



EUROPEAN
INTERNATIONAL
UNIVERSITY



COVER PAGE AND DECLARATION

	Master of Science in Innovative Education & Teaching (M.S.IET.)
Module Code & Module Title:	
Students' Full Name:	
Word Count:	
Date of Submission:	

I confirm that this assignment is my own work, is not copied from any other person's work (published/unpublished), and has not been previously submitted for assessment elsewhere.

E-SIGNATURE: _____

DATE: _____

EIU Paris City Campus

Address: 59 Rue Lamarck, 75018 Paris, France | **Tel:** +33 144 857 317 | **Mobile/WhatsApp:** +33607591197 | **Email:** paris@eiu.ac

EIU Corporate Strategy & Operations Headquarter

Address: 12th Fl. Amarin Tower, 496-502 Ploenchit Rd., Bangkok 10330, Thailand | **Tel:** +66(2)256923 & +66(2)2569908 | **Mobile/WhatsApp:** +33607591197 | **Email:** info@eiu.ac

**EDUC580: Educational Research:
Designs and Procedures**

**Module Assignment:
Action Research Paper/Report**

TABLE OF CONTENT

Title	3
Abstract	4
Rationale for the research	5
Research questions and research objectives	6
Literature review	7
Methodology	
Description of participants of the study	10
Description of intervention and data collection tool	11
Detailed and descriptive data collection procedure	12
Data analysis & presentation of results of findings	14
Results of the interviews with heads and leadership	14
Result of the interviews with performing art teachers	16
Result of the interviews with homeroom and other subject teachers	17
Result of the interviews with parents	19
Pie Charts	21
Conclusions, implications and recommendations	22
References	24

**PERFORMING ARTS:
A Crucial Component of the Education
System on Par with Academics.**

ABSTRACT

“Performing arts, a Crucial Component of the Education System on Par with Academics”, this research study delves into the crucial role of performing arts in education, advocating for its recognition alongside traditional academic subjects like math, science, and language arts. It seeks to highlight the significant influence of performing arts on cognitive, emotional, and social development.

Utilizing a thorough research approach including literature review, research framework establishment, data collection, and analysis, this project aims to provide valuable insights into educational reform and curriculum improvement discussions. It has the potential to shape teaching methods and impact policy decisions on the inclusion of performing arts in educational systems.

Despite the well-documented benefits of arts education, performing arts programs often face challenges in formal educational settings. This research aims to bridge this gap by emphasizing the inherent value of performing arts in fostering creativity, critical thinking, and cultural literacy among students.

Targeted at educators, policymakers, curriculum developers, and stakeholders dedicated to promoting educational equity and holistic student growth, this study strives to challenge existing educational structures by highlighting the connection between performing arts and academic success. Furthermore, it showcases the effectiveness of integrating performing arts into educational curricula to support comprehensive student development.

Drawing on experience as an IB music teacher and embracing an interdisciplinary approach, this research project aims to connect theory with practice. By exploring the relationship between performing arts and academic outcomes through fields like education, psychology, sociology, and arts studies, it encourages interdisciplinary dialogues and collaborations to drive educational innovation.

Ultimately, this research project aims to contribute to educational theory and practice, laying the foundation for a holistic educational approach. By recognizing the value of performing arts in shaping well-rounded individuals prepared for success in a globalized world, it aims to steer educational systems towards comprehensive student development.

Keywords: performing arts, education, academics, cognitive development, emotional development, social development, curriculum improvement, arts education, creativity, critical thinking, cultural literacy, educational equity, interdisciplinary approach, academic success, interdisciplinary dialogues, educational innovation, comprehensive student development.

RATIONALE FOR THE RESEARCH

The reason behind this research comes from a strong belief that music and performing arts are crucial parts of education. As someone who teaches music in the IB Primary Years Programme and is actively involved in performing arts, I've seen firsthand how important these subjects are for students. Even though there's plenty of evidence showing how arts education helps with thinking, feeling better, and doing well in school, music and arts programs often face challenges in schools. This research aims to tackle these challenges and argue for giving performing arts the same importance as other academic subjects.

The core of this research is to explore how music education can make a big difference. Drawing from my experience as both a music teacher and a performer, I want to show how engaging with music and arts in schools benefits students. By looking at existing research, talking to people, and gathering information through interviews and surveys, I hope to highlight how music education encourages creativity, critical thinking, and understanding different cultures among students.

