teacher will show an example of a colour wheel.

Students will be given a class activity to create a colour wheel.

Home Work: Students will create a colour wheel using found objects at home.



Sample of Colour wheel Home Work

Student B 14



Student B 9



Date: 14th February 2022
 Topic: Introduction to Elements of Art
 Subtopic: Shapes and Forms
 Grade: 6
 Number of students: 18
 Time period: 2:30 – 3:30 pm

Objectives: At the end of this class the students should be able to :

- Define the term ‘Shape’
- Define the term ‘Form’
- Differentiate between a shape and a form
- Identify the two (2) types of shape and form

Shape -A shape is a two dimensional flat enclosed figure. A shape is measured in length and width. There are four (4) basic shapes. These shapes are : Circle, Square, Rectangle and Triangle.

Form – A form is a three dimensional solid object that is measured in length, width and depth. There are 4 basic forms. These form are : Sphere, Cube, Cuboid and Pyramid or Cone.

Teacher will have students state the differences between a shape and a form.

SHAPE	FORM
Two dimensional	Three dimensional
Flat	Solid
Measured in length and width	Measured in length width and depth.

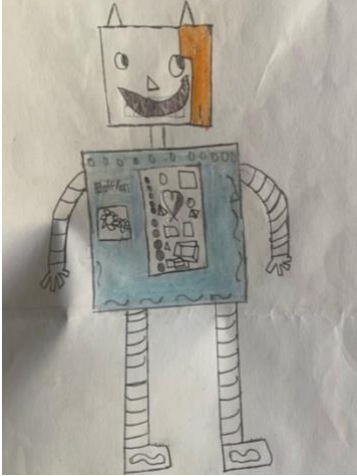
Students will learn how to draw the different spaces and forms.

Geometric shapes – are shapes and forms that are drawn using a mathematical instrument for example a ruler or a compass. Eg. Triangle

Free form - are shapes and forms are drawn using ‘free hand’ meaning without the use of a ruler or compass. These shapes and forms are irregular and uneven. Eg. Leaf

Home Work: Have students create a robot using the Four basic shapes and the Four basic forms.

Home Work Sample: Student B 2



Appendix B

Sample Pre-test

Date: _____ Grade: _____

Visual Art Pre-Test

Answer True or False to the questions below.

1. There are 7 elements of Art. _____
2. A line is only straight. _____
3. Another name for color is called HUE. _____
4. An artist is a person who expresses their feelings through imagination and skills to communicate ideas in a visual way. _____
5. A shape is 3Dimensional. _____

Circle the (4) four basic shapes below.



Name the following lines.



2. 1.



3.



4.



5.



List the (3) three Primary colors in the spaces below.

1. _____

2. _____

3. _____

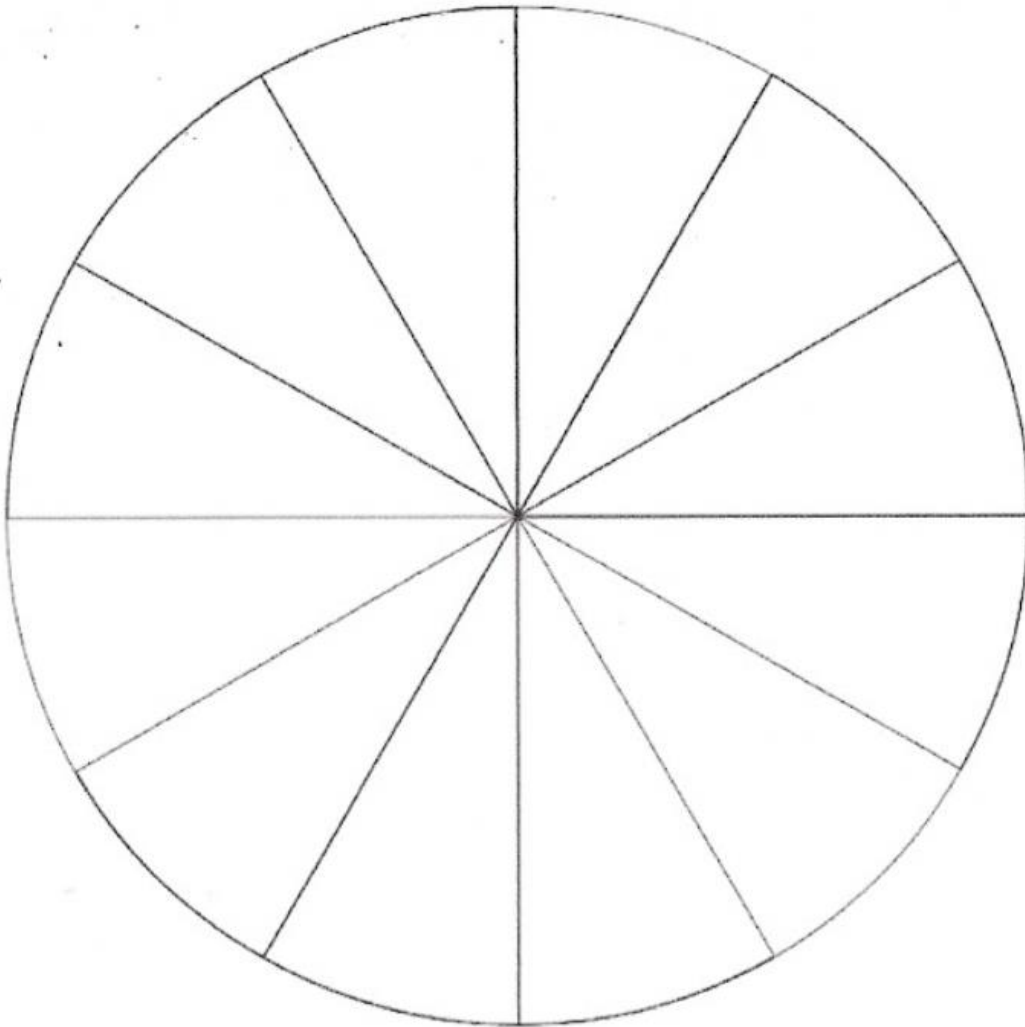
List the (3) three Secondary colors in the spaces below.

