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Analysis of the Preschool Art Education Curriculum Model

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Abstract: The purpose of this study was to analyze the curriculum model of preschool art education. Specifically, the study aimed to identify the key components and subcomponents of the preschool art education curriculum and to determine their relative priorities in achieving educational goals at the preschool level This research was applied in terms of purpose and employed a mixed-methods approach (qualitative and quantitative). In the qualitative phase, the research population consisted of 18 experts in curriculum studies and preschool education. In the quantitative phase, the population included university faculty members, PhD students in curriculum planning, and preschool experts and instructors. Using Cochran's formula, a sample of 384 participants was selected. The research instrument was a researcher-made questionnaire comprising 39 elements of the preschool art education curriculum. Content validity was confirmed by 10 university professors of curriculum planning, and reliability was established using Cronbach's alpha ($\alpha = 0.91$). Exploratory and confirmatory factor analyses were conducted using SPSS and AMOS software, and the Analytic Hierarchy Process (AHP) was applied to prioritize the identified factors. The results suggest that emphasizing factors that promote teamwork, creativity, and life skills development can significantly facilitate the achievement of preschool art education curriculum objectives. Greater managerial and instructional focus on these priority areas can enhance the effectiveness of curriculum design and implementation in preschool education.

Keywords: Curriculum, Art Education, Preschool Education, Participation, Creativity

Introduction

Early childhood is widely recognized as one of the most influential periods in human life, during which the foundations of personality, cognition, and socio-emotional development are formed. Research has highlighted the significance of this period from two major perspectives: first, children's heightened sensitivity and responsiveness to educational environments, and second, the depth and durability of learning experiences acquired during early childhood. Early learning not only provides a strong foundation for subsequent educational experiences, but the knowledge, skills, and attitudes developed during preschool years tend to be more stable and resistant to erosion over time (Akhesh et al., 2016; Smith & Pollack, 2021). Consequently, investments in early childhood education yield long-term benefits for individuals and societies alike.

Education has undoubtedly been one of the most fundamental concerns of human societies throughout history, as it constitutes a key infrastructure for comprehensive national development. Education plays a decisive role in enhancing human capital and fostering individuals who are balanced in their personal development, autonomous, capable, creative, aware of citizenship rights, and socially responsible—

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qualities that are essential for improving quality of life and sustainable social progress (Cascone et al., 2019). This understanding has led contemporary educational systems to devote substantial efforts to redefining their policies, goals, and curricular frameworks in order to strengthen the foundations of education. Accordingly, educational theorists and practitioners have increasingly sought more effective and meaningful educational content and methods. Educational approaches are more likely to succeed when they align with learners' needs, intrinsic motivations, and existential structures (Wang & Gao, 2019).

Within the Iranian educational system, preschool education refers to the one- or two-year period preceding formal entry into primary school. In recent decades, global education has undergone profound transformations, prompting renewed attention to the central role of the arts within emerging educational paradigms. Art education has gained prominence due to its unique capacity to contribute to core educational aims, including holistic development, creativity, emotional expression, and aesthetic awareness. The insights and qualities cultivated through art education underscore its pivotal role in contemporary curricula. Preschool learners, in particular, can use art as a powerful medium for self-expression and reflection, engage in thinking about artistic works, and develop an aesthetic perspective that enables them to perceive and interpret the world in nuanced and meaningful ways (Kian, 2013).

Given the distinctive characteristics of children at the preschool level—such as limited reading and writing skills and reduced capacity for sustained attention—art-based and play-oriented approaches are among the most effective methods for teaching concepts and fostering learning. Activities involving games, visual arts, music, storytelling, and creative expression offer developmentally appropriate pathways for engagement and understanding (Kaufman, 2019; Entezami et al., 2016). In its most authentic and enduring forms, art addresses deep-seated ideals, forms of knowledge, skills, emotions, and values that enable individuals to transcend superficial learning and achieve genuine personal transformation. Such transformation lies at the heart of education itself. Accordingly, art education can be understood as a structured and purposeful process aimed at nurturing and actualizing inherent human capacities (Hosseini, 2020).

