

Maintstreaming the arts in global citizenship education

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Abstract

In citizenship education, Art Education is considered as an integrative aspect of learning leading to understanding, acting and relating oneself to others based on universal values, through respect for diversity and pluralism. In the new Philippine general education curriculum, the course on Art Appreciation highlights the arts as avenues for learning to do, to make, to create and to perform artistic and creative expression. Using the National Core Arts Standards as framework, the lifelong goals of Art Education and the learning outcomes of Art Appreciation are thoroughly examined to demonstrate the arts as avenues for communication, personal fulfillment, cultural and historical integration, welfare and participation. Having gauged by the participants as Great Extent and relevant to Global Citizenship Education, the congruence and integration of the lifelong goals of Art Education and the learning outcomes of Art Appreciation facilitate skills and competencies towards the mastery of artistic discipline, appreciation of artwork, creation of art and appreciation of values and identities.

Keywords: art education, art appreciation, global citizenship education, lifelong goals, learning outcomes

1. Introduction

The arts have often been recognized as unique areas of investigative inquiry in education. Through the arts, education fosters approaches to explore the concept of aesthetics in the making of an artwork and the meaning which advances beauty and judgment (Smilan & Miraglia, 2009) ^[24]. Moreover, Eisner (2002) ^[12] acknowledged that, “education can learn from the arts that the limits of language are not the limits of cognition. We know more than we can tell” (p.9). Arts in education nurture free play of sensitivity, imagination and creativity. Through education, the arts cultivate application in a practical way – to do, to make, to create and to perform.

With the emergence of global citizenship in the educational milieu, art education has been considered as an integrative aspect leading to understanding, acting and relating oneself to others based on universal values, through respect for diversity and pluralism. It also acknowledges the role of education in the arts as moving beyond the development of knowledge and cognitive skills to build values, soft skills and attitudes among learners towards international cooperation and social transformation (Wintersteiner, 2015) ^[28].

However, for Hurtado (2013) ^[16], citizenship education and education in the arts are not usually regarded as not related. While citizenship education is a unique curricular element to learn democracy, justice and diversity, education in the arts falls in the realm of judgment and appreciation expressed in deliberative, rational and logical knowledge (Halstead & Pike, 2006) ^[15]. It is closely associated with moral education. Barton and Ryan (2013) ^[4], on the contrary argued that art education is a potent force for teaching citizen dispositions such as willingness to listen, valuing diversity, personal fulfillment and openness for collaboration.

Moreover, in the framework of citizenship education, the arts have been regarded as socially and culturally shaped resource for making meaning (Bezemer & Kress, 2008). As

supported by the National Education and the Arts Statement (2007), the arts are integral to the sense of identity of individuals, as communities and as a nation. Through the arts and creative cultural expression, “we learn about ourselves: who we are, where we have come from and what we feel, value and believe” (p. 4). Further, Grierson (2011) ^[14] emphasized that the arts can bridge between people across differences.

With the implementation of the new General Education Curriculum in the Philippines, Art Appreciation has been incorporated as an art education course across all programs. The course is to “equip students with broad knowledge of the practical, historical, philosophical and social relevance of the arts in order to hone students’ ability to articulate their understanding of the arts” (Art Appreciation Syllabus, 2018, p. 1). It is then necessary to integrate Global Citizenship Education in the teaching-learning process in order foster skills and competencies that result to the mastery of artistic discipline, appreciation of artwork and creation of art product that may lead to lifelong goals (Wintersteiner, 2015) ^[28].

Having the experience of facilitating the course and with the continuous expansion of a global learning community in St. Paul University Philippines (SPUP), this study was endeavored to examine the relation of the lifelong goals of Art Education and the learning outcomes of Art Appreciation course in the context of Global Citizenship Education.

Conceptual Framework

The National Core Arts Standards (NCAS, 2014) defined five lifelong goals for art education. The standards provide a basic body of knowledge and the required skills as lifelong goals in the education of the arts namely: 1) the Arts as Communication; 2) the Arts as Creative Personal Realization; 3) the Arts as Culture, History and Connections; 4) the Arts as Wellbeing; and 5) the Arts as Community Engagement. The said goals are framed by

artistic literacy that includes philosophical foundations and lifelong goals, artistic processes and creative practices that are linked to creativity and learning as they are rooted in finding and make connections between values and identities (Kennedy, 2008) ^[20].

