

## EXPLORING THE PROCESS OF SELECTING CULTURAL AND CREATIVE ARTS AT JUNIOR SECONDARY SCHOOLS CURRICULUM CONTENT

BY

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### Abstract

*The paper titled exploring the process of selecting cultural and creative Arts at Junior Secondary School Curriculum content, discusses the conceptual analysis which covers the concept of cultural and creative Arts, the general objective of cultural and creative Arts at Junior Secondary School, the cultural and creative Arts curriculum content for Junior Secondary Schools, the Junior Secondary Schools (JS I) themes/topics, among which is the existence of gap between the curriculum taught to teacher trainee and the reality that exists in the schools, such realities include criteria for the selection of cultural and creative Arts curriculum content at Junior Secondary School (JSS), the role of stakeholders in the selection of cultural and creative Arts curriculum contents, the factors militating against the selection of cultural and creative Arts curriculum content and so forth. It was recommended among others that there is need to provide adequate incentives to attract and retain capable teachers in teacher education programme. The paper is written with the view to benefit the bodies, policy makers and facilitators of cultural and creative Arts of teacher education institutions. It will also benefit curriculum designers, planners and developers. The paper is important to teacher trainee and the serving teachers by exploring what is conferred on teachers as curriculum leaders, for sustainable development what is obtainable and prospect to the situation on ground.*

### Introduction

The inception of the universal primary education scheme in 1976 opened the new chapter in mass education in Nigeria. To proposed expansion at the post primary level it was also necessary to re-organize the existing curriculum to accommodate the new thought and direction in general education. (Wangboje, 1985). The introduction of the six years secondary school education which is divided in two sections junior secondary education and senior secondary education. Art for junior secondary schools is a foundation programme designed to serve the needs of students in the first three years of secondary education (age, 11 to 14 years) by providing a broad background in the visual arts as well as form a part of their general education.

The aims and objectives of cultural and creative arts subject for Junior Secondary School education which is developed from the secondary school curriculum guidelines initiated and produced by the Nigerian Educational Research and Development Council (NERDC) were clearly stated in the guidelines they include: (FME, 2007)

- a. The preparation of individual as a prospective citizen and co-operating member of society
- b. The preparation of the individual as prospective worker and producer.
- c. The preparation of the individual for those actions which, while primarily involving action, also embraced the utilization of leisure and the development of his personality (9-years Basic education, 2007).

It is seen as the best in Nigeria traditional culture and harmonize it with what best elsewhere in the world. No doubt, some influence on the guide-lines which have given birth to a curriculum based on a philosophy which is considered valid meaningful and educationally relevant to our contemporary society.

Although the creative arts (art, music, drama) have been grouped together in the new curriculum at Junior Secondary Schools guidelines for administrative convenience. However, the three subject's areas are to be taught as separate subjects by specialist teachers at the secondary school level. Art for subject at Junior Secondary Schools is therefore to be taught by specialist art teachers who are trained not only in the making of art but also in the appreciation of art and crafts. Hence, the creative arts have the capacity to aids learning processes through visual experience is a fact that is internationally recognized. On the home front a growing national interest in our arts and culture has become apparent.

Furthermore, new creative media are being evolved from time to time and it is of necessity that the creative art programme has been made flexible to allow not only for innovation but also for experimentation with new materials be the local or foreign materials. It can be seen that art for junior secondary schools curriculum content is a synthesis of the tradition art of Nigeria and selected aspects of such basic art techniques as drawing, painting, design and sculpture that would have meaning and relevance for students and the society.

Arts education is a fundamental component of a balanced educational programme for all students. The arts refer to the theory and physical experience expression of creative found in human societies and cultures. The major components of the arts. Include literature-incorporating poetry, prose and drama, performing art among them we have music, dance and theatre. Visual arts also incorporate drawing, painting, photography, ceramics, sculpting and architecture-the art of designing and constructing building. Some art forms combine a visual element with performance (example cinematography) (Yusuf, 2018). According to Iriwieri (2009) the educational teaching objective of art teaching and art contents are determined by the country base on social, cultural and technological climate that is the nation's felt needs and aspirations. The curriculum is a department from the traditional examination syllabus because the emphasis is primarily on the production of

student who would benefit from the study no matter their chooses of art career. It is seen that the curriculum of art programme consist of drawing, painting ceramics, art history and appreciation, craft basic design, graphics, textiles and sculpture. It is seen that the art subject have been part of the human experience throughout our life.