From this perspective, art education encompasses the training of the senses, the expansion of sensory and tactile experiences, the development of aesthetic sensitivity, and critical engagement with artistic phenomena. It includes the cultivation of visual literacy, the creation and interpretation of symbolic forms, and the development of reflective and critical judgment in relation to artistic experiences such as painting, sculpture, decorative arts, and applied visual practices (Zekajo & Valente, 2019). Art education is thus regarded as a core domain within educational systems worldwide. In contemporary educational reform movements, placing art and aesthetics at the center of the curriculum has become a defining feature of high-quality educational systems. Many scholars argue that art education should be recognized alongside reading, writing, and numeracy as a fundamental component of the curriculum—a "fourth basic skill" essential for comprehensive education (Firoozi et al., 2018).

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The significance of art education is such that without a rich and diverse art curriculum, many latent human capacities remain undiscovered, and educational systems fail to provide authentic opportunities for individual and societal growth. Consequently, art education is increasingly viewed as both a necessity and a priority within modern educational systems (Karami & Abedi, 2017). One of the most critical steps toward meaningful educational reform is therefore the establishment of an appropriate and well-defined place for art within school curricula (Khazari et al., 2019).

Curriculum development is generally understood as a process consisting of three core stages: design, implementation, and evaluation. Within this process, scholars distinguish among the intended curriculum, the implemented curriculum, and the attained curriculum. The intended curriculum refers to what learners are expected to learn; the implemented curriculum encompasses the teaching–learning activities carried out by teachers in real classroom contexts; and the attained curriculum reflects the actual learning outcomes in terms of students' knowledge, skills, and attitudes (Muller & Young, 2019). Research consistently indicates that significant gaps often exist between these three levels, particularly between what curriculum designers intend and what is ultimately enacted and learned in practice (Hatt, 2021). These gaps are especially salient in the domain of art education, where limited instructional time, insufficient teacher preparation, and marginalization within the curriculum can undermine educational effectiveness.

A growing body of international research highlights the positive impact of art education on students' academic performance, engagement, and participation. Studies have shown that students who receive instruction from specialized art educators and participate in structured art programs demonstrate improved learning outcomes and greater involvement in collaborative and creative processes (Adams, 2008; Mahjoub, 2015; Bayard, 2017). Research also suggests that teachers' professional experiences significantly shape their approaches to creative arts instruction, while limited curricular emphasis on art constrains effective teaching practices (Alter et al., 2009).

Domestic studies conducted in Iran similarly emphasize the educational value of art education. Findings indicate that art education contributes to children's sensory, linguistic, social, and emotional development; encourages self-expression and self-awareness; fosters group participation; and supports psychological well-being (Khalifeh et al., 2018). Other studies have proposed integrated curriculum models for art education that emphasize artistic exploration, experiential learning, pluralistic cognition, and active teacher involvement (Mehdizadeh Tehrani et al., 2019). Despite these contributions, research on preschool art education curricula in Iran remains limited, fragmented, and largely lacking comprehensive, empirically grounded models.

Given these considerations, the present study addresses a significant theoretical and practical gap by seeking to identify and analyze the components and subcomponents of a preschool art education curriculum model. By prioritizing these components, the study aims to support educators, curriculum planners, and educational managers in enhancing the quality and effectiveness of preschool art

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education. Ultimately, this research aspires to contribute to the broader field of educational sciences by advancing knowledge, informing curriculum design, and supporting the holistic development of young children through art-based education.

Material and Methods

The present study was descriptive–survey in nature and applied in terms of purpose. It was conducted using a mixed-methods approach, integrating qualitative and quantitative procedures. Data collection followed a sequential design in which qualitative data were gathered and analyzed first, followed by quantitative data collection and analysis. The qualitative phase aimed to identify the components and subcomponents of the preschool art education curriculum, while the quantitative phase sought to validate and prioritize the identified components.

Data were collected through documentary and library research, online sources, a researcher-made questionnaire, and expert consultations. In the qualitative phase, the statistical population consisted of 18 experts with substantial knowledge and experience in preschool art education curriculum. Participants were selected purposively based on criteria including academic specialization, professional experience, theoretical expertise, accessibility, and willingness to participate.

In the quantitative phase, the statistical population included university faculty members, PhD students in curriculum planning, as well as preschool experts and instructors. Using Cochran's formula, a sample of 384 participants was selected.

The primary research instrument was a researcher-made questionnaire comprising 39 items (subcomponents) organized into 9 main curriculum components: goal setting, educational content, learning materials, resources and tools, learning activities, implementation methods, evaluation methods, learner grouping, time allocation for educational activities, and learning environment. The questionnaire was developed based on a review of the research literature and expert opinions and was refined through the Delphi technique.