Statement of the Problem

This study examined the learning outcomes of the Art Appreciation course vis-à-vis the goals of Art Education in the context of Global Citizenship Education. Specifically, it is aimed to:

1. draw parallelism between the learning outcomes of Art Appreciation course and the lifelong goals of Art Education;
2. assess the extent of the integration of the lifelong goals of Art Education and the learning outcomes of Art Appreciation course; and,
3. determine the implications of the lifelong goals of Art Education in the learning outcomes of Arts Appreciation course.

Methodology

The research utilized the descriptive design, particularly the descriptive survey method. A researcher-made survey questionnaire was used to gather the data on the integration of lifelong goals of Art Education and the learning outcomes of Art Appreciation course. A total of 230 randomly selected college students enrolled in Art Appreciation course, across programs for the academic year, 2018-2019,

participated in the study.

In the data interpretation, a critical analysis on both the syllabus and standards was employed to ascertain the relation of the lifelong goals of Art Education and the learning outcomes of Art Appreciation course. On the other hand, the weighted mean was used to determine the extent of the integration of the lifelong goals and the learning outcomes. The Likert Scale below served as the basis for interpreting the value of the result:

Table 1

Mean (M)	Descriptive Interpretation (DI)
3.25 – 4.00	Very Great Extent (VGE)
2.50 – 3.24	Great Extent (GE)
1.75 – 2.49	Moderate Extent (ME)
1.00 – 1.74	Little Extent (LE)

Results and discussion

Relation of Art Appreciation Course and Art Education

Art Appreciation is integrated in the curriculum to enhance and expand learning. This is evident in the description of the course “to develop students’ ability to appreciate, analyze, and critique works of art through interdisciplinary and multimodal approaches” (Art Appreciation Syllabus, 2018, p. 1). In the context of Global Citizenship Education, the learning outcomes of the course are examined, and parallelism is established with the lifelong goals of Art Education.

Table 1: Parallelism of the Learning Outcomes of Art Appreciation and the Lifelong Goals of Art Education

Learning Outcomes of the Art Appreciation Course (Art Appreciation Syllabus, 2018)	Lifelong Goals of Art Education (National Core Arts Standards, 2014)
1. Define and demonstrate the elements and principles of design.	The Arts as Communication
2. Explain and evaluate different theories of art.	
3. Create own works of art and curate production or exhibit.	The Arts as Creative Personal Realization
4. Discover and deepen identity through art with respect to nationality, culture and religion.	
5. Situate Philippine arts in a global context.	The Arts as Culture, History and Connections
6. Demonstrate an understanding and appreciation of arts in general, including their function, value, and historical significance.	
7. Utilize art for self-expression and for promoting advocacies.	The Arts as Wellbeing
8. Deepen sensitivity to self, community and society.	
9. Analyze and appraise works of art based on aesthetic value, historical context, tradition and social relevance.	The Arts as Community Engagement
10. Develop an appreciation of the local arts.	

Table 1 presents the congruence of the learning outcomes of Art Appreciation course and the lifelong goals of Art Education. The learning outcomes which manifest the domains of knowledge, skills and values (Art Appreciation Syllabus, 2018) correspond to the overarching values and expectations for learning in Art Education (National Core Arts Standards, 2014). The outcomes and the goals foster learning experiences towards the development of competencies through the arts.

In view of Global Citizenship Education, the arts require learners to engage in creative practices, while the natural fusion of logical and analytical thought provides students with opportunities to exercise their creativity through the artistic processes (Kang, Mehranian & Hyyatt, 2017) ^[19]. Moreover, with the Philippine context of Art Appreciation course, its learning outcomes are enriched via the lifelong

goals of Art Education by building knowledge of where, why, and how of the artistic process, developing creative skills, and fostering attitudes of being an art literate.

Integration of Art Education and Art Appreciation Course

Art Education in Global Citizenship Education is grounded on a relevant context, designed to nurture the advancement of a critical consciousness pertinent to the cultural, aesthetics and philosophical environment of the learner. With the identification of the learning outcomes of Art Appreciation course vis-à-vis the lifelong goals of Art Education, their integration is assessed for learners to foster connection and acquire knowledge in the art discipline and to endeavor an in-depth understanding relevant to their lives (Kallio & Länsman, 2018) ^[18].

