

Role of Art Education Techniques in Early Childhood Care and Education

Tarak Halder *

Ph.D. Research Scholar, Department of Special Education and Rehabilitation Science, Alagappa University, Tamil Nadu, India

J. Sujathamalini

Professor & Head, Department of Special Education and Rehabilitation Science, Alagappa University, Tamil Nadu, India

*Corresponding Author Email: tarakhalderphd@alagappauniversity.ac.in

Abstract: *Art education is a vital art movement that affects all aspects of life, especially early childhood care. The methods and materials taught in art education are critical to children's development and overall learning as they grow. Art in an educational setting is often used to enhance gains in cognitive development. The expert teacher educator accompanies the teacher with a professional handbook based on school of art education, which facilitates early childhood care and support. A series of detailed instructions are given to facilitate practical skills and knowledge acquisition among peers. The objective of the study is to provide art therapy to the children with disabilities to improve their early childhood education. Art education is a form of creativity, expression, creation, socialization, communication – all have their place in the developing of young children. The Art education was proved to eight children with disabilities. Purposive Sampling Technique was used. Art education gives them opportunity to try out different materials and create, use creativity and imagination. Art offers children endless possibilities that may have benefits beyond those with basic skills such as reading or writing.*

Keywords: Early Childhood, Cognitive Development, Creativity and Imagination, Socialization, Art Education

INTRODUCTION

Art Education is defined as the “the teaching, learning and proficient application of the art materials to achieve human ends; giving aesthetic expression in recognizing beauty and value. Art education is an educational process that teaches students to paint, sculpt, draw and write. In the past, art education was seen as solely a visual discipline. With the development of technology, however, art educators are now moving away from strictly visual arts to include music and technology in their curriculum.

REVIEW OF LITERATURE

Elinor Ulman (2001), explored that the art therapy problem and definition. According to his research “art theatre is the only one of the many activity therapies to attract this kind of attention from psychiatrists”. Art education technique is a field of study that provides large-scale creative activities with fundamental principles and practices of learning art. It's a form of education that involves the development of comprehension and proficiency of the principles and practice. Art education Technique means a tradition which is usually found throughout in the school system, especially in art. Art education technique is defined by two important things: Art education Technique includes: Color composition, plot, lighting and color play.-Plot development, character development, rule of story and plot structure in short story/romance story. - Map reading skills.: Story telling skill through plot structure. -Story telling skill through character analysis. Art technique is a set of activities and techniques used to reinforce the development of children. E Kramer (2001) determined the art and emptiness: new problems in art education and art therapy. According this article the “fundamental problems of artistic creation are forever the same”. Art education develops life skills, as well as artistic and creative abilities. Art education techniques are classified by a number of characteristics. They include the learner's age, level of motor development and cognitive development, types of materials and media used, whether the teaching is done informally or formally and in groups or individually, and how it is delivered: through traditional means or adapted for special learning situations such as schools for the blind or therapists' offices.

Nevoline et.al (2022) found out the application of art therapy techniques in Russia and the USA. Art Education is based on the study of art in all its forms and meanings. It deals not only with the techniques and skills of artists, but also with those of art students, viewers, and the general public. Art Education seeks to increase self-awareness and critical thinking by studying not just the visual arts (painting, sculpture, etc.) but also music, drama and dance. Art is used

as a tool to teach throughout our world today. This statement has indicated that art education can be used in early childhood period for children with disabilities of their rehabilitation and educational tools.

NEED FOR THE STUDY

This study discovered that children with disabilities of their early childhood feel boredom and stress in their classroom and home because of inadequate support for them engaging in creative art education as their tool of rehabilitation and therapeutic self-expression. This study considered how creative education for children with disabilities to express their life experience art; not getting an opportunity to explore creative skills is a form of rehabilitation of their early childhood period. Art is about creative expression of the learners, individually contributed by each one. Studying the works of famous artists of the past or present is undertaken to get used to the learners to mixed expressions. Replicating or copying either the master or teacher's work will make sure the imagination of the students and then must be avoided in all cases. The arts programme in schools must reproduce the culture of the region.

Art Education is a wide range of different art forms and education curriculum and technologies. The most significant tasks of art education are the structure of a holistic picture of the world, the ability to transport knowledge and skills into the training of everyday life, support of an active position. Learners build up a sense of organization and design which inculcates in them a sense of instruct with look upon to their personal appearance, home, school and community. It also develops artistic sensibility and respect for social values and cultural heritage.