Initially, semi-structured interviews with experts led to the identification of 14 components and 72 subcomponents. Subsequently, a Delphi panel was formed to refine and validate these findings. In the first Delphi round, expert feedback and data analysis resulted in the elimination of less relevant or insignificant factors, reducing the framework to 11 components and 57 subcomponents. In the second round, further revisions were made, overlapping elements were merged, and the model was refined to 9 core components and 39 subcomponents. In the third round, the prioritization and weighting of factors were determined, and the final questionnaire was developed. Consensus among panel members was achieved at the end of this round.

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Content validity of the questionnaire was confirmed by 10 university professors of curriculum planning who were knowledgeable and experienced in preschool art education curriculum studies. The reliability of the questionnaire was assessed using Cronbach's alpha, which yielded a satisfactory coefficient (α = 0.91).

For data analysis, descriptive statistics including frequency distribution, mean, and standard deviation were calculated using SPSS software. Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were conducted using SPSS, AMOS, and LISREL software to examine the factor structure of the curriculum components. Finally, the Analytic Hierarchy Process (AHP) was employed to prioritize the identified components and subcomponents.

Results

In the qualitative phase of the study, data were collected from 11 experts in the field of preschool education and art education. Regarding gender distribution, 7 participants (61.11%) were female and 4 participants (38.39%) were male. In terms of educational attainment, 42.85% of the experts held a doctoral degree, 42.85% had a master's degree, and 14.30% possessed a bachelor's degree.

With respect to professional experience, the majority of participants (92.85%) had more than ten years of experience in the field of preschool education, while 7.15% had less than ten years of experience. These characteristics indicate that the expert panel possessed a high level of academic qualification and professional expertise, supporting the credibility of the qualitative findings.

Identification of Curriculum Components and Exploratory Factor Analysis

Based on a review of the relevant literature, expert opinions, and the Delphi technique, 9 components and 39 subcomponents influencing the preschool art education curriculum were identified. To classify and cluster these elements, Exploratory Factor Analysis (EFA) was conducted using SPSS software. The analytical procedure was carried out in several steps, as described below.

Sampling Adequacy and Bartlett's Test of Sphericity

Prior to performing factor analysis, the adequacy of the sample size was assessed using the Kaiser–Meyer–Olkin (KMO) measure, and the suitability of the data for factor analysis was examined using Bartlett's Test of Sphericity. The results are presented in Table 1.

Table 1. KMO Measure and Bartlett's Test of Sphericity

Statistic	Value
KMO Measure of Sampling Adequacy	0.73
Bartlett's Test of Sphericity (Chi-square)	2719.376
Degrees of Freedom	729
Significance Level (p-value)	0.000

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As shown in Table 1, the KMO value of 0.73 indicates an acceptable level of sampling adequacy. Additionally, Bartlett's Test of Sphericity was statistically significant ($p < 0.001$), confirming that the correlation matrix was suitable for factor analysis.

Extraction of Principal Components

The next step involved extracting the principal components. The results of the principal component analysis prior to rotation are reported in Table 2. The component matrix indicated the extraction of nine main factors, corresponding to the conceptual structure of the preschool art education curriculum.

Table 2. Extracted Components of the Preschool Art Education Curriculum Based on EFA

Extracted Factors	Eigenvalue	Percentage of Variance Explained	Cumulative Percentage of Variance
Goal Setting	11.328	10.280	10.280
Educational Content	11.101	8.912	19.192
Learning Materials, Resources, and Tools	10.392	8.867	28.059
Learning Activities	9.884	10.613	38.672
Implementation Methods	9.219	7.106	45.778
Evaluation Methods	7.313	8.021	64.061
Learner Grouping	6.827	9.519	73.580
Time Allocation for Educational Activities	6.227	7.156	45.988
Learning Environment (Place of Activities)	8.922	7.353	48.462

Rotated Factor Structure and Item Retention

Following variance rotation, item extraction was conducted using the Rotated Component Matrix. Items with factor loadings greater than 0.30 on their respective factors were retained, while items with lower loadings were excluded. The summary of item retention across factors is presented in Table 3.