1. _____
2. _____
3. _____

Using a ruler construct the 3-Dimensional forms for the following 2-Dimensional shapes.

1. Triangle
2. Square
3. Rectangle

4. USING crayons color in the following color wheel.



Answer the following questions.

1. List the Complementary colors on the color wheel.

2. What are Analogous colours?

3. Name (3) three warm colours.

4. Name (3) three cool colours.

Appendix C

Sample of Post-test

Name: _____ Grade: _____
Date: _____

Visual Art Post Test

Match each term to its definition.

- | | |
|------------|---|
| 1. Line | The lightness and darkness of a hue |
| 2. Form | The area between, around and within an art piece or image |
| 3. Texture | How something feels or look as though they might feel if touched. |
| 4. Colour | A 2 Dimensional flat enclosed figure |
| 5. Value | A series of dots joined together. |
| 6. Space | Objects that are 3 Dimensional having length width and Depth. These objects are solids. |
| 7. Shape | What they eye sees when light is reflected off an object. |

Answer True or False to the following questions.

- An artist is a person who expresses their feelings through imagination and skills to communicate ideas in a visual way. _____
- A form measures in length and width only. _____
- There are 10 elements of Art. _____
- Lines that are slanted are called Diagonal lines. _____
- Another name for color is called HUE. _____
- There are 2 types of shapes. _____

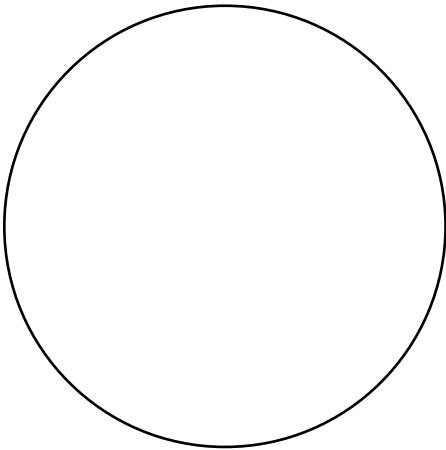
12. There are 9 colours on the colour wheel. _____

13. A triangle has 2 Diagonal lines and 1 horizontal line. _____

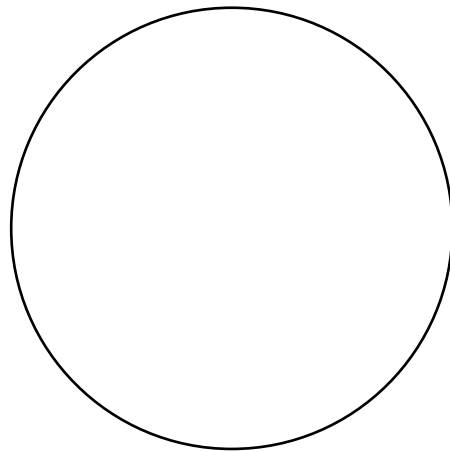
Answer the following questions.