AIM OF THE STUDY

The aim of this study is to show the creative art education programme interventions can help children with disabilities in their early childhood period. They should express and explore their feelings and emotions through creative art skills on paper, canvas and craft. This study investigated the reasons how the art education techniques was helpful, allow and support the children with disabilities in early childhood period.

SIGNIFICANCE OF THE STUDY

This study has developed new and original perspectives on how creative art education programmes for children with disabilities in early childhood period can build self-esteem and self-worth, and contribute to their rehabilitation. This information can be used to mobilise the transformation of the academic learning curriculum in children with disabilities in early childhood times. The rationale for this study was to equip the children with disabilities with knowledge and skill to reshape their thinking, change their past experience and life experience, and eliminate inequality. This study sought to examine the role of creative art education can play in addressing and giving voice to the self-expression of children with disabilities in early childhood period that do not seem to fit within the current categories of education and psychology.

OBJECTIVES OF THE STUDY

The objectives of this study is

- To determine how creative art education is a tool that can help the children with disabilities of their early childhood period
- To determine how the children with disabilities in early

· early childhood times present their emotions, feeling and personal transformation.

· To provide opportunity for development of awareness about folk arts, local specific arts and others cultural components leading to a positive reception of national heritage.

HYPOTHESIS OF THE STUDY

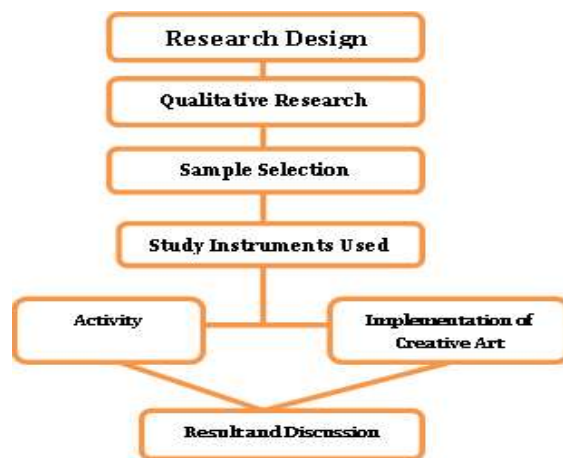
- Integrating art education strategies significantly enhances early childhood development in children with disabilities.

METHODOLOGY

Research approach

The form of enquiry that was selected for this study was the qualitative research approach with case study observation. Figure 1.1 presents the methodological processes followed in the study.

Fig-1: Investigation Processes



Sample of the Study

This study was conducted at the Alagappa University Resource School for Differently Abled in Sivagangai District in Tamil Nadu, India. Purposive sample technique was followed for this study. The study coded the participants as P1, P2, P3 and P4 so that it could run and the research saying if all participants participated in the research. Pre-Primary, Primary, Secondary and Vocational students were participated in this study research. Total no of participants was eight. Mental Retardation (MR), Autism Spectrum Disorder, Cerebral Palsy (CP) and Intellectual Disability (ID) impairment students were the main focus group in this study.

Study Instruments Used

Art-based interventions can be transformative in special education, particularly for students with intellectual and physical disabilities, as they foster self-expression, build confidence, and enhance cognitive and motor skills. Here are some art-based intervention strategies specific to singing, drama, drawing, and dancing, each designed to support students with Mental Retardation (MR), Autism Spectrum Disorder, Cerebral Palsy (CP), and Intellectual Disability (ID).

Singing Interventions

Singing can be a powerful medium for students with developmental impairments to improve speech, language skills, and emotional expression. In a structured singing activity, students are encouraged to participate in

simple, repetitive songs that reinforce vocabulary, memory, and pronunciation. For instance, using call-and-response songs can help students develop attention and listening skills while creating a sense of routine and security. This approach is particularly beneficial for students on the autism spectrum who thrive on structure. Accompanying singing with hand gestures or visuals, like images or flashcards related to song lyrics, helps students with intellectual disabilities make connections between words and their meanings. Additionally, singing with varying tempos and volumes allows children with cerebral palsy to practice and improve breath control and coordination.

Drama-Based Interventions

Drama activities, such as role-playing and storytelling, offer students an opportunity to explore social interactions and express themselves in a controlled, supportive environment. By acting out familiar scenarios-like visiting a doctor or a grocery store-students with intellectual disabilities can develop social skills, learn routines, and practice communication. For example, the instructor may guide students in acting out a scene where they introduce themselves to others, fostering confidence in social engagement. Drama games, such as "Mirror Game" (where one student mirrors the movements of another), encourage students with autism to focus on body language and non-verbal cues, while students with cerebral palsy can practice movement within their capabilities. Simple costumes or props enhance imagination and engagement, making these sessions immersive and stimulating for all participants.