Table 3. Summary of Factor Structure and Retained Items After EFA

Dimensions (Factors)	Deleted Items	Number of Retained Items
Goal Setting	0	7
Educational Content	0	6
Learning Materials, Resources, and Tools	0	4
Learning Activities	0	5
Implementation Methods	0	5
Evaluation Methods	0	3
Learner Grouping	0	3
Time Allocation for Educational Activities	0	3
Learning Environment	0	3

The results in Table 3 indicate that all items had factor loadings above 0.30, and therefore, no items were removed from the measurement instrument.

Rotated Component Matrix

The detailed rotated factor loadings of the items are presented in Table 4.

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Table 4. Rotated Component Matrix of Preschool Art Education Curriculum Items

Item	F1	F2	F3	F4	F5	F6	F7	F8	F9
A1	0.778	–	–	–	–	–	–	–	–
A2	0.718	–	–	–	–	–	–	–	–
A3	0.688	–	–	–	–	–	–	–	–
A4	0.592	–	–	–	–	–	–	–	–
A5	0.570	–	–	–	–	–	–	–	–
A6	0.550	–	–	–	–	–	–	–	–
A7	0.529	–	–	–	–	–	–	–	–
A8	–	0.778	–	–	–	–	–	–	–
A9	–	0.619	–	–	–	–	–	–	–
A10	–	0.603	–	–	–	–	–	–	–
A11	–	0.547	–	–	–	–	–	–	–
A12	–	0.533	–	–	–	–	–	–	–
A13	–	0.481	–	–	–	–	–	–	–
A14	–	–	0.756	–	–	–	–	–	–
A15	–	–	0.723	–	–	–	–	–	–
A16	–	–	0.655	–	–	–	–	–	–
A17	–	–	0.519	–	–	–	–	–	–
A18	–	–	–	0.753	–	–	–	–	–
A19	–	–	–	0.681	–	–	–	–	–
A20	–	–	–	0.647	–	–	–	–	–
A21	–	–	–	0.633	–	–	–	–	–
A22	–	–	–	0.581	–	–	–	–	–
A23	–	–	–	–	0.777	–	–	–	–
A24	–	–	–	–	0.694	–	–	–	–
A25	–	–	–	–	0.613	–	–	–	–
A26	–	–	–	–	0.543	–	–	–	–
A27	–	–	–	–	0.471	–	–	–	–
A28	–	–	–	–	–	0.530	–	–	–
A29	–	–	–	–	–	0.520	–	–	–
A30	–	–	–	–	–	0.519	–	–	–
A31	–	–	–	–	–	–	0.570	–	–
A32	–	–	–	–	–	–	0.550	–	–
A33	–	–	–	–	–	–	0.529	–	–
A34	–	–	–	–	–	–	–	0.529	–
A35	–	–	–	–	–	–	–	0.509	–
A36	–	–	–	–	–	–	–	0.727	–
A37	–	–	–	–	–	–	–	–	0.660
A38	–	–	–	–	–	–	–	–	0.648
A39	–	–	–	–	–	–	–	–	0.630

Based on the rotated component matrix, all 39 indicators were assigned to one of the nine factors according to the highest positive correlation with the respective factor. Subsequently, Confirmatory Factor Analysis (CFA) was conducted.

Confirmatory Factor Analysis (CFA)

To examine the validity of the identified measurement scale—consisting of 9 latent variables and 39 observed variables—Confirmatory Factor Analysis (CFA) was conducted. Figure 1 illustrates the CFA model of the preschool art education curriculum in the standardized estimation mode, presenting the standardized factor loadings.

The CFA model demonstrates whether the main research constructs are appropriately measured by their corresponding indicators. The results indicate that the observed variables adequately explain the

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intended latent constructs. Since the factor loadings of all observed variables exceeded 0.30, a satisfactory relationship was established between the indicators (observed variables) and their respective latent constructs.

Model Fit Indices

The overall goodness of fit of the CFA model was evaluated using multiple fit indices. The results are presented in Table 5.

Table 5. Goodness-of-Fit Indices of the Identified Factors in the Preschool Art Education Curriculum

Model	**χ^2/df**	**RMSEA**	**NFI**	**CFI**	**GFI**	**IFI**	**RFI**	**PRATIO**	**PNFI**	**PCFI**	**SRMR**
Acceptable Threshold	< 5	< 0.10	> 0.90	> 0.90	> 0.90	> 0.90	> 0.90	> 0.50	> 0.50	> 0.50	< 0.08
Calculated Value	1.525	0.077	0.99	0.99	0.99	0.99	0.90	0.604	0.532	0.611	0.071

As shown in Table 5, all calculated fit indices fall within acceptable or desirable ranges, indicating a good overall fit of the measurement model. In particular, the RMSEA value of 0.077, which is below the threshold of 0.10, suggests an acceptable approximation of the model to the observed data.

