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Designing a Curriculum Pattern based on the Components of Aesthetics and Art in the Period of Secondary School

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Research Paper

Abstract

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Purpose: There are many and diverse curricula in the educational organization, and this research was conducted with the aim of designing a curriculum pattern based on the components of aesthetics and art in the period of secondary school.

Methodology: The current research in terms of purpose was applied and in terms of implementation method was qualitative. The research population had two sections of written documents related to the subject, which 35 documents with the purposeful sampling method were selected as samples and experts related to the subject, which 15 people using the snowball sampling method were selected as samples. The research tool was note-taking of documents and interviews with experts, whose validity was confirmed by the methods of acceptability and verifiability, and its reliability was obtained by the method of the agreement coefficient between two coders of 0.86. Data were analyzed by open, axial and selective coding method in One Note software.

Findings: The findings showed for curriculum pattern based on the components of aesthetics and art in the period of secondary school was identified 485 indicators, 24 components and 10 dimensions in four elements of goal, content, teaching methods and evaluation, so that in the goal element had 2 dimensions and 5 components including skills (with 2 components of acquisition goals and cognitive and metacognitive goals) and individual (with 3 components of learner-based goals, aesthetic goals and moral goals), in the content element had 3 dimensions and 8 components including environmental (with 2 components of learning environment and learner-based content), artistic-cultural (with 2 components of content based on society and culture and content based on art and aesthetics) and content form (with 4 component of literary form, representational form, visual form and drawing/visual form), in the teaching methods element had 3 dimensions and 7 components including artistic (with 2 components of aesthetic-oriented and nature-oriented), innovative (with 2 components of creativity-oriented and team-oriented and participation-oriented) and technical-humanistic (with 3 components of media-oriented, project-oriented and workshop-oriented and the ability of the teacher in teaching) and in the evaluation element had 2 dimensions and 4 components including scientific (with 2 components of qualitative evaluation and evaluation based on results) and artistic-ethical (with 2 components of aesthetic evaluation and moral evaluation). Finally, a curriculum pattern based on the components of aesthetics and art in the period of secondary school was designed.

Conclusion: The designed curriculum pattern based on the components of aesthetics and art in the period of secondary school of the present research along with other designed patterns can be used by experts and curriculum planners in designing a comprehensive curriculum pattern.



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Detailed abstract

Purpose: It is clear for education scholars that the school is an effective social institution in the development of people's social personality. Because with its help, children and teenagers can learn the way and customs of life and how to socialize with others, and school is a place that teaches a person how to do certain tasks with the quality of cooperation or competition with others. Currently, many educational systems seek to provide the knowledge, attitudes and skills needed to prepare learners to deal with current and future life issues and challenges, and by using various strategic policies, the possibility of growing and expanding the basics of continuous education as a process that curriculum it is its facilitator, they follow. In today's era, education is the only way for mankind to face the challenges of the changing world, and in the meantime, the curriculum as the heart of the education system and a tool to achieve its goals has been given more attention. They spend an academic year in school and the teachings of childhood and adolescence become institutionalized in a person's existence and form the basis of correct education. Considering that the curriculum is one of the important fields of education, paying attention to it has a special place and importance for the growth and perfection of human beings. This research was conducted with the aim of designing a curriculum model based on the components of aesthetics and art in the second secondary school.

Methodology: The current research was applied in terms of purpose and qualitative in terms of execution method. The research community had two sections of written documents related to the subject, which were 35 documents with the purposeful sampling method and experts related to the subject, of which 15 people were selected as samples using the snowball sampling method. In this research, the methods of taking notes from documents and interviewing experts were used to collect information. For this purpose, various documents about the curriculum model based on the components of aesthetics and art were examined first through the title and then through the abstract and text, and with the help of professors, 35 of them were finally selected as the final sample. In the next step, notes were taken from each of the starting documents and the dimensions, components and indicators related to the curriculum based on aesthetics and art components were extracted from them. In the interview with experts section, based on the review of the selected documents, a number of questions were designed for interviewing the experts, and then the experts who were familiar with the subject that the researchers had knowledge of were selected as samples and they were asked to introduce other experts to the researchers. And the sampling process continued until the research reached saturation. The importance and necessity of the research was explained to the experts and they were reassured about the observance of ethical points, and as their consent was previously obtained, the entire interview process was recorded for re-examination and with the researcher's commitment to observe ethical points, including the principle of confidentiality. In the next step, the dimensions, components and indicators related to the curriculum based on the components of aesthetics and art resulting from taking notes from documents and interviewing experts were categorized. It should be noted that their validity was confirmed by acceptability and confirmability methods, and its reliability was obtained by the agreement coefficient method between two coders at 0.86. Data and information obtained from taking notes from documents and interviewing experts were analyzed with open, central and selective coding method in One Note software.