Drawing and Visual Arts Interventions

Art activities like drawing and painting allow students with developmental impairments to express their emotions, ideas, and thoughts non-verbally. This intervention is valuable for students with limited speech or those who struggle with communication, such as those with intellectual disabilities or autism. For example, a structured drawing exercise could involve students using colors to represent different emotions, with red for excitement or blue for calmness. Finger painting or clay modelings are tactile activities suitable for students with cerebral palsy, helping them practice fine motor skills and sensory integration. Over time, visual arts projects can evolve into creative storytelling, where students describe or narrate their artwork, gradually enhancing language skills and confidence in self-expression.

Dance and Movement Interventions

Dance and movement can be highly effective in improving coordination, balance, and rhythm in students with cerebral palsy and other physical disabilities. Structured dance sessions, which might include simple movements such as clapping, stepping, or swaying to a beat, help students develop motor skills at their own pace. Rhythmic movement activities, like following the beat of a drum or imitating the teacher's steps, encourage students with intellectual disabilities to improve focus, body awareness, and impulse control. For students with autism, music and movement exercises promote sensory integration, helping them feel more comfortable with body movements and spatial awareness. Through expressive movement, students can explore their physical capacities and emotions in a positive, supportive environment.

Each of these interventions not only enhances specific developmental skills but also promotes a sense of achievement and joy among students, leading to greater

self-confidence and social interaction. By integrating these creative interventions into the learning curriculum, educators provide students with valuable tools for personal growth and development.

RESULTS

During the observation, the researcher realized that creative art education was a learning area that the rehabilitation centres or rehabilitation institute. This study held face-to-face interviews and focus groups with all the participants who showed their involvement in the art programmes of creative skills changed them in relieving monotony and have the potential to enhance problem solving and self-awareness.

Case Study- 1

Participants (P1)

S1, child with mental retardation (MR), S2, child with mental retardation (MR) and S3 child with cerebral palsy (CP) of students of vocational training of Alagappa University Resource School for Differently Abled in Sivagangai District in Tamil Nadu. When they were spoken to on the first day and asked what they wanted to do now, they said in unison with a cheeky smile that they wanted to dance today. Why is the answer asked again? In response, the students said that their hearts now wanted to dance. They love to dance, Loves to listen to music. Some songs were also sung again with examples. Some questions were asked to them in the guise of fun. For example, what do you play today? What did you read in class today? How are the teachers? How are parents to you? Do you like to read? What do you want to be when you grow up? They continued to answer everything slowly in their own way. But it was noticed somewhere that their mind was now turned to dance. As much as they were interested in studies, they showed more interest in dancing. They love to watch dance on TV at home. They love to follow the different steps of the dance in their own way. As the talk progressed, sometimes a few steps appeared to serve as their own mind. The purpose of presenting these words is one. They admit their desire or interest in dancing. That is, when an individual's desire or environment or society's rules are forced upon students without applying any external force, their interest or desire to learn decreases.

Case Study- 2

Participants (P2)

S4 child with Autism Spectrum Disorder, S5, child with Autism Spectrum Disorder of students of vocational training of Alagappa University Resource School for Differently Abled in Sivagangai District in Tamil Nadu. One of them has an amazing memory. S5's ability to memorize songs or verses from poetry and perform them in an instant was seen from S5. Try to remember the pronunciation or the tone correctly. He does not need any special preparation for his performance. Only on request or careful request, he would recite his songs or poems or movie dialogues one by one. Others are a bit quieter than S5's. As cheerful as S5 is, not so much in S4. But both follow the same approach to memorization. Read aloud to the tune. Entering the class, you can see that they are busy memorizing math formulas. Not really interested but trying under the guidance of the class teacher. Since the information about them is already known, in memorizing these sutras, it is said to say them clearly out loud like the melody of a song or a dialogue. It was seen that both of them were very happy mentally. And

they immediately tried to find the tunes of different movies and songs. This made them happy the most. Art education is an avenue that can easily entertain children's minds. Children can easily grasp their curriculum through play. Art education can play a very effective role in both of these. In the future, by using this talent, they can get an opportunity to present themselves in a larger scale of society through art education.