1. The 3 types of colours are _____, _____ and _____.
2. Lines that run UP and DOWN are called _____.
3. _____ is the brightness and dullness of a colour.
4. A cloud is an example of a _____ shape.
5. Orange is a _____ colour.

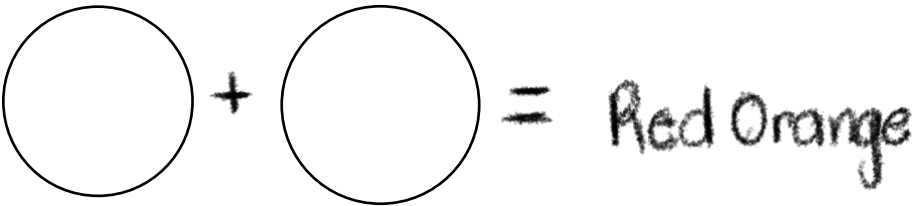
Fill the entire circle below using Curved lines.



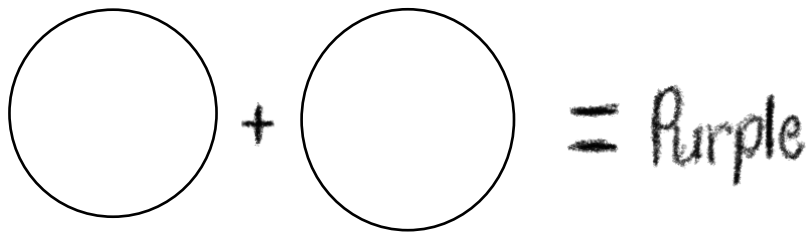
Fill the entire circle below with zig-zig lines.



How do you make these colours?

1. 

2.



Draw the 4 basic shapes and the 4 forms in the boxes below

Shapes

A large, empty rectangular box with a thin black border, intended for drawing the four basic shapes.

Forms

A large, empty rectangular box with a thin black border, intended for drawing the four forms.

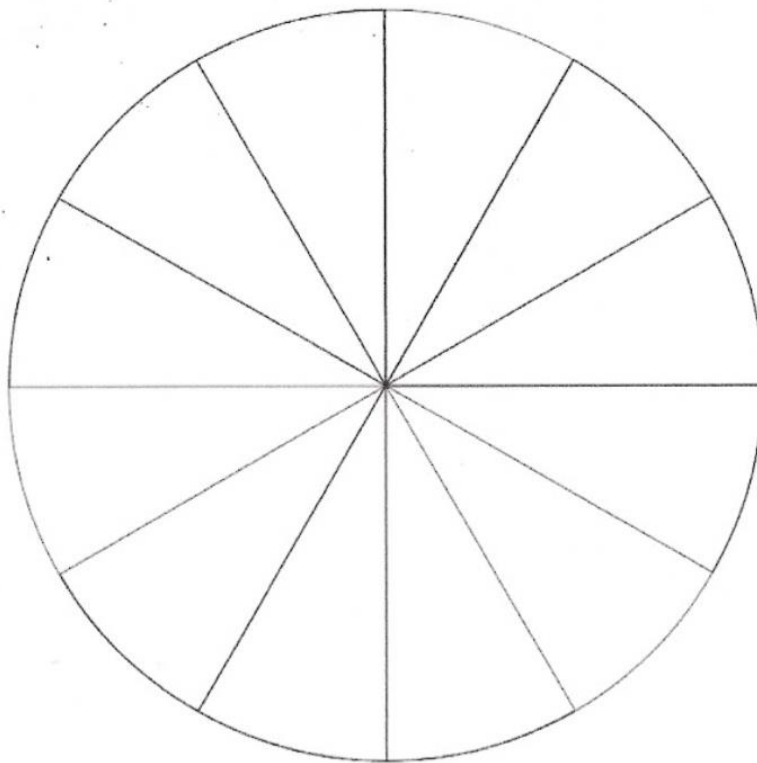
Draw an Free form shape in the box below and colour it with any Primary colour.



Draw a Geometric shape in the box below and colour it with any Secondary colour.



Complete the colour wheel below.



Appendix D

TEACHER RUBRIC

Name: _____ Grade: _____
Date: _____

Visual Art Post Test

Match each term to its definition.

- | | |
|------------|---|
| 1. Line | • The lightness and darkness of a hue |
| 2. Form | • The area between, around and within an art piece or image |
| 3. Texture | • How something feels or look as though they might feel if touched. |
| 4. Colour | • A 2 Dimensional flat enclosed figure |
| 5. Value | • A series of dots joined together. |
| 6. Space | • Objects that are 3 Dimensional having length width and Depth. These objects are solids. |
| 7. Shape | • What they eye sees when light is reflected off an object. |

Answer True or False to the following questions.