#### **The General Objectives of Cultural and Creative Arts Subject at Junior Secondary School:**

The following are outline of general objectives specifically stated in (Yusuf, 2018).

1. To provide opportunity for students to develop a language for expressing ideas, feelings, emotions and moods though a variety of art experiences (creative growth);
2. To provide opportunity for students to understand and appreciate works of arts;
3. To provide opportunity for students to learn the proper use of art tools equipment and materials;
4. To provide opportunity for students to gain knowledge and develop intellectually, physically and culturally through art;
5. To provide opportunity for students to have adequate skills in and competence for higher education in art;
6. To provide opportunity for students to develop interest in future vocation in art;
7. To provide opportunity for students to see the usefulness of art in other subject areas and the society.

#### **The Cultural and Creative Arts Curriculum Contents for Junior Secondary Schools**

Cultural and creative artssubject for Junior Secondary Education Curriculum contents is an integration of drama, music and the visual arts which is primarily concerned with the rote of art and culture that can play in the education of the present and future generations as they search for meanings. The integrated approach is emphasized in order the produce artist that would understand and appreciate the interdisciplinary nature of the arts. However, the arts curriculum contents in consonance with the National Policy on Education at the secondary schools have the following objectives (Irivwieri, 2009:344).

It is seen that, cultural and creative artsas a subject in Junior Secondary School level should be taught in its own right as a school subject so that students develop their skill in the use and handling of materials and art media through which they express themselves in visual form and other activities in the subject. It can said that, art subject in Junior Secondary School is a processes where by the students be more parmiliar with practical aspects or use in other subject areas such as science, social science and subjects to have ability to draw and illustrate diagram accurately so that to help the students far more than what he may be able to describe in words. Particularly in Physics and Biology subjects which almost always ask to illustration student to draw and explain the diagram or during the experiment. However, even in higher levels of education like medicine, engineering, architecture and biological science have found art to be very useful in tackling some of their

problems.

It is seen that the art is a language of communication through which the students can talk about themselves, about the life of people around them. In addition, art is a language through which we can commutate or speak to other people irrespective of difference in a language or Nationality. Above all, art can be seen as processes of encourage experimentation which lead to discovered of how to use old thinks in a new ways or techniques to form something in a meaningful way.

The curriculum is sub-divided into three parts:

1. Lower basic Education, comprising 1-3
2. Middle Basic Education, comprising 4-6
3. Upper Basic Education, Comprising 7-9 (former JSS 1-3) unlike what used to be practiced in the past, when there were options between fine Art-Art and Craft, Drama and Musics, the present curriculum content collate, all these into a single subject which has to be taught as such.

However, the upper Basic Education Curriculum content is based on five broad themes/topics: (i) Fine art; (ii). Music; (iii). Local craft; (iv). Drama and (v).art and culture.

#### **The Junior Secondary School (JS one) themes/ topic are as follows:**

i- Understanding drama/theatre; ii- dramatists/playwrights; iii- drama construction; iv- drama production v- introduction to local craft; vi- designing; vii- modeling; viii- local materials utilization; ix- music in society; x- effective musical practice; xi- musical literacy; xii- art in society; xiii- art and culture in Nigeria.

The list of the themes/topics to be treated at Junior Secondary School (JS two) are as follows: (i) Elements and principles of Art/ Design; (ii) Acquisition of Art skills; (iii) Effective music practice; (iv) Understanding drama/theatre (v) Dramatists/playwrights; (vi) Drama construction (vii) Drama production

The list of the themes/topics to be treated at Junior Secondary School (JS three) are as follows: i- Understanding drama/theatre; ii- Art and society; iii- Acquisition of Art Skills; v- Response to Art; iv- Acquisition of marketing skills; and vii- designing.