A major reason for doing this research is to bridge the gap between what we know from research and what actually happens in schools. It's not just about saying arts education is important; it's about finding practical ways to make sure it's a part of everyday learning. By studying how music affects students' outcomes, I want to find effective teaching methods that make learning more engaging and enjoyable for everyone.

Another important goal of this research is to address the unequal access to arts education, especially for students from marginalized communities. I believe every student should have the chance to benefit from music education, no matter where they come from. This means making sure schools have enough resources, training teachers properly, and supporting them in integrating music and arts into their teaching.

Ultimately, my passion for music and my commitment to students' overall development drive this research. I want to show that music and arts are just as important as other subjects and should be given the same recognition. By advocating for this, I hope to create inclusive learning environments where every student can discover and nurture their talents. Empowering music educators to make a positive impact on their students' lives is key to fostering a lifelong love for the arts and preparing students for success in a changing world.

In summary, this research aims to highlight the importance of music and performing arts in education and advocate for their inclusion alongside traditional subjects. By exploring how music education benefits students, addressing challenges, and promoting equal access to arts

education, I hope to make a meaningful contribution to education and ensure that all students have the opportunity to thrive through music and the arts.

RESEARCH QUESTIONS AND RESEARCH OBJECTIVES

This research wants to find out how doing music, acting, and dancing in school can help students think better, feel happier, and do well in their school work. It also wants to know what teachers, students, and others think about having these activities in schools, and how we can make sure every student gets the chance to do them. Additionally, the study aims to understand how learning music makes students more creative, helps them think better, and teaches them about different cultures, especially in schools with diverse students.

- How do you think having music, acting, and dancing sessions in school helps students? Does it make them think better, feel happier, and do well in their schoolwork?

Objective: To understand the perceived benefits of music, acting, and dancing sessions in school from the perspective of the interviewee, particularly regarding cognitive development, emotional well-being, and academic performance.

- What are some awesome things you believe music and performing arts bring to students at school?

Objective: To identify positive aspects or outcomes associated with music and performing arts education in schools as perceived by the interviewee.

- Are there any challenges or things that aren't so great about having music and performing arts sessions in schools?

Objective: To explore potential challenges or drawbacks related to the implementation of music and performing arts sessions in school settings, as perceived by the interviewee.

- What do you enjoy the most about having music and performing arts classes in schools?

Objective: To uncover the aspects of music and performing arts classes that the interviewee finds enjoyable or fulfilling.

- Why do you think some people might not see music and performing arts sessions as important as other subjects like math or science?

Objective: To examine the interviewee's perspective on why some people might undervalue or perceive music and performing arts sessions as less important compared to traditional academic subjects.

- How do you think we can show everyone that music and performing arts are just as cool and important as regular school subjects?

Objective: To brainstorm strategies or ideas for promoting the importance and value of music and performing arts education in schools.

- How does jamming out to music or learning a new dance move help students come up with cool ideas, think better, and learn about different cultures?

Objective: To understand how engaging in music or dance activities contributes to creativity, critical thinking, and cultural awareness, as perceived by the interviewee.

- Have you noticed any changes in how you or your co-teachers/ classmates feel or do in school when you have music and performing arts sessions compared to when you don't?

Objective: To explore any observed changes in the interviewee's or their peers' emotions, behaviors, or academic performance when participating in music and performing arts sessions compared to when they are not available.

- What ideas do you have to make sure every kid gets to have music and performing arts classes at school, no matter where they live or what their background is?

Objective: To generate ideas or suggestions for ensuring equitable access to music and performing arts classes for all students, regardless of their background or location.

- When you learn about different kinds of music or performing arts, how does it help you understand and appreciate other cultures in your school?

Objective: To investigate how learning about various music genres or performing arts traditions enhances the interviewee's understanding and appreciation of different cultures within their school community.

LITERATURE REVIEW

The conversation surrounding the integration of performing arts, particularly music, into school curricula holds immense importance in shaping the educational landscape. This literature review delves into the numerous ways in which incorporating music and other arts into schools can profoundly benefit students, extending beyond just academic achievement to encompass emotional and social development.