1. An artist is a person who expresses their feelings through imagination and skills to communicate ideas in a visual way. TRUE
2. A form measures in length and width only. FALSE
3. There are 10 elements of Art. FALSE
4. Lines that are slanted are called Diagonal lines. TRUE
5. Another name for color is called HUE. TRUE
6. There are 2 types of shapes. TRUE
7. There are 9 colours on the colour wheel. FALSE
8. A triangle has 2 Diagonal lines and 1 horizontal line. TRUE

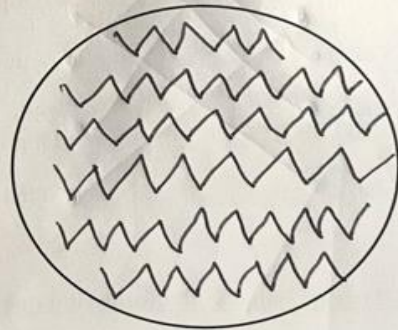
Answer the following questions.

1. The 3 types of colours are Primary, Secondary and Tertiary.
2. Lines that run UP and DOWN are called Vertical.
3. Intensity is the brightness and dullness of a colour.
4. A cloud is an example of a Free form shape.
5. Orange is a Secondary colour.

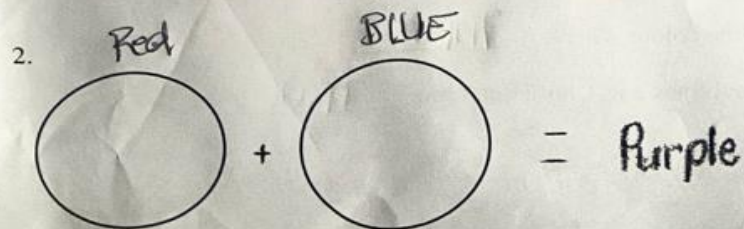
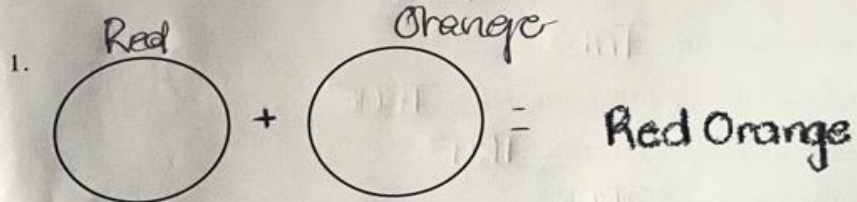
Fill the entire circle below using Curved lines.



Fill the entire circle below with zig-zig lines.

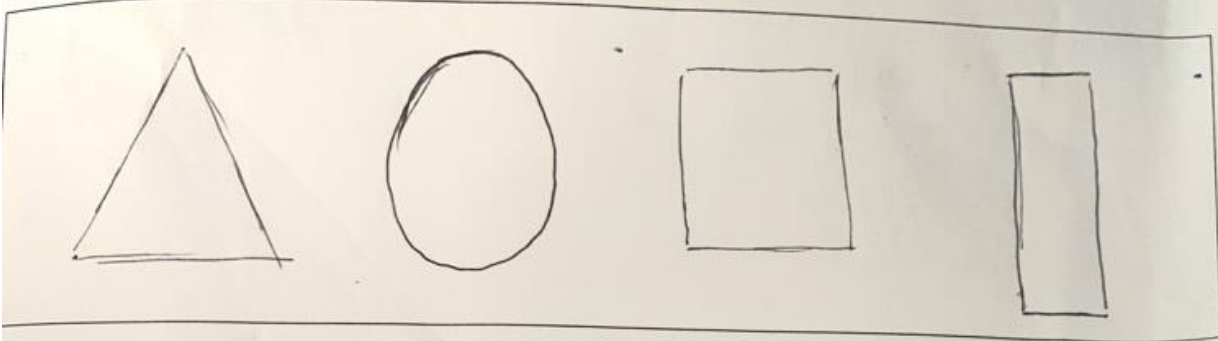


How do you make these colours?