Furthermore, the curriculum content of cultural and creative arts reflects depth appropriateness and inter-relatedness of the curricula contents. Also emerging issues which covered value orientation peace and dialogue, including human rights education family life, HIV and AIDS education, entrepreneurial skills among others. Were incorporated into the relevant contents of the new 9-year Basic Education Curriculum. In general, the curriculum content pays particular attention to the achievement of the Millennium Development Goals (MDGs) and Critical Element of National Economic Empowerment and Development Strategies (NEEDS) FME, 2007).

#### **Criteria for the Selection of CulturalandCreativeArtsCurriculum Content at Junior Secondary Schools**

There is the growing awareness among educators and curriculum experts that knowledge is increasing at a tremendous rate. The aspects of knowledge that are inconsequential should be eliminated (Yusuf, 2018: 67). The following criteria that can be used in selecting contents of the arts curriculum junior schools are as follow:

- a. **Validity:** the art curriculum content in Junior Secondary School Students expected that for proper selection of content of the cultural and creative arts curriculum content. In addition, the curriculum contents of cultural and creative arts is considered valid if there is some link or connection between it and the objective it is supposed to serve. The content should promote or help the learners to achieve of intended learning outcome of specified objectives of education. It is seen that the arts curriculum content for junior secondary school to be made up of it must be current knowledge which is available in the field of study, so that to see the importance of this to the learners.
- b. **Significance:** the art curriculum content for Junior Secondary Schools must be considered significant to the learners and their society so as to contribute to the acquisition of essential knowledge, skills and values among others. This is necessary because the content of Junior Secondary School curriculum represent fundamental ideas, principles and generalizations interested in knowing whether what curriculum experts chosen will contribute to the learnings and make them understanding of a given subject matter. It can be seen that the curriculum experts are always have interest in knowing whether specified content is significant to the learners, society and organization field of knowledge.
- c. **Utility:** the art curriculum content for junior secondary school be based on basic of its usefulness. The subject matter should be needed in developing the ability to perform these activities in deemed useful; so as to make contribution to such abilities to satisfy the principles of utility. It can be said that the selection of art content should essentially be useful and functional. Example of our educational system preaches awareness of learners in citizenship education, health and religious activities among others.
- d. **Interest:** Another criteria of selection art curriculum content is interest of the learners. This is one of the strongest motivational factors in learning. If learners interests are not given consideration during the selection of content, there would be loss of a strong motivational force to learn and teaching-learning cannot take place. This because the range of students interest is limited and the interests are frequently of a transitory in nature. It can be say that the interest of the students should be given priority when planning the new learning is being introduced in order to form an immediate bridge the gap between students and the curriculum. However, the criterion of interest should be applied with caution.
- e. **Learn Ability:** This is another criterion that concerned with selecting and

organizing content that is learnable by the students. The JSS content is likely to be easily learned when it is related to the learners previous knowledge or familiar experiences. Content should be made available in form of what the learn. If content is too complex for the learners to understand. It can be seen that the content of art subject for Junior Secondary School considered as defying the criterion of learnability. In addition, the important factor in learnerbility is the necessity to adjust curriculum content to the abilities of the learners.

- f. **Feasibility:** This is another criterion of selecting art curriculum content for Junior Secondary Schools. The Curriculum expert need to considered and answer the questions as follows: can the contents selected be possible to be taught within available time to teach? are the teaching resources is available? can the content be taught by the present teaching force i.e. qualified and enough man power to carry out the lesson; can the content be taught within the prevailing political climate in the society? It is a known fact that some contents in the arts subject have potential for relating readily to content from other subject areas. Content that has potential of crossing subject lines usually facilitates reinforcement of learning. This is because; the learner is reminded of his or her previous content with it in other situation (Yusuf, 2018:106).

#### **The Role of Stakeholders in the selection of Cultural and Creative Arts Curriculum Content**

Nigeria's educational goals have been spelt out for Secondary Education in the National Policy on Education in term of relevance to needs of the individuals and society (FRN, 2013). The content of Junior Secondary school must assume responsibility for fulfilling the role of the stakeholders to enable and encourage learners to engage in the process of the arts throughout their lives. In addition stakeholders must work collaboratively, in a climate of mutual respect and interdependence. According to Arts Education Foundation (2007) and Owalabi (2012), the roles played by the stakeholders as follow are the community; the education system; parent; school based administrators; the teachers; and students.