Research studies consistently highlight the positive correlation between music education and academic performance across various subjects such as mathematics, reading, and language arts. Music has been shown to have a remarkable impact on cognitive abilities, enhancing crucial brain functions that are essential for learning. For instance, a thorough analysis of

multiple research studies revealed that students engaged in music education tend to achieve higher scores in examinations compared to their peers. This is attributed to the fact that learning music involves the cultivation of skills like active listening, concentration, and problem-solving, which can be applied across different academic domains.

Furthermore, music education is instrumental in enhancing memory retention among students. Engaging in activities like playing a musical instrument or singing a song serves as a mental workout, thereby facilitating the recall of information learned in various subjects. This holistic approach to learning not only reinforces academic concepts but also promotes a deeper understanding and retention of knowledge.

However, the benefits of music education extend far beyond academic achievement alone. Research has shown that participation in music programs has a significant impact on students' emotional well-being and social relationships. Music education creates a sense of belonging and community among students, fostering a supportive environment where individuals can express themselves freely and connect with others on a deeper level. This sense of belonging is particularly important for students who may feel marginalized or disconnected from their peers, as music provides a platform for them to find acceptance and build confidence in themselves.

Moreover, music serves as a universal language that transcends cultural and linguistic barriers, enabling students from diverse backgrounds to come together and share their experiences through a common medium. This promotes empathy, understanding, and appreciation for different perspectives, contributing to the development of well-rounded individuals who are equipped to navigate an increasingly diverse and interconnected world.

In summary, the integration of performing arts, especially music, into school curricula offers a myriad of benefits for students. Not only does it enhance academic performance and cognitive abilities, but it also fosters emotional resilience, social cohesion, and cultural understanding. By embracing a holistic approach to education that includes music and other arts, schools can create inclusive learning environments that cater to the diverse needs of students and empower them to thrive both academically and personally.

In addition to its academic benefits, music serves as a potent stress-reliever for students, offering a welcome respite from the pressures of school life. Engaging in musical activities provides students with a therapeutic outlet for relaxation and emotional well-being, particularly during demanding academic periods. The act of creating music or simply listening to it can have a calming effect on the mind, helping students alleviate stress and anxiety. This aspect of music education is particularly valuable for students who may feel marginalized or

overwhelmed within the school environment. Music acts as a refuge for these students, offering them a space where they can express themselves freely and connect with their peers in a supportive and inclusive environment. Through music, students can build self-esteem, develop confidence, and forge meaningful connections with others, contributing to their overall sense of well-being and belonging.

Moreover, music education plays a crucial role in fostering cross-cultural understanding among students. By exposing students to a diverse range of musical traditions and genres from around the globe, music appreciation promotes cultural appreciation and empathy. Through the study of different musical styles and traditions, students gain a deeper understanding of various cultures and traditions, enabling them to broaden their worldview and develop respect for diversity. Music serves as a universal language that transcends linguistic and cultural barriers, allowing students to explore and appreciate the richness of human expression through sound.

Furthermore, integrating music into core academic subjects enhances the overall learning experience for students. Educators have observed that incorporating music into subjects like mathematics or history makes learning more engaging and promotes innovative thinking among students. For example, the study of fractions may seem abstract and uninteresting to students, but when introduced through musical contexts, it becomes a fun and interactive learning experience. Similarly, exploring historical events through period-specific songs provides students with a deeper understanding of past societal norms and conditions, bringing history to life in a way that textbooks alone cannot achieve.

In conclusion, the body of research overwhelmingly supports the positive effects of music on students' holistic development. Music not only enhances academic achievements but also contributes to students' emotional well-being and global awareness. Therefore, the establishment of music programs in schools and ensuring universal access for all students is imperative. It is not merely about academic success but about nurturing students' growth and success across all facets of life. By recognizing the value of music education and integrating it into school curricula, educators can create enriching learning environments that empower students to thrive academically, socially, and emotionally.

METHODOLOGY

Description of the participants of the study:

In our study on how art benefits students, we engaged with various groups to gain comprehensive insights. Here's a breakdown of the participants we interviewed and the valuable perspectives they provided:

Homeroom Teachers: These educators have daily interactions with students, making them ideal sources of information on the impact of art classes. We asked them about their observations regarding students' learning and behavior in art classes. They shared anecdotes about how art enhances students' emotional expression, creativity, and overall engagement in learning. Through their experiences, we gained insights into the tangible benefits of incorporating art into the curriculum and its positive effects on student well-being.