Table 2: Extent of the Integration of the Lifelong Goals of Art Education in Art Appreciation Course

Indicators	Lifelong Goals of Art Education (National Core Arts Standards, 2014)	Learning Outcomes of the Art Appreciation Course (Art Appreciation Syllabus, 2018)	Category Mean N=230	
			M	DI
Art Education advances the arts as media of expression and messages.	The Arts as Communication	Define and demonstrate the elements and principles of design.	3.16	GE
Art Education conveys the arts a symbol system for life experience.		Explain and evaluate different theories of art.	3.35	VGE
Art Education allows individuals to discover and develop their own creative capacity in the arts.	The Arts as Creative Personal Realization	Create own works of art and curate production or exhibit.	3.44	VGE
Art Education presents the arts as source of lifelong satisfaction.		Discover and deepen identity through art with respect to nationality, culture and religion.	3.19	GE
Art Education presents the arts as an opportunity for the integration of cultures.	The Arts as Culture, History and Connections	Situate Philippine arts in a global context.	3.20	GE
Art Education provides means to appreciate art expression and experience of a particular period of time.		Demonstrate an understanding and appreciation of arts in general, including their function, value, and historical significance.	3.21	GE
Art Education fosters participation in the arts as creators, performers and audiences.	The Arts as Wellbeing	Utilize art for self-expression and for promoting advocacies.	3.26	VGE
Art Education stimulates inspiration and relates meaning to life through the arts.		Deepen sensitivity to self, community and society.	3.21	GE
Art Education presents the arts as avenue for collaboration.	The Arts as Community Engagement	Analyze and appraise works of art based on aesthetic value, historical context, tradition and social relevance.	3.15	GE
Art Education connects communities together through the arts.		Develop an appreciation of the local arts.	3.20	GE
Over-all Mean			3.24	GE

Table 2 shows that the participants assessed the extent of the integration of lifelong goals of Art Education in Art Appreciation course as *Great Extent*. Indicators pertaining to the arts as avenue for collaborative engagement, participation, cultural integration, personal expression and communication are deemed as *Great Extent*; while, arts as expression of creativity, embodiment of experiences and source of inspiration are rated as *Very Great Extent*. Moreover, indicators relevant to arts a symbol system for life experience and for the development of creative capacity are considered by both group of participants as *Very Great Extent*.

In the *Arts as Communication*, art education fosters opportunity for communication where both the facilitator and learners can exercise creative practices of imagination, investigation, construction, and reflection to give meaning to experiences (Wright, 2012) [29]. These metacognitive activities are critical to learning the arts as information in the multi-media age is communicated less through numeracy and written word (Grierson, 2011) [14]. In the learning outcomes of Art Appreciation, the goal is articulated by the ability of the learners *to define and demonstrate the elements and principles of design, and to explain and evaluate different theories of art* (Art Appreciation Syllabus, 2018) [3].

Moreover, in the *Arts as Culture, History and Connections*, art education provides essential means for individuals and communities to generate experiences, construct knowledge, and express their ideas, feelings, and beliefs (Dillon, 2013; Comber, 2011). Although art discipline shares common goals, they are distinct in approaches, media, practices, and techniques. Along this goal, this is manifested in the learning outcomes of *situating Philippine arts in a global context and demonstrating an understanding and*

appreciation of arts in general, including their function, value, and historical significance (Art Appreciation Syllabus, 2018) [3].

Due to the reflective nature of *Arts as Creative Personal Realization*, art education nurtures creative thinking, logical reasoning, and value judgement. It also allows artistic process to be developed and realized through creative expression (Barton & Ryan, 2013; Comber, 2011) [4]. In Art Appreciation course, this goal is indicated where learners are *to create and curate their own works of art and to discover and deepen their identity through the arts* (Art Appreciation Syllabus, 2018) [3].

In the light of the *Arts as Wellbeing*, learners are to recognize the value of the arts as a free expression and the importance of individual participation and personal engagement in the social, political, spiritual and aesthetic aspects of their communities and works (Bertling, 2015). This is demonstrated along the *utilization of art for self-expression and for promoting advocacies and deepening of sensitivity to self, community and society*, as learning outcomes (Art Appreciation Syllabus, 2018) [3].