Ranking of Components and Subcomponents Using MADM–AHP

In the final stage of the analysis, the Multi-Attribute Decision-Making Analytic Hierarchy Process (MADM–AHP) was employed to rank the main components and subcomponents of the preschool art education curriculum. The results are presented in Table 6.

Table 6. Ranking of Main Components and Subcomponents of the Preschool Art Education Curriculum Based on MADM–AHP

Main Component	Component Weight	Subcomponent	Local Weight	Final Weight	Rank
Goal Setting	0.322	Strengthening and developing life skills (individual and social)	0.358	0.115	1
		Enhancing children's participation and teamwork spirit	0.330	0.106	2
		Fostering creativity and divergent thinking	0.312	0.100	4
		Enhancing self-confidence and self-belief	0.272	0.087	6
		Developing critical thinking and opportunities for critical discussion	0.246	0.079	8
		Making goals attractive through concreteness and tangibility	0.221	0.071	9
		Strengthening responsibility	0.212	0.068	12
Implementation Methods	0.227	Group-based activities with children's participation and consultation (participatory method)	0.402	0.091	5
		Creating problem-based situations to evoke wonder, reflection, and aesthetic contemplation	0.315	0.071	10
		Problem-solving approach through assigning children to pose problems and suggest solutions	0.283	0.064	16
		Practical and workshop-based activities (laboratory method)	0.247	0.056	21
		Discussion-based activities with questioning and answering (Socratic method)	0.215	0.048	26
Evaluation Methods	0.222	Quantitative and qualitative evaluation of activities	0.365	0.081	7
		Evaluation through creating competition among children	0.335	0.074	9

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		Performance-based and observational assessment (non-paper-and-pencil evaluation)	0.312	0.069	11
Educational Content	0.217	Content development with emphasis on life skills enhancement	0.498	0.108	3
		Content development considering informal learning conditions (beyond classroom limitations)	0.355	0.077	8
		Content development based on concreteness for children	0.315	0.068	13
		Balanced attention to cognitive, affective, and skill domains	0.302	0.066	14
		Content development emphasizing enjoyment and attractiveness for children	0.295	0.064	17
		Integration of affective goals with cognitive and skill domains	0.290	0.063	18
Learner Grouping	0.211	Grouping based on children's interests, abilities, and needs	0.361	0.076	8
		Grouping based on preschool authorities' and teachers' judgment	0.328	0.069	12
		Grouping based on the nature of activities	0.311	0.065	15
Time Allocation	0.204	Use of informal times outside preschool	0.306	0.062	19
		Scheduling activities during formal instructional time	0.302	0.061	20
		Flexible scheduling (formal, semi-formal, informal, or combined) based on activity priority	0.295	0.060	21
Learning Materials and Resources	0.196	Educational software and computer games	0.247	0.048	25
		Models, drawings, exhibitions, and educational handicrafts	0.250	0.049	24
		Slides and multimedia educational tools	0.233	0.045	27
		Television, radio, films, and educational animations	0.215	0.042	30
Learning Environment	0.140	Use of locations outside preschool (amphitheaters, art museums, etc.)	0.376	0.052	22
		Use of indoor preschool environments	0.357	0.050	23
		Combined use of preschool and external environments	0.267	0.037	34
Learning Activities	0.119	Questioning or problem posing to create cognitive engagement	0.376	0.044	28
		Play and role-playing activities such as theater	0.357	0.042	29
		Use of computers (children creating simple slides)	0.267	0.031	36
		Narrating personal experiences as stories and discussing them	0.232	0.028	38
		Emphasis on children's artistic activities (drawing, model-making, filmmaking, animation, etc.)	0.230	0.027	39

According to the findings presented in Table 6, the components Goal Setting, Implementation Methods, and Evaluation Methods ranked first to third in importance, respectively. Among the subcomponents, strengthening life skills (individual and social), enhancing participation and teamwork, content development with emphasis on life skills, fostering creativity and divergent thinking, group-based participatory activities, enhancing self-confidence, quantitative and qualitative evaluation, and making goals attractive through concreteness were ranked among the top ten priorities, indicating their greater importance compared to other subcomponents.