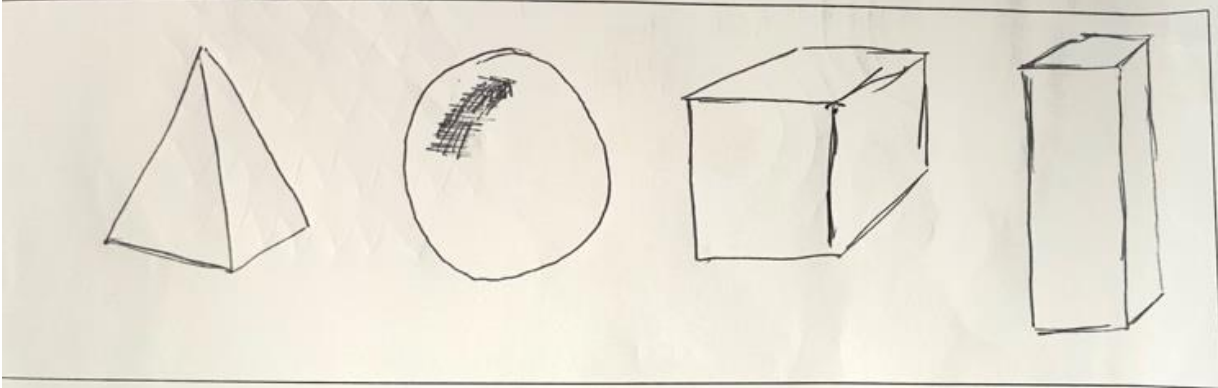


Draw the 4 basic shapes and the 4 forms in the boxes below

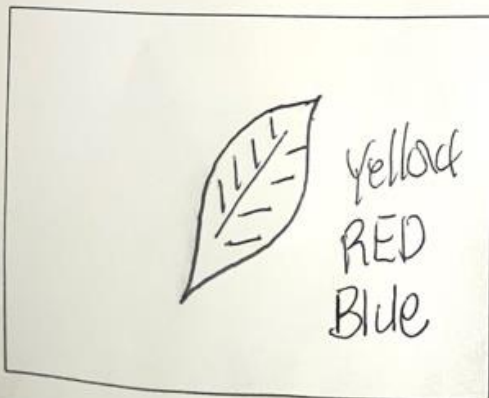
Shapes



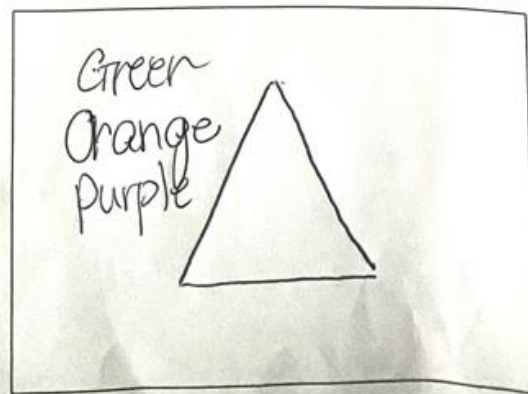
Forms



Draw an Free form shape in the box below and colour it with any Primary colour.



Draw a Geometric shape in the box below and colour it with any Secondary colour.



Complete the colour wheel below.



Appendix E

TEACHER RUBRIC

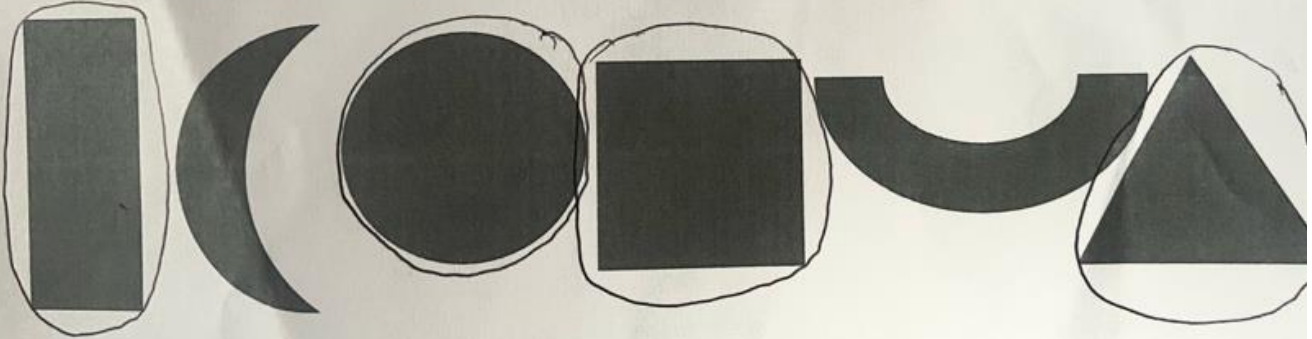
Date: _____ Grade: _____

Visual Art Pre-Test

Answer True or False to the questions below.