In *Arts as Community Engagement*, art education also fosters connections among and between the arts and other disciplines, thereby providing opportunities to access, develop, express, and integrate meaning across a variety of content areas (Barton & Ryan, 2013) [4]. Moreover, Art education provides means for individuals to collaborate and connect with others in an environment where they create, prepare, and share artwork that bring communities together (Spendlove, 2008). Pertinent to this goal is the ability of the learners *to analyze and appraise works of art based on aesthetic value, historical context, tradition and social relevance and to develop an appreciation of the local arts* (Art Appreciation Syllabus, 2018) [3].

Implications of Art Education in Art Appreciation Course

While Global Citizenship Education is expressed by the overarching common values and expectations for lifelong learning, art education established a definition that clarifies how arts contribute to lifelong goals (NCAS, 2014). It is important then to highlight the implications of the lifelong goals of Art Education towards the advancement of knowledge, skills, and values of the learning outcomes of Art Appreciation course.

1. The Arts as Communication

Communication lies at the heart of the arts and is integral to artistic process (Chan & Unsworth, 2011; Jewitt, 2008) ^[8], ^[7]. Art education advances the arts as media of expression and messages indicates the arts as powerful and essential means of communication. Moreover, art education conveying the arts as a symbol system for life experience, means that the arts are ways of knowing. Expressive ways of knowing and meaning encompasses the notion communication. Wright (2012) ^[29] states that “*through the arts, people of all ages make an object at their own contemplation*” and that the “*arts give shape to formless ideas – they are a vehicle by which we can express our growing awareness of ourselves and the worlds in which we live*” (p. 2).

In the context of Global Citizenship Education, the learning outcomes of Art Appreciation course foster means of learning the arts to develop a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating meaning. “*Citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas and are able to respond by analyzing and interpreting the artistic communications of others*” (NCAS, 2014, p.10). As a communication, the process is developmental and translates to all areas of life at home, school, community, work and beyond. It is through communication that collaboration and cooperation occur (Wright, 2012) ^[29].

2. The Arts as Creative Personal Realization

The arts engage the intellectual, affective, visual, kinesthetic and personal meaning-making domains of the learners. As art education allows individuals to discover and develop their own creative capacity in the arts, it involves a form of experiential learning and learning cycles to entice deep reflection in and on practice through transformative learning (Akker, 2014) ^[1]. Furthermore, as art education presents the arts as source of lifelong satisfaction, it heralds an environment and practice where the learner is actively engaged in creative experiences, processes, and development (Road Map for Arts Education, 2006). According to Yorks & Kasl (2009) ^[30], as creative personal realization, “*imagination and intuition are intrinsic elements rooted in the capacity of the learner towards holistic learning of artistic principles, where expression of ideas and feelings takes many forms*” (p. 27). relation to Global Citizenship Education, the learning outcomes of Art Appreciation course advance the arts as venue for participation and focuses on maximizing cognition and promoting creativity through arts engagement. “*Citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in*

creating, performing, and responding to art as an adult” (NCAS, 2014, p.10). As a personal realization, the arts trailblaze innovation and creativity as vital characteristics towards the discovery of a wide array of personal capabilities (Albers & Sanders, 2014) ^[2]. Active engagement in the artistic process allows individuals to develop and realize their creative potential. Consequently, aesthetics drives personal reflection on how an artwork may move or meaningfully engage the person through creative actions or works (Barton & Ryan, 2013) ^[4].

3. The Arts as Culture, History and Connections

The arts have allowed people from different cultures and different times to connect with each other via images, sounds and stories (Dillon, 2013) ^[11]. As the arts provide venue for dealing with the complexities and ambiguities of human existence and serve as the bridge between diverse cultures and experiences (Comber, 2011), art education provides means to appreciate art expression and experience of a particular period of time. In addition to the role of the arts in fostering creative thinking, art education presents the arts as an opportunity for the integration of cultures. The arts encourage learners to cherish intuition, uncertainty, and creativity and to constantly search for new ideas and to find unorthodox ways of approaching contemporary issues (Chan & Unsworth, 2011). ^[8] The arts also help break traditional patterns of thinking to adopt fresh approaches to intellectual experiences and to expand learning and understanding in enhancing creative thinking skills (Bertling, 2015; Culican, & Emmitt, 2010).