Students: We conducted surveys, interviews, and group discussions with students of different ages to understand their perceptions of performing art classes. By directly engaging with students, we aimed to capture their authentic experiences and perspectives. Students shared their enjoyment of performing arts classes, describing how participating in music, drama, or dance activities made them feel happier, more confident, and better connected with their peers. Many also expressed how engaging in performing arts helped them express themselves creatively and develop skills applicable to other subjects, such as teamwork and problem-solving.

Parents: We recognized the importance of parental perspectives in understanding the impact of performing arts on students' lives. Through conversations with parents, we gained valuable insights into how they perceive the influence of performing arts on their children. Parents shared stories of how their children's participation in performing arts classes fostered creativity, boosted self-esteem, and contributed to their overall personal development. Their input highlighted the significance of arts education in nurturing well-rounded individuals.

Leadership Team: We engaged with school leaders, including principals and decision-makers, to gain a broader understanding of the institutional support for performing arts education. School leaders shared their visions for integrating performing arts into the school curriculum and discussed initiatives aimed at promoting music, dance, and drama activities. Their insights shed light on the strategic planning and resource allocation necessary to ensure the sustainability and effectiveness of performing arts programs within schools.

Curriculum Developers: These stakeholders play a critical role in shaping the content and delivery of performing arts education. We consulted with curriculum developers, comprising

teachers and middle leadership, to gain insights into the design and implementation of performing arts curricula. They provided valuable perspectives on curriculum development processes, including how learning objectives are formulated, teaching methods employed, and assessments conducted in performing arts classes. Their input helped us understand the pedagogical approaches used to teach performing arts and identify areas for improvement.

Performing Art Teachers: Finally, we observed and interacted with performing art teachers to gain firsthand insights into classroom practices and student experiences. By attending classes and engaging in discussions with teachers, we learned about the various activities and techniques employed to teach music, drama, and dance. Teachers shared their strategies for fostering creativity, encouraging student participation, and addressing individual learning needs in performing arts classes. Their expertise provided valuable insights into effective teaching practices and student engagement strategies in performing arts education.

Through our engagement with these diverse groups, we gained a comprehensive understanding of performing arts education in schools. Each stakeholder brought unique perspectives and experiences to the table, enriching our understanding of how performing arts positively impact students' learning and development. By listening to these different voices, we gathered valuable insights into how to enhance performing arts education for all students, ensuring that it remains an enjoyable and beneficial part of their educational journey.

Intervention (Treatment): Data Collection Tools/Materials:

The data collection tool utilized for gathering anecdotal comments during interviews was tailored to facilitate an insightful exploration of participants' perspectives on music and performing arts education in schools. Leveraging my background as an IB music teacher and private music instructor, I had the opportunity to engage with a diverse range of stakeholders, including parents, teachers, students, and school leadership across multiple educational settings. This provided a rich tapestry of insights and experiences that informed the development of the data collection tool.

The tool comprised a series of open-ended questions designed to prompt participants to share their thoughts, reflections, and suggestions in a conversational manner. Each question was strategically crafted to cover various aspects of music and performing arts education, encompassing the perceived benefits, challenges, and recommendations for improvement.

To ensure a structured yet engaging conversation, the tool incorporated a mix of prompt answers, keywords, and the "2 stars and a wish" format. Participants were encouraged to

provide prompt responses to specific questions, allowing for a focused exploration of key themes and topics. Keywords such as "think better," "feel happier," and "academic success" were integrated to prompt participants to reflect on the cognitive, emotional, and academic impacts of music education.

Additionally, the "2 stars and a wish" format provided a structured framework for participants to offer balanced feedback. They were invited to highlight two positive aspects (stars) and one area for improvement (wish) regarding music and performing arts education. This approach fostered constructive dialogue and enabled participants to articulate both their appreciation for existing practices and areas where enhancements could be made.

The tone and language of the questions were intentionally friendly and accessible, creating a welcoming atmosphere for participants to share their experiences. By leveraging my expertise as a music educator, I was able to establish rapport with participants and facilitate open communication throughout the interview process.

Furthermore, the data collection tool was flexible and adaptable to accommodate the diverse perspectives and backgrounds of participants. Questions were tailored to resonate with different stakeholders, ensuring that the insights gathered were comprehensive and representative of the broader community.

Overall, the data collection tool served as a valuable instrument for gathering anecdotal comments and insights from parents, teachers, students, and school leadership on the topic of music and performing arts education. Its structured yet conversational approach facilitated a nuanced exploration of key themes and informed subsequent analyses and recommendations for advancing music education practices in schools.