The Following Discussion will highlight on who does what in Selection of Curriculum Content of Cultural and Creative Arts

1. **The community** offers opportunities that allow students to construct meaning, communicate in public contexts and access a wealth of knowledge learning in cultural and creative arts in Junior Secondary School begins naturally and informally with parents and other adults in the society and peer group in the society and continues beyond the Junior Secondary School and after formal education. The nature of art curriculum content and arts classrooms enhance student learning by making connection to art learning experiences in the community (Yusuf, 2018). However, it is seen that the school and community must work together to enhance student learning in creating a variety of opportunities for the students and community so as to participate in the school. Therefore the society has to valving and

supporting the unique roles to play so that both teachers and students in cultural and creative arts education.

2. **The education authority** is another stakeholder in selecting cultural and creative arts education. The education authority generally includes school boards Parent Teachers Association and school advisory committees (Yusuf, 2018). These organizations and institutions, collectively and individually have various responsibilities. It is seen that the allocation of personnel, time and resources to ensure that all students have maximum opportunity to learn through engagement. However, the professional growth of teachers, administrators and curriculum personnel's at school level zonal and department levels in support of arts curricula for effective and proper implementation in the school system.
3. **Parents** are another stakeholders that have important role to play in the selecting cultural and creative arts curriculum content for Junior Secondary education and have valuable contributions to make cultural and creative arts more effective and useful to the society. Parents can demonstrate that they values of art and their important to education and life of the society through celebration their children's or during the ceremony's and cultural activities of the communities and those are, participate in the arts programme and to assist their children to pursue interest in the arts and participate in community activities.
4. **The school-based administrators** are another stakeholder's that played important role during the selecting of cultural and creative arts curriculum content for Junior Secondary Schools education. The principals, head of subjects, teachers and other school administrators have responsibilities to perform and support teaching learning in the cultural and creative arts at Junior Secondary Education. The head teachers have to work with teachers to ensure that learning experiences, instructional techniques, assessment strategies, the learning environment and the use of resources are consistent with the age and the level of the learners (Yusuf, 2008). It could be said that sense the teachers is central figure and implementers of the cultural and creative arts curriculum content that should make sure that, there is adequate time and a variety of resources and experiences available so that to meet the learners needs and interest.
5. **The teachers** are another stakeholders that have important roles to play in selecting curriculum content for Junior Secondary School Education. Teacher demonstrate responsibilities as decision makers i.e. (teacher Centre) or and while the teacher become facilitators (i.e. learners Centre). The teacher utilizing a wide arrange of teaching strategies though by providing knowledgeable, guidance and support in arts activities through ensuring students access to arrange of learning resources and media (Yusuf, 2018). The roles of teacher in arts curriculum content can be seen as a process of monitoring, assessing, evaluating and reporting students learning opportunities which integrate and develop arts processes.

6. **The students** play importance role as they grow as a learners students need to take increasing responsibilities by exploring and experiencing various activities in the arts disciplines. The students developing self-discipline that encourage growth in art subject. (Yusuf, 2018). It can be seen that students in art exploring areas of individual interest and independent learning to identifying, experience, expressing and problem solve those issues and questions that arise from learning process and assessing their own learning by themselves.

#### **Factors Militating against the Selection of Cultural and Creative Arts Curriculum Content at Junior Secondary School Education**

The curriculum content of cultural and creative arts in Junior Secondary School Education the teaching learning in arts subject focuses on the development of technical, creative relating art skills and understanding that enable learners to create, perform, present and respond to their own and others work. According to Miel (2005:6) outlined some factors militating art curriculum content in Junior Secondary schools are as follow: Time use; materials for instruction, methods of instruction, classroom climate and value skills. The factors are discussed as follow:

1. **Time use:** the art curriculum content is affected by frequently time given to the teacher meets with the students will be affected. The learning may be broadened, narrowed or cut off completely by decisions as to how time at the disposal of the school is to be used. It can be seen that nature and extent of requirements as well as by the richness or scarcity of opportunities given to an individuals and group of learners for choice in their learning activities.
2. **Materials for instruction** is yet another factor militating cultural and creative arts curriculum content in Junior Secondary are lack of materials for instruction also affects the curriculum content. However, one could imagine what happens to learn, select and organize facts when only a single textbook in literature and visual arts is available to students rather than a number of references by different authors (Including Poetry, Prose and Drama). It is seen to be if emphasis put on materials to be critically perceptive in learning from television (T.V) radio, motion and skill pictures, painting, drama, dance, music and various graphic to interact with the students so that learner become creative and have skills and technique when an entering first year secondary school.
3. **Method of instruction** mean all techniques, procedures, manipulations and facilitation of content and learning environment that are performed by the teacher (Saidu, Mika'il and Daniel, 2019). Method of teaching-learning that are fostered in the classroom further influence the content of experiences which make up the curriculum. It is seen that teaching methods used by the teacher in Junior Secondary School Education includes any techniques or strategies employed by a teacher towards transmitting and imparting knowledge, skills to students to ensure proper understanding of a lesson.

4. **Classroom** climate also effects the arts curriculum content. A classroom is a specialized place where learning takes place. It is a formal institution. It is an institution with its established norms, rules, regulations and procedures (Yaqub, 2014). It can be said that the potential learning with regard to human values, to feelings toward one's self and others, are bound up in way people listen to one another, in ways classes are formed, in ways behaviours are rewarded or punished.
5. **Valued skills curriculum contents** is in addition, affected by the skills for which practice is provided by curriculum expert to performed by the student during the lesson instruction. It is seen that the skills in other types of communication will also be left to chance development if those who are arranging for educative experience do not encourage learners to express their ideas in variety of forms

### Conclusion

In inclusion, one can be promoted to an opinion that arts education cannot exist in a empty and is only meaningful in the context of the society. When learners see the relevance and authenticity of their learning experiences, they value the experiences even more. Successful linking of the arts with other curriculum areas depends upon the knowledge of both teachers and students.

In the selection of the arts curriculum content, therefore, connections should be made across the arts disciplines as well as with other subject area so that to see the relationship students need to see connections between what they are learning in school and what they are learning in the world outside of school i.e between current task and previous knowledge, skills and experience. However, in a connected, sequential arts programme, students in Junior Secondary School become aware that expertise and knowledge from many sources and disciplines contribute to solving problem and to living successfully in the society.

### Recommendations

It is hereby recommended as follows:

1. The cultural and creative Arts teachers should note the Multi-cultural diversity of the different localities that make up Nigeria in the implementation of the curriculum in Junior Secondary Schools.
2. Teachers and students note the local materials available in each area should be adapted for teaching topics that are relevant: as this will make learning experiences more meaningful for the students.
3. The subject cultural and creative Arts, all the themes/topics have to be taught first as the various topics under the theme have to be adequately handled by specialists in the various components of the subject area.

### Suggestion/ Solutions

The solution of some problem or factors militating against the selection of cultural and creative

arts curriculum content at Junior Secondary Schools. To tackle these problems, there is need to address the cultural and creative Arts problems more seriously thus:

1. The need to achieve universal basic education in the training of future generations of Nigerians children so that to ensure relevance to dynamic human society and culture and respond to global reforms.
2. Teachers of cultural and creative Arts need to re-orientate Nigerians to have positive values for the enhancement and development of the Nigerian society, so that teachers and students used relevance materials during teaching and learning processes.
3. The need to infuse certain emergent issues as gender sensitivity, world globalization, health issues among others, into the curriculum so that teachers of cultural and creative Arts to used different varieties of methodologist and instructional strategies to achieve educational goals.
4. Cultural and creative Arts teachers need to properly equip young Nigerian with manipulative skill which will make them job creators and self reliant entrepreneurs, so that the classroom is not only for theory but incorporating practical aspect
5. The need to encourage partnerships among Nigerians in promoting our rich cultural heritage and creativity so that values and skills which all learners must be exposed, the contents, performance objectives activities for both teachers and learners and evaluation guides are provided.

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