1. There are 7 elements of Art. TRUE
2. A line is only straight. FALSE
3. Another name for color is called HUE. TRUE
4. An artist is a person who expresses their feelings through imagination and skills to communicate ideas in a visual way. TRUE
5. A shape is 3Dimensional. FALSE

Circle the (4) four basic shapes below.



Name the following lines.



Diagonal line

2.



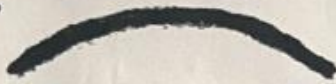
Zig Zag Line

3.



Horizontal Line

4.



Curve Line

5.



Vertical Line

List the (3) three Primary colors in the spaces below.

1. Red

2. Blue

3. Yellow

List the (3) three Secondary colors in the spaces below.

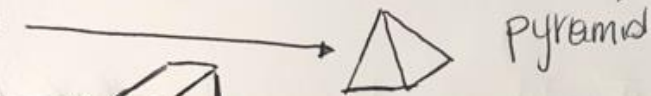
1. Green

2. Orange

3. purple

Using a ruler construct the 3-Dimensional forms for the following 2-Dimensional shapes.

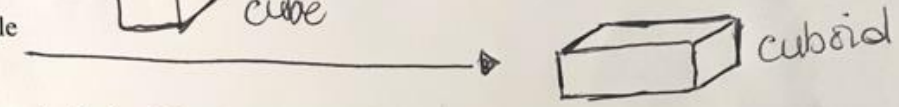
1. Triangle



2. Square



3. Rectangle



USING crayons color in the following color wheel.



Answer the following questions.

1. List the Complementary colors on the color wheel.

Red and Green Yellow and Purple Orange and blue

2. What are Analogous colours?

Colours that sit next to each other on a colour wheel.

3. Name (3) three warm colours.

Red, Orange, Yellow

4. Name (3) three cool colours.

Blue Green Purple

Appendix F

35

Date: Monday 24 Grade: _____

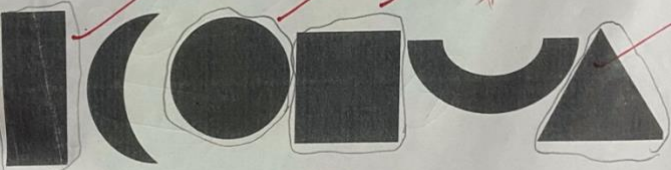
Visual Art Pre-Test

Answer True or False to the questions below.

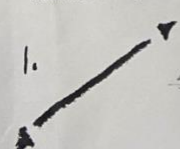
6
45


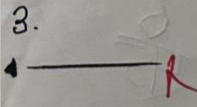


1. There are 7 elements of Art. True
2. A line is only straight. True ~~X~~
3. Another name for color is called HUE. False ~~X~~
4. An artist is a person who expresses their feelings through imagination and skills to communicate ideas in a visual way. False ~~X~~
5. A shape is 3Dimensional. True ~~X~~

Circle the (4) four basic shapes below.



Name the following lines.

1.  SPURVE ~~X~~

2.  virtu ~~X~~
3.  PITS ~~X~~
4.  CVS ~~X~~
5.  LINS ~~X~~

List the (3) three Primary colors in the spaces below.

1. Triangle
2. Square
3. Rectangle

List the (3) three Secondary colors in the spaces below.

1. secondary

2. Rectangle
3. Triangle

Using a ruler construct the 3-Dimensional forms for the following 2-Dimensional shapes.

1. Triangle
2. Square
3. Rectangle

USING crayons color in the following color wheel.



Answer the following questions.

1. List the Complementary colors on the color wheel.

What are Analogous colors

2. What are Analogous colours?

List the complementary colors on the

3. Name (3) three warm colours.

name three warm colours.

4. Name (3) three cool colours.

name three cool colours.

Appendix G

Name: _____
 Date: _____
 Grade: 6

48
52

Visual Art Post Test

Match each term to its definition.

1. Line	The lightness and darkness of a hue
2. Form	The area between, around and within an art piece or image
3. Texture	How something feels or looks as though they might feel if touched.
4. Colour	A 2 Dimensional flat enclosed figure
5. Value	A series of dots joined together.
6. Space	Objects that are 3 Dimensional having length, width and Depth. These objects are solids.
7. Shape	What the eye sees when light is reflected off an object.


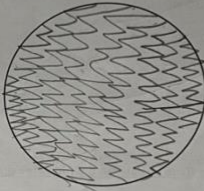
Answer True or False to the following questions.