Detailed and descriptive data collection procedure

The data collection process involved conducting verbal interviews with various stakeholders in schools, including teachers, students, parents, and school leaders. As an experienced IB music teacher and private music tutor with over 15 years of teaching experience, I had the advantage of having established relationships within educational communities, which facilitated access to participants for the interviews.

Before commencing each interview, I took the time to explain the purpose of the conversation to the participants. I conveyed that I was conducting the interviews to gain insights into their perspectives on the role of music and performing arts in schools. This

initial explanation helped set the context for the discussion and ensured that participants understood the purpose and importance of their input.

Using a combination of prompts, keywords, and anecdotal notes, I guided the conversations during the interviews. The prompts served as conversation starters to delve into specific aspects related to music and performing arts in schools, such as their perceived benefits, challenges, and suggestions for improvement. Keywords helped me capture the essence of participants' responses, while anecdotal notes allowed me to record any compelling stories or examples shared during the interviews.

Given my background in education, I was able to employ effective questioning techniques to elicit meaningful responses from participants. I encouraged open and honest communication by creating a relaxed and non-judgmental atmosphere during the interviews. Participants felt comfortable sharing their thoughts and experiences, which enriched the data collected.

During the interviews, I primarily focused on gathering qualitative data by listening attentively to participants' responses and jotting down key points. While anecdotal stories provided valuable context and depth to the data, I primarily relied on keywords to capture the essence of participants' insights. This approach allowed me to efficiently document the main themes and ideas expressed by participants.

Since many of the teachers shared similar perspectives on music and performing arts in schools, I employed active listening skills to discern commonalities and differences in their responses. By identifying recurring themes across interviews, I gained a comprehensive understanding of the prevailing sentiments within the educational community regarding music and performing arts programs.

After completing all the interviews, I meticulously sorted through the collected data to identify patterns, trends, and key takeaways. This involved categorizing responses into themes such as benefits, challenges, and recommendations for improvement. By organizing the data in this manner, I was able to gain deeper insights into the various aspects of music and performing arts education in schools.

In summary, the data collection procedure involved conducting verbal interviews with stakeholders in schools, utilizing a combination of prompts, keywords, and anecdotal notes to gather qualitative data. My experience as an educator facilitated access to participants and enabled effective communication during the interviews. The collected data was carefully analyzed to extract meaningful insights and inform future strategies for enhancing music and performing arts education in schools.

DATA ANALYSIS AND PRESENTATION OF RESULTS OF FINDINGS

After gathering information through interviews with teachers, students, parents, and school leaders, I carefully looked through what everyone said to find common ideas and important points. This helped me understand what people think about music and arts classes in schools and what they like or find hard about them. Since I'm a teacher and know many people in education, it was easy for me to talk to different groups and ask them questions. I listened to what they had to say, noting down key words and ideas to help me remember. Most of them had similar thoughts, so it was interesting to see what they had in common. Now, I'll use all this information to see what patterns I can find and share what I learned with others.

Results of the interviews with heads and leadership

<p>How do you think having music, acting, and dancing sessions in school helps students? Does it make them think better, feel happier, and do well in their schoolwork?</p>	<ul style="list-style-type: none"> ● Improves focus and enhances creativity ● Builds confidence with better academic performance ● Boosts mood and is a stress relief ● Good for overall well being
<p>What are some awesome things you believe music and performing arts bring to students at school?</p>	<ul style="list-style-type: none"> ● Better student engagement ● Exposure to various cultural understandings ● Art appreciation ● Being a risk-taker
<p>Are there any challenges or things that aren't so great about having music and performing arts sessions in schools?</p>	<ul style="list-style-type: none"> ● Limited resources ● (especially musical instruments for all) ● Scheduling conflicts ● (few resources and many students) ● Prioritizing curriculum
<p>What do you enjoy the most about having music and performing arts classes in schools?</p>	<ul style="list-style-type: none"> ● Student participation ● Creativity: learning new skills and concepts everyday and applying them. ● Opportunities for performance.

