

ABSTRACT

Investigating the Incorporation of the Creative Arts in Mathematics in the Education of Primary School Students

Bernice Copeland

This study sought to describe and explain the incorporation of creative arts into mathematics in the education of primary school students. Specifically, it attempted to address and report on the espoused views of two primary school teachers, from two schools in the North Eastern Education District of Trinidad and Tobago, as they began the process and discussed issues related to the incorporation. The areas of creativity were drama, art, craft, and music. Among the findings were that: 1) some students in both schools were experiencing difficulty in learning mathematics; 2) contributory factors in these difficulties were the lack of resources available to, and domestic problems faced by, the students, as well as the teachers' having to do too much explaining of concepts; 3) inadequacy of space was not conducive to the teaching-learning process; and 4) although creative arts is on the curriculum, there is no structured programme for its delivery.

Keywords: Mathematics education; Curriculum innovations; Primary school teachers; Teacher attitudes; Primary school mathematics; Creative arts; Arts in education; Trinidad and Tobago