- An artist is a person who expresses their feelings through imagination and skills to communicate ideas in a visual way. True
- A form measures in length and width only. False
- There are 10 elements of Art. False
- Lines that are slanted are called Diagonal lines. True
- Another name for color is called HUE. True
- There are 2 types of shapes. True
- There are 9 colours on the colour wheel. False
- A triangle has 2 Diagonal lines and 1 horizontal line. True

Answer the following questions.

- The 3 types of colours are Yellow, Blue and Red.
- Lines that run UP and DOWN are called Zig-zag.
- Value is the brightness and dullness of a colour.
- A cloud is an example of a freeform shape.
- Orange is a secondary colour.

Fill the entire circle below using Curved lines. Fill the entire circle below with zig-zig lines.

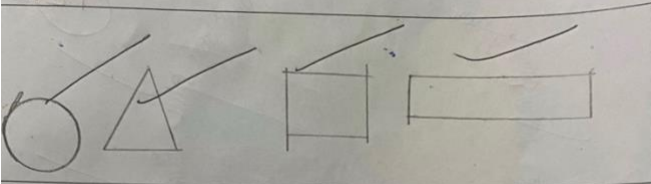
How do you make these colours?

- Red + orange = Red Orange
- blue + Red = Purple

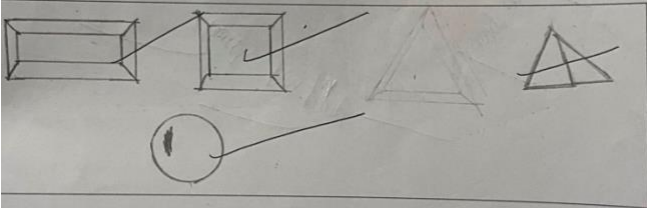
Draw the 4 basic shapes and the 4 forms in the boxes below

12

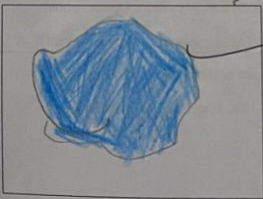
Shapes



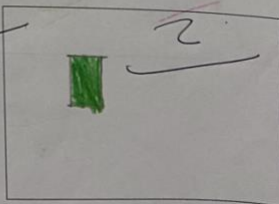
Forms



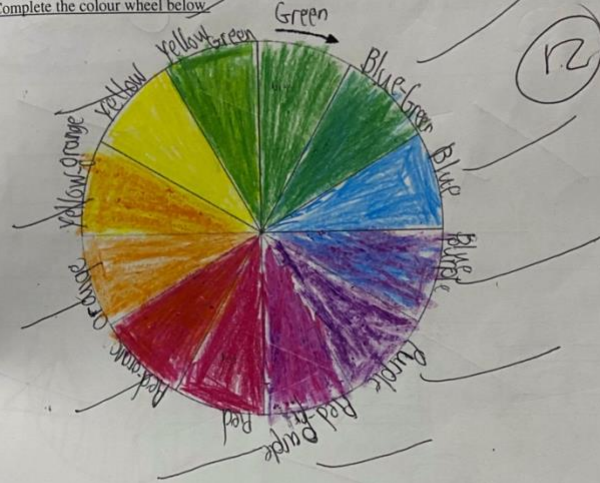
Draw an Free form shape in the box below and colour it with any Primary colour.



Draw a Geometric shape in the box below and colour it with any Secondary colour.



Complete the colour wheel below



Appendix H

October 19th, 2021

Dear Parent/ Guardian,

My name is Clydawna James, I am currently a student at the University of the West Indies pursuing an Undergraduate Degree in Visual Arts. As part of my study, I am expected to conduct research. I have selected the topic “An exploration of the benefits of introducing Visual Arts to Grade 6 in St. Kitts.”

The purpose is to find out the benefits of integrating Visual arts at the grade six level so that they can make an informed decision in selecting Visual Arts when they enter the first form level at Secondary School.

This study would not be successful if students were not involved. This is so because students would be required to complete both a pre-test and post-test and would be videotaped. Their identities would be protected throughout the study. One grade six class was selected to conduct research.

Therefore, I am seeking your permission to allow your child/ward to participate in this study. Please sign the permission slip below if you would like your child to participate then return to the school. Thanks in advance for your co-operation.

With regards,

Clydawna James

I _____ give consent for my child/ward to participate in research conducted by Clydawna James.