Findings: The findings showed that 485 indicators, 24 components and 10 dimensions were identified for the curriculum model based on the components of aesthetics and art in the second high school period in the form of four elements of goal, content, teaching and evaluation methods; So that in the goal element there are 2 dimensions and 5 components including skills (with 2 components of acquisition goals and cognitive and metacognitive goals) and individual (with 3 components of learner-based goals, aesthetic goals and moral goals), in the content element there are 3 dimensions and 8 components. including environment (with 2 components of learning environment and content based on the learner), artistic-cultural (with 2 components of content based on society and culture and content based on art and aesthetics) and content form (with 4 components of literary form, performance form, form visualization and drawing/visual form), in the element of teaching methods, 3 dimensions and 7 components including artistic (with 2 aesthetic-oriented and nature-oriented components), innovative (with 2 creativity-oriented and team-oriented and participation-oriented components) and technical-humanistic (with 3 media-oriented and project-oriented components) and workshop-oriented and teacher ability in teaching) and in the evaluation element, there were 2 dimensions and 4 components, including scientific (with 2 components of qualitative evaluation and results-based evaluation) and artistic-ethical (with 2 components of aesthetic evaluation and moral evaluation). Finally, a curriculum model based on the components of aesthetics and art was designed in the second secondary school.

Conclusion: In the interpretation and description of the findings in the goal element with 2 dimensions and 5 components including skills (with 2 components of acquisition goals and cognitive and metacognitive goals) and individual (with 3 components of learner-based goals, aesthetic goals and moral goals) it can be said that in the dimension A skill with the components of acquisition goals and cognitive and metacognitive goals, using indicators such as obtaining peace and satisfaction, fostering creativity and divergent thinking, creating and fostering types of media literacy, fostering all the five senses, fostering active, creative and productive people, strengthening the senses, capacity and thinking, strengthening curiosity, developing students' skills and learning, combining knowledge with feeling and feeling with knowledge, effective realization of goals and lifelong learning, compliance and coherence between curriculum goals, increasing the ability and power of expression of people, attractiveness of goals through making concrete and Sensing and developing sensory and speaking skills is essential. In interpreting and explaining the findings in the content element with 3 dimensions and 8 components including environment (with 2 components of learning environment and learner-based content), artistic-cultural (with 2 components of content based on society and culture and content based on art and aesthetics) and the form of content (with 4 components of literary form, representational form, visual form and drawing/visual form) it can be said that in the environmental dimension with the components of the learning environment and learner-based content, the use of indicators such as creating a pleasant environment for learning, understanding the aesthetic environment with Understanding the relationships between phenomena, continuous and constant interaction with the environment, detailed planning in a reinforcing environment, content based on teamwork and group work and creating a dynamic atmosphere among students, paying attention to students' aesthetic and artistic interests, paying attention to students' multiple intelligences in designing activities and The content of the curriculum and the appropriateness of the content with the interest and developmental, mental and intellectual characteristics of the students and paying attention to the value system, mental health and inclusive freedom in learning are essential. In the interpretation and description of the findings in the element of teaching methods with 3 dimensions and 7 components including artistic (with 2 aesthetic-oriented and nature-oriented components), innovative (with 2 creativity-oriented and team-oriented and participation-oriented components) and technical-human (with 3 media-oriented, project-oriented and workshop-oriented components) and the ability of the teacher in teaching) it can be said that In the artistic dimension with aesthetic-oriented and nature-oriented components, using indicators such as paying attention to all levels and different types of beauty while using them, providing problem-oriented situations for wondering and reflecting on aesthetics, paying attention to the issue of art and aesthetics in the organization and arrangement of the classroom and school environment, It is necessary to foresee green spaces for talking, free space for individual behaviors and activities, and beautifying and refreshing the physical, emotional, psychological and social space using the rules of aesthetics and psychology of colors, communication, etc. In the interpretation and description of the findings in the evaluation element with 2 dimensions and 4 components including scientific (with 2 components of qualitative evaluation and evaluation based on results) and artistic-ethical (with 2 components of aesthetic evaluation and moral evaluation) it can be said that in the scientific dimension with components Qualitative evaluation and evaluation based on the results of using indicators such as valuing the moment of enlightening spark and discovering insight, using a qualitative and descriptive approach in evaluation, paying attention to the degree of unity and harmony between curriculum sections in curriculum evaluation, paying critical attention to everyday life issues, evaluating The quality of students' handiwork in the classroom and at home, the use of continuous evaluation to keep the relationship between student and teacher and student and lesson alive, evaluation based on general and special goals of the curriculum, evaluation of partial and objective goals, evaluation of academic progress and self-evaluation, responsibility and accountability It is essential to its performance.