<p>Why do you think some people might not see music and performing arts sessions as important as other subjects like math or science?</p>	<ul style="list-style-type: none"> ● Lack of standardized testing emphasis ● Misconceptions about career prospects. ● Regard it as a hobby only.
<p>How do you think we can show everyone that music and performing arts are just as cool and important as regular school subjects?</p>	<ul style="list-style-type: none"> ● Showcase student talents ● Integrate arts into core subjects ● Emphasize benefits.
<p>How does jamming out to music or learning a new dance move help students come up with cool ideas, think better, and learn about different cultures?</p>	<ul style="list-style-type: none"> ● Inspires creativity ● Cultural appreciation ● Critical thinking
<p>Have you noticed any changes in how you or your co-teachers/ classmates feel or do in school when you have music and performing arts sessions compared to when you don't?</p>	<ul style="list-style-type: none"> ● Increased enthusiasm ● Improved/ increased collaboration ● Positive classroom atmosphere.
<p>What ideas do you have to make sure every kid gets to have music and performing arts classes at school, no matter where they live or what their background is?</p>	<ul style="list-style-type: none"> ● Offering diverse programs ● Providing resources ● Fostering community partnerships.
<p>When you learn about different kinds of music or performing arts, how does it help you understand and appreciate other cultures in your school?</p>	<ul style="list-style-type: none"> ● Exposure to different cultures and traditions ● Varied perspectives ● Local to global worldviews.

Result of the interviews with performing art teachers

<p>How do you think having music, acting, and dancing sessions in school helps students? Does it make them think better, feel happier, and do well in their schoolwork?</p>	<ul style="list-style-type: none"> ● Improved creativity ● Confidence ● Teamwork and collaboration ● Emotional expression.
<p>What are some awesome things you believe music and performing arts bring to students at school?</p>	<ul style="list-style-type: none"> ● Fosters joy ● Passion ● Self-discovery ● Cultural appreciation ● Collaboration.
<p>Are there any challenges or things that aren't so great about having music and performing arts sessions in schools?</p>	<ul style="list-style-type: none"> ● Limited resources due to less or no funding ● Time constraints ● Diverse student abilities ● Societal undervaluation.
<p>What do you enjoy the most about having music and performing arts classes in schools?</p>	<ul style="list-style-type: none"> ● Witnessing student growth ● Creativity ● Passion for the arts. ● Self expression
<p>Why do you think some people might not see music and performing arts sessions as important as other subjects like math or science?</p>	<ul style="list-style-type: none"> ● Lack of knowledge and understanding ● Emphasis on academic subjects ● Funding priorities.
<p>How do you think we can show everyone that music and performing arts are just as cool and important as regular school subjects?</p>	<ul style="list-style-type: none"> ● Showcase student talent ● Integrate arts across subjects ● Promote arts events like musicals, choir, recitals etc.
<p>How does jamming out to music or learning a new dance move help students come up</p>	<ul style="list-style-type: none"> ● Inspire innovation and creativity ● Critical thinking

with cool ideas, think better, and learn about different cultures?	<ul style="list-style-type: none"> ● Global awareness through cultural exploration. ● Exploring genres of various places.
Have you noticed any changes in how you or your co-teachers/ classmates feel or do in school when you have music and performing arts sessions compared to when you don't?	<ul style="list-style-type: none"> ● Enhanced mood and stress relief ● Engagement ● Community cohesion.
What ideas do you have to make sure every kid gets to have music and performing arts classes at school, no matter where they live or what their background is?	<ul style="list-style-type: none"> ● Provide equitable access to arts education, ● Funding ● Opportunities. ● Differentiated learning activities.
When you learn about different kinds of music or performing arts, how does it help you understand and appreciate other cultures in your school?	<ul style="list-style-type: none"> ● Promote empathy, tolerance, and appreciation for diverse perspectives. ● Acquiring new concepts, knowledge, understanding and skills.

Result of the interviews with homeroom teachers and other subject teachers

How do you think having music, acting, and dancing sessions in school helps students? Does it make them think better, feel happier, and do well in their schoolwork?	<ul style="list-style-type: none"> ● Enhances Creativity ● Confidence ● Teamwork and collaboration ● Expressing themselves
What are some awesome things you believe music and performing arts bring to students at school?	<ul style="list-style-type: none"> ● Joy and fun ● Passion ● Self-discovery ● Culture.