Challengers Village

Trinity

St. Kitts

27th October 2021

Mr. ~~Francil~~ Morris

A.G Chief Education Officer

Ministry of Education

Stanford Building

Airport Road

Basseterre

St. Kitts

Dear Mr. Morris,

My name is Clydawna James, I am a student at the University of the West Indies St. Augustine Campus in Trinidad and Tobago pursuing an undergraduate degree in Visual Arts. I am in my final year, and I would like to conduct research for my thesis at the Primary school level to meet the requirements a Caribbean Studies Research Project. Having taught Visual Arts at the Charles E Mills Secondary School for two years prior to beginning my studies I have chosen the topic “An exploration of the benefits of introducing Visual Arts to Grade 6 in St. Kitts.”

I am seeking your permission to carry out my research at the Beach Allen Primary School. The research will be carried for the period of four weeks from November 2nd, 2021 – November 23rd, 2021. I have identified one grade 6 class that I can use as my sample with your approval. My interaction with the students will be for 1 hour on Tuesdays from 2:30- 3:30.

I look forward for your ~~favourable~~ response. I can be contacted via the number 869-765-5464.

Respectfully yours,

Clydawna James (Ms.)



ST. CHRISTOPHER & NEVIS

Tel: (869) 467-1515 (Chief Education Officer)
Email: francil.morris@moeskn.org

Ministry of Education
EDUCATION DEPARTMENT
P.O. Box 333
Stanford Building
Basseterre
St. Kitts, West Indies

To: Parents/Guardians
Cayon Primary School

Cc: Mrs. Angela Matthew
Principal
Cayon Primary School

From: Francil Morris (Mr.)
Chief Education Officer (Ag.)

Date: 23rd September, 2021



Subject: Immediate Switch to Level 2 – Grade 5 (Room 2)

The Ministry of Education acting in accordance with the Ministry of Health guidelines and protocols to reduce the potential spread of the Covid-19 virus, hereby informs that Cayon Primary School, Grade 5 (Room 2) will engage in remote teaching and learning beginning on Friday, 24th September, 2021 until further notice.

As the spread of the coronavirus evolves, the main priority of the Ministry of Education remains the safety and well-being of staff and students. Consequently, I am urging all parents /guardians to monitor their child's/ward's health closely for COVID-19 symptoms. Children with COVID-19 generally have mild, cold-like symptoms, such as fever, runny nose, and cough. Vomiting and diarrhea have also been reported in some children. Should your child/ward start exhibiting COVID-19 related symptoms, it is strongly recommended that you contact your nearest Health Centre immediately.

Thank you for your partnership in these efforts as we take the necessary steps to protect your child/ward and ensure their educational needs are met. We will keep you apprised of any changes and apologize for any inconvenience this decision may cause.

Appendix I

The researcher: “Do you enjoy Visual Art?”

Student B 17: “Yes.”

The researcher: “Is Visual Art a subject taught at grade six?”

Student B17: “ No, Visual Art is not a subject by itself”

The researcher: “Would you choose Visual Art as an option when you go to Form 1 in September?”

Student B17: “ Yes, I would choose Visual Art as a subject.”

The researcher: “Would you feel confident choosing Visual Art as a subject although you have not learned about the Elements of Art?”

Student B17: “ Yes, I am not really in tune with music because I get confused really fast therefore I would rather do something that I know and can perfect rather than do something I do not like.”

The researcher: “Do you think grade six can benefit from doing Visual Art as a subject?”

Student B17: “ yes, because majority of my classmates have a lack of creativity or don’t know how to express themselves in a creative manner so therefore having Visual Art as a subject in grade six would help the students that don’t have a creative mind would help kick start their creativity.”

The researcher: “How have the past seven weeks of Art sessions helped you?”

Student B17: “I learned how to properly blend hues, I learned about the different types of lines and how to use them together in an art work. Learned about the difference between a shape and a form.”

The researcher: “Do you enjoy Visual Art?”

Student B3: “ Yes, I enjoy Visual Art”

The researcher: “Is Visual Art a subject taught at grade six?”

Student B3: “ No, It is not a subject.”

The researcher: “Would you choose Visual Art as an option when you go to Form 1 in September?”

Student B3: “Yes, because in my opinion it is very fun.”

The researcher: “Would you feel confident choosing Visual Art as a subject although you have not learned about the Elements of Art?”

Student B3: “. No, I would not choose Visual Art”

The researcher: “Do you think grade six can benefit from doing Visual Art as a subject?”

Student B3: “Yes but I do not really know”

The researcher: “How have the past seven weeks of Art sessions helped you?”

Student B3: “ It helped me to gain understanding about the different elements and to know when and how to use them.”