Discussion

The purpose of the present study was to analyze the curriculum model of preschool art education. The initial findings revealed that the development of a preschool art education curriculum comprises nine

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main components—including educational content, evaluation methods, implementation methods, learning materials, resources and tools, learner grouping, learning activities, goal setting, time allocation, and learning environment—along with 44 subcomponents. These findings are consistent with the results reported by Alter et al. (2009), Mahdizadeh Tehrani et al. (2019), and Khalifeh et al. (2017), all of whom emphasize the multidimensional and integrative nature of art education curricula in early childhood.

Identifying the core components of the art education curriculum can substantially support preschool administrators, teachers, and curriculum specialists. However, beyond identifying these components, prioritizing actions plays a crucial role in facilitating and accelerating both curriculum development and implementation. Determining priorities enables administrators to make more effective and informed decisions, and by implementing high-priority actions first, access to and realization of other curriculum components become more achievable and efficient. In the present study, Interpretive Structural Modeling (ISM) was employed to determine action priorities within the curriculum framework.

Based on the results of component analysis using the Analytic Hierarchy Process (AHP), the components of goal setting, implementation methods, and evaluation methods ranked first to third, respectively, indicating their greater importance compared to other components. These findings align with the results of Adams (2008) and Alter et al. (2009), who highlight the foundational role of clearly defined goals and effective instructional and assessment strategies in early childhood art education.

Among the most significant goals identified in this study were strengthening and developing life skills, promoting participation and teamwork among children, fostering creativity and divergent thinking, enhancing self-confidence and self-belief, developing critical thinking and creating opportunities for critical dialogue, making goals attractive through concretization and sensory engagement, and strengthening a sense of responsibility. These goals contribute to children's self-efficacy and nurture a creative mindset, which are essential foundations for holistic development during early childhood.

In order to achieve these goals, implementation methods play a decisive role in ensuring their effective realization. Accordingly, approaches such as group-based activities with children's participation and consultation, creating problem-based situations that evoke curiosity, reflection, and aesthetic contemplation, assigning children the task of identifying problems and proposing solutions, hands-on and workshop-based activities, and discussion-based activities involving questioning and dialogue can significantly assist educators in achieving the intended learning outcomes for preschool learners.

Furthermore, evaluation methods are essential not only for monitoring children's progress but also as opportunities to reinforce and deepen learning. Appropriate evaluation approaches in preschool art education may include quantitative and qualitative assessment of activities, evaluation through creating healthy competition among children, and performance-based and observational assessment, which

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constitutes non-paper-and-pencil evaluation and is more aligned with the developmental characteristics of young learners.

Given that art education plays a critical role in revealing children's talents, fostering creativity, and stimulating cognitive growth, it is essential that this subject be approached with a positive attitude and greater educational significance. Expanding and strengthening art education can facilitate children's creative expression and contribute to the flourishing of their intellectual and emotional capacities.

Based on the ranking of subcomponents, the most important elements were strengthening and developing life skills (individual and social), promoting participation and teamwork, preparing content with an emphasis on improving life skills, fostering creativity and divergent thinking, implementing activities through group participation and consultation with children, enhancing self-confidence and self-belief, quantitative and qualitative evaluation of activities, and making goals attractive through concreteness and sensory experience. These findings are consistent with previous studies by Mahjoob (2015), Bayard (2017), Mahdizadeh Tehrani et al. (2019), Khalifeh et al. (2017), and Firouzi et al. (2017).

Within the proposed art education curriculum model, an emphasis on group work and strengthening children's participatory spirit not only enhances learning across multiple domains but also enables children to learn various skills from one another, fosters innovation and creativity, and promotes the development of individual and social life skills.

Considering that goal setting was ranked as the highest priority component, it is recommended that targeted actions be taken to enhance participation and teamwork, foster creativity and divergent thinking, strengthen self-confidence and self-belief, and increase the concreteness and sensory richness of learning activities. Moreover, given the importance of educational content in achieving the defined goals, it is recommended that curriculum content be designed to enhance children's life skills, thereby contributing to improved quality of life and academic success in later stages. Additionally, the development and presentation of diverse educational content is advised to help identify children's talents from an early age and to inform future educational planning.

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