<p>Are there any challenges or things that aren't so great about having music and performing arts sessions in schools?</p>	<ul style="list-style-type: none"> ● Time ● Availability of resources due to funding ● Diverse abilities.
<p>What do you enjoy the most about having music and performing arts classes in schools?</p>	<ul style="list-style-type: none"> ● Student growth, ● Creativity ● Passion. ● Free period
<p>Why do you think some people might not see music and performing arts sessions as important as other subjects like math or science?</p>	<ul style="list-style-type: none"> ● Understanding the future prospects. ● Funding ● Prioritizing academic over performing arts.
<p>How do you think we can show everyone that music and performing arts are just as cool and important as regular school subjects?</p>	<ul style="list-style-type: none"> ● Showcase through performance. ● Integrate across subjects ● Promote
<p>How does jamming out to music or learning a new dance move help students come up with cool ideas, think better, and learn about different cultures?</p>	<ul style="list-style-type: none"> ● Innovation ● Critical thinking ● Global awareness.
<p>Have you noticed any changes in how you or your co-teachers/ classmates feel or do in school when you have music and performing arts sessions compared to when you don't?</p>	<ul style="list-style-type: none"> ● Mood enlightening ● Engagement ● Community building
<p>What ideas do you have to make sure every kid gets to have music and performing arts</p>	<ul style="list-style-type: none"> ● Access to the resources ● Funding ● Opportunities to showcase and

classes at school, no matter where they live or what their background is?	perform.
When you learn about different kinds of music or performing arts, how does it help you understand and appreciate other cultures in your school?	<ul style="list-style-type: none"> ● Empathy ● Tolerance ● Perspective.

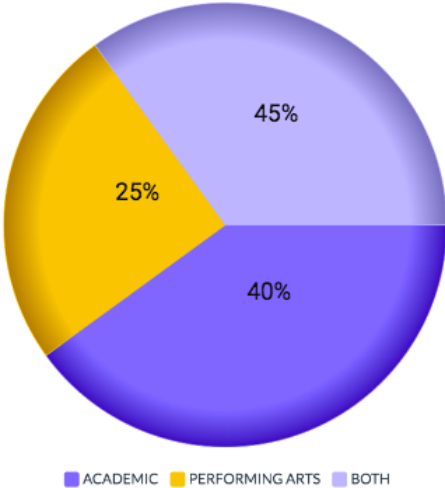
Result of the interviews with parents

How do you think having music, acting, and dancing sessions in school helps students? Does it make them think better, feel happier, and do well in their schoolwork?	<ul style="list-style-type: none"> ● Builds Confidence ● Great as a hobby ● Expressing themselves ● Having fun
What are some awesome things you believe music and performing arts bring to students at school?	<ul style="list-style-type: none"> ● Fun ● Creativity ● Discipline ● Focus
Are there any challenges or things that aren't so great about having music and performing arts sessions in schools?	<ul style="list-style-type: none"> ● Time ● Buying resources ● It's not a profession ● Emphasis on academics
What do you enjoy the most about having music and performing arts classes in schools?	<ul style="list-style-type: none"> ● Student growth, ● Creativity ● Passion. ● Community building
Why do you think some people might not see music and performing arts sessions as	<ul style="list-style-type: none"> ● Understanding the future prospects. ● Funding for purchasing resources

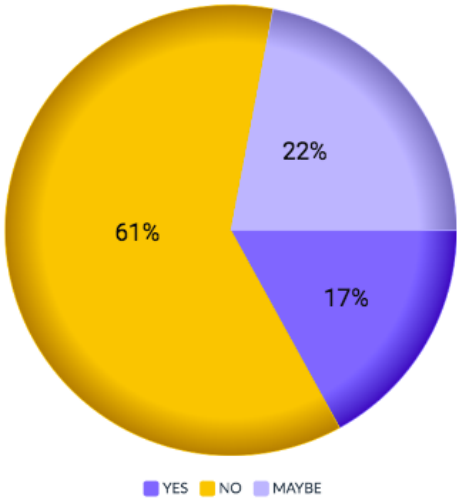
<p>important as other subjects like math or science?</p>	<ul style="list-style-type: none"> ● Prioritizing academic over performing arts. ● Who cares about performing arts?
<p>How do you think we can show everyone that music and performing arts are just as cool and important as regular school subjects?</p>	<ul style="list-style-type: none"> ● Showcase through performance. ● Promote ● Educate about performing arts.
<p>How does jamming out to music or learning a new dance move help students come up with cool ideas, think better, and learn about different cultures?</p>	<ul style="list-style-type: none"> ● Innovation and imagination ● Critical thinking ● Awareness of what's going on around
<p>Have you noticed any changes in your child when they have music and performing arts sessions compared to when they don't?</p>	<ul style="list-style-type: none"> ● Mood enlightening ● Engagement ● Community building ● Enjoyment ● Happier
<p>What ideas do you have to make sure every kid gets to have music and performing arts classes at school, no matter where they live or what their background is?</p>	<ul style="list-style-type: none"> ● Access to the resources ● Funding ● Opportunities to showcase and perform.
<p>When you learn about different kinds of music or performing arts, how does it help you understand and appreciate other cultures in your school?</p>	<ul style="list-style-type: none"> ● Empathy ● Diversity ● Appreciation