Along Global Citizenship Education, arts, history and culture are few areas in the society where people can come together to share an experience even if they see the world in different ways. “*Citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality or significance*” (NCAS, 2014, p.10). Through the learning outcomes of Art Appreciation course, differences are accepted and embraced as an essential ingredient of artistic presentation, historical connection and cultural expression “*Citizens seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge*” (NCAS, 2014, p.10). Moreover, the arts are potentially great sources of inspiration for people across culture and historical connections transcending polarization, alienation and stigmatization of other people, positions, and worldviews that are endemic in public discourse today (Dillon, 2013) ^[11].

4. The Arts as Wellbeing

The arts have a positive impact in the cognition, self-esteem, social contact and behavior of the learners. According to Davis (2018), this is rooted in the meaning of beauty to individuals, places and communities, and society that when pursued effectively, it fosters creative interests. As the arts gear for beauty, art education stimulates inspiration and relates meaning to life through the arts and fosters participation in the arts as creators, performers and audiences. Moreover, beauty is regarded as a positive experience strongly related to bringing about happiness and wellbeing in the lives of the individuals and that access to beauty contributes to the overall welfare and good of the society (Bertling, 2015). As it fosters wellbeing, arts lead

the connection of the artwork to the realities of life like “unity, balance, harmony, rhythm, theme, variation, development and tension” (Smith & Simpson, 2013, p. 23). In the light of Global Citizenship Education, facilitating the arts as wellbeing can stimulate imagination and reflection, encourage dialogue with the deeper self and enable expression, change perspectives, contribute to the construction of identity, increase control over life, inspire change and growth, prompt collective working, and promote healing (Grant, 2018). This supports the thought that “citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts” (NCAS, 2014, p.10). In the learning outcomes of Art Appreciation course, the arts are presented to provide aesthetic engagement, to enable individuals towards improved understanding of oneself, to reflect on different aspects of life, and to enhance sense of empathy and the diversity of human experience (Harkins, 2017).

5. The Arts as Community Engagement

Integrating the arts in learning engagement brings individuals together and fosters community. It goes beyond conventional programmatic partnerships for it is part of the culture of the community (Barton & Ryan, 2013). The arts as community engagement fosters tolerance of difference, trust and consensus building, collaborative work habits, innovation and creativity to solve problems, the capacity to imagine change, and the willingness to work for it (Song, 2018). In the process of learning the arts, the need for constant honing of skills in a voluntary setting leads to the development of techniques for giving and taking criticism as a way of knowledge sharing and collective improvement. In turn, this action requires listening to each other, creating momentary spaces of trust, and opening the way for collaboration (Grierson, 2011) ^[14].

Relevant to Global Citizenship Education, “citizens seek artistic experience and support the arts in their local, state, national, and global communities” (NCAS, 2014, p.10). In the learning outcomes of Art Appreciation, this leads to the participation in the making of art itself, building social skills and tolerance, moving beyond normative social divisions, and sharing gifts with people (Hurtado, 2013) ^[16]. Through the course, learners are engaged cognitively, emotionally, physically, and socially, as the arts require planning, consideration of how others may interpret the artwork, and a meaningful investment of time (Smith & Simpson, 2013; Spendlove, 2008).

Conclusion

Mainstreaming the arts in Global Citizenship Education fosters the deepening of the creative expression of the learners in meaningful and purposeful ways. Through the lifelong goals of Art Education and the learning outcomes of Art Appreciation course, the learners are led to educational opportunities and learning experiences that embolden their role in the expansion of the arts in the global knowledge economy. Therefore, as the lifelong goals and learning outcomes are integrated by providing a framework for learning the arts, it is important to envisage a space for art literacy where learners pursue artistic creativity and lifelong goals along citizenship education.

Recommendation/s

With the established relation of the lifelong goals of Art Education and the learning outcomes of the Art Appreciation course, an interdisciplinary approach may be instituted to facilitate an in-depth learning and appreciation of the arts as valuable resources in the practice of global citizenship. Moreover, innovative strategies may be identified in the teaching-learning process towards the attainment of the goals and outcomes of education in the arts. Subsequently, a thorough study on the imperatives and challenges of citizenship education in the arts and vice versa may be endeavored for a holistic understanding of both disciplines.

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