Case Study- 3

Participants (P3)

S6, child with cerebral palsy (CP), S7, child with Autism Spectrum Disorder of students of vocational training of Alagappa University Resource School for Differently Abled in Sivagangai District in Tamil Nadu. They both love to play. As much as their love for studies, they are more interested in sports, listening to music and dancing to the tunes. The conversation started by reciting some poems. Gradually start playing with different words. Sometimes they express annoyance, sometimes showing interest and trying to say poetry. It is possible to feel their tender heart only if one can try to understand by mixing oneself like them. Art education plays an important role in this. It is possible to introduce children like them to new words through poetry, song, dance, theatre. It is also possible to get interested in education through daily workshops. When they were first spoken to, they tried to answer with some hesitation. But using the opportunity of the Art, it is possible to quickly become what they want.

Case Study- 4

Participant (P4)

S8, Child with Intellectual Disability of a student of Alagappa University Resource School for Differently Abled in Sivagangai District in Tamil Nadu. He is a brilliant child. His love is waiting for others in his heart like a lotus flower. Try to finish any work with his best effort. As far as tell from spending time with him, his memory or speech is quite different. But his interest in mental development and art is strong. Always curious about new colors and who they are. In the case of language learning, if you can create a melody by telling a poem or a story, your desire to listen to the sound increases. For such children, art education can provide a new direction. This can make the curriculum more colorful and make learning more interesting for children.

DISCUSSION

This study suggested further research and creative art educators to shed light at the rehabilitation centre or rehabilitation institute on the importance of creative art education programme. Professional educators in the rehabilitation centre or rehabilitation institute should make aid communication development of creative art education to allow the children with disabilities to value their own drawings or painting narratives for self-expression, and growth of self-worth and self-development. Mainly, more research needs to be done to explore and expose the importance of creative art education programmes. In addition, more research needs to be done to children with impairment to learn and explore other learning areas.

Educational Implication

Artistic expression in music, poetry, dance, theatre and the creation of forms have been part of human life from the extremely opening. It is a fundamental part of human life continuation.

- Students should be encouraged to work independently as well as in small groups, girls and boys working jointly.
- Learners should be positive and helped in conduct new media and tools and meeting the new challenges in various problem-solving situations encounter by them.
- Students should be encouraged to get the idea and critically assess their work.
- The teacher should build up friendly and feeling relations with the students and should give confidence them to know about the artistic activities of the local community.
- The teacher should arrange studio/ art room/ theatre/ stage through the help of students,
- The teacher should conducting visits of museums, historical places, exhibitions, botanical and zoological gardens, theatre and local drama activities, music and dance shows, film shows etc.
- The teacher should help children in setting up and organization of display and exhibitions, musical and others performance of master artists/artistes.
- The teacher comes up to should be inductive and students should be positive to mobilize their own resource to solve their problems. Direct advice in the techniques should be avoided. They should be confident to develop techniques and styles of their own through examination of finding of materials, media, tools and techniques.

CONCLUSION

Art education constitutes a significant area of curricula activity for the progress of the wholesome personality of the learners. Art is a method of completion running through every characteristic of life and it goes on in a creative, productive and joyful way. Art education helps to discover a variety of means of communication (verbal and non-verbal). It encourages initial creative expression and sharpens senses during fanatical observation of the environment. It helps determine preference through show to variety of material and identity the individual form and style of expression.

ACKNOWLEDGEMENT

This paper was presented at the National Seminar on the Role of Early Childhood Care and Education (ECCE) for Children with Communication Disorders with Reference to the National Education Policy 2020, organized by the All India Institute of Speech and Hearing, Mysore, Karnataka, India, on 14–15 December 2022.

FUNDING

The first author received financial support from NCERT, Government of India.

REFERENCES

1. Ulman, E. (2001). Art therapy: Problems of definition. *American journal of art therapy*, 40(1), 16.
2. Kramer, E. (2001). Art and emptiness: New problems in art education and art therapy. *American Journal of Art Therapy*, 40(1), 6.
3. Nevolina, A., Tkachuk, G., Kazantseva, T., & Spencer, K. (2022). Application of art therapy techniques in Russia and the USA. In *inted 2022 Proceedings* (pp. 8693-8699). IATED.
4. Liu, Q., & Dong, X. (2017, June). Exploration and Practice on the Three-dimensional Training Mode for Special Children's Art Rehabilitation Talents. In *2nd International Conference on Contemporary Education, Social Sciences and Humanities (ICCESSH 2017)* (pp. 111-115). Atlantis Press