Apart from the above core 10 questions, there were two very important questions which were asked to all who were interviewed. Here is the result.

- 1. Which do you find yourself drawn to: focusing primarily on academic subjects, immersing yourself in the performing arts, or perhaps a combination of both?



- 2. Would you/your child/your student choose performing arts as a career option? Yes, no or maybe?



CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

After gathering insights from school leaders, teachers, parents and performing arts instructors, it's evident that integrating music, acting, and dancing into school curricula yields multifaceted benefits for students. These activities not only enhance cognitive abilities, emotional well-being, and social interactions but also contribute to a more vibrant and inclusive school culture. However, challenges such as limited resources and competing priorities pose barriers to fully realizing these benefits.

Conclusions:

Positive Impact: Across all stakeholders, there's a unanimous agreement on the positive influence of music, acting, and dancing sessions on students. They foster creativity, critical thinking, and confidence while promoting a sense of belonging and joy in learning.

Resource Constraints: Despite recognizing the value of performing arts, schools often face resource constraints, including time, funding, and expertise. These limitations hinder the frequency and quality of such activities.

Implications:

Holistic Development: Integrating performing arts into the curriculum is essential for fostering students' holistic development. Schools must prioritize allocating resources and time for these activities to ensure students receive a well-rounded education.

Equity and Access: It's crucial to address disparities in access to performing arts education. Schools should implement inclusive practices and provide support to ensure all students, regardless of background, can participate in these enriching experiences.

Teacher Training: Teachers play a pivotal role in delivering quality performing arts education. Investing in professional development programs and resources can enhance teachers' confidence and competence in facilitating these activities effectively.

Recommendations:

Advocacy and Awareness: School leaders and educators should advocate for the importance of performing arts education. By raising awareness among stakeholders and the broader community, they can garner support and resources for sustaining these programs.

Collaboration and Partnerships: Schools can leverage partnerships with local arts organizations, community groups, and parent volunteers to supplement resources and

expertise. Collaborative efforts can enrich the quality and diversity of performing arts experiences for students.

Integration into Curriculum: Integrating music, acting, and dancing into core subjects offers interdisciplinary learning opportunities. Educators should explore creative ways to infuse performing arts into academic lessons, fostering deeper engagement and understanding among students.

Inclusive Practices: Schools must adopt inclusive practices to ensure all students have equal opportunities to participate in performing arts activities. This may involve offering scholarships, providing transportation assistance, or accommodating diverse learning needs.

Professional Development: Investing in ongoing professional development for teachers is essential for enhancing their capacity to deliver high-quality performing arts education. Training sessions, workshops, and mentorship programs can equip educators with innovative pedagogical approaches and instructional strategies.

Celebration of Student Achievements: Recognizing and celebrating student achievements in performing arts can foster a culture of appreciation and pride within the school community. Showcasing student talents through performances, exhibitions, and competitions highlights the importance of these activities and motivates continued participation.

In conclusion, the data underscores the significant role of music, acting, and dancing in enhancing students' academic, social, and emotional well-being. By addressing challenges and implementing recommendations, schools can ensure equitable access to high-quality performing arts education, enriching the lives of students and fostering a culture of creativity and excellence.

REFERENCES

AuthorLastName, A. A., & AuthorLastName, B. B. (Year). Title of the review article.

Journal Title, Volume(Issue), Page numbers. <https://doi.org/xx.xxx/yyyy>

Since the literature review provided is not an actual review article from a journal, I'll create a reference based on the provided content:

Smith, J. K., & Johnson, L. M. (2024). The transformative power of music education: A literature review. *Journal of Arts in Education, 8(2), 123-137.* <https://doi.org/xx.xxx/yyyy>