

Folk Art: Conjunction of Culture and Community with Primary Education

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Abstract

Folk art which has originated from the working people has a variety of forms and shapes which is still left unexplored. In the process of modern education, we are getting disconnected from our roots which are in our folk cultures and traditions. The paper intends to study the development of a new approach to arts-based education that is centered on folk arts. The article presents a study into how folk art elements can be integrated with primary school education, with an emphasis on teachers perception, implementation, and experience together with classroom observations and written materials available on folk art. The feeling of belongingness, unity and national integrity can only be developed in children when they are rooted to their culture by way of folk arts. However, folk art is gradually on the verge of losing its identity, it becomes essential to revive it. As part of its examination of possible solutions to the problem of arts devaluation in the classroom, this study analyses the implications of this issue for teacher education, arts integration, and curriculum development.

Key words: Folk Art, Art Integration, Primary Education, Aesthetic concerns, Teacher education

1. Introduction

“Literature, music and the arts, all are necessary for the development and flowering of a student to form an integrated total personality.”

-Rabindranath Tagore

In today’s multicultural space, a country like India which has a rich reservoir of diverse cultures and traditions is struggling to retain its cultural identity which lies hidden in its folk arts. Due to globalization and acculturation, it becomes more essential to not only understand the culture and traditions of our own country but also other countries. Before understanding the culture and traditions of other countries it is very important

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