

Identifying the Components of the Integrated Curriculum of Arts Education from the Perspective of Specialists, Managers and Graduates

Mandana Farahnak¹, AliAsghar Mashinchi^{2*}, Abbas Gholtash³, SeyedAhmad Hashemi³

1. PhD Students of Curriculum Planning, Department of Educational Sciences, Lamerd Branch, Islamic Izad University, Lamerd, Iran.
2. Assistant Professor, Department of Educational Sciences, Lamerd Branch, Islamic Izad University, Lamerd, Iran.
3. Associate Professor, Department of Educational Sciences, Lamerd Branch, Islamic Izad University, Lamerd, Iran.

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Purpose: The aim of this research was identifying the components of the integrated curriculum of arts education from the perspective of specialists, managers and graduates.

Methodology: The present study in terms of purpose was applied and in terms of implementation method was qualitative. The research population was the curriculum experts included of specialists, managers and graduates of Farhangian University in 2020 year. The research sample according to the principle of theoretical saturation was considered 28 people who after reviewing the inclusion criteria were selected by purposive sampling method. For data collection were used from take noting and semi-structured interviews methods, which its validity was confirmed by the triangulation method and its reliability was confirmed by the agreement coefficient method between the two coders ($r=0.76$). Finally, the data were analyzed by content analysis method with a deductive approach.

Findings: The findings showed that the integrated curriculum of arts education from the perspective of all three groups of specialists, managers and graduates were included three dimensions of cognitive, skills and attitudinal and emotional competencies, which the cognitive dimension included the specialized knowledge of the integrated curriculum of arts education, general cognitive competence and general knowledge, the skills dimension included the specialized skill of the integrated curriculum of arts education and general skill and the attitudinal and emotional dimension included the attitudinal competence of the integrated curriculum of arts education and general attitudinal competence.

Conclusion: According to the results of this study, curriculum specialists and planners for design an integrated curriculum of arts education needed to that considers the three dimensions of cognitive, skills and attitudinal and emotional competencies and their components.

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* Corresponding Author Email: mashinchi@iaulamerd.ac.ir

1. Introduction

Educational systems are responsible for the education of the future generation, and in order to realize it, they must consider all the dimensions of human education, and one of the dimensions that is less considered for the growth and flourishing of talents, abilities and capabilities is artistic education, or the growth and flourishing of talents. It is artistic and aesthetic of people (Yige, 2019).

In educational systems, maintaining and improving the educational status depends on placing art and aesthetics as the core of the educational system, and considering the behavior of graduates and how they deal with life issues, how they communicate with each other, and their role in various organizations and institutions are all the reasons for this claim. That the graduates of educational centers have taken steps in the field of increasing information and reserves, but they did not take any action in terms of education and artistic education to improve their actions and behavior (Aghaie Abrandabadi, Mahrouzadeh & Imani Naieni, 2020).

Today, societies need citizens with flexible, reliable intelligence, verbal and non-verbal creative skills, critical and imaginative thinking, cross-cultural understanding and empathetic commitment to cultural diversity, which can be realized in the education system through artistic education (Oakman & Blandy, 2021). Art and art education is one of the basic areas in the education system that guarantees the proper use of artistic capacities (Ulger, 2019). This structure is one of the basic and important functions of the education system, which play an important role in creating and fertilizing fields such as the emergence of creativity and innovation, the formation of deep and lasting personal changes, moral growth, increasing self-esteem and self-confidence, developing skills and improving attitudes (Baneviciute & Kudinoviene, 2015).

Artistic education means the development of awareness and sensitivity towards the various aesthetic characteristics and aspects of objects and phenomena, which provides the basis for the flourishing of talents and the improvement of creativity (Holochwost, Goldstein & Wolf, 2021). Today, in the new paradigm of education, maintaining and fulfilling educational standards and criteria requires attention to art and aesthetics in its center, and many experts in education and even other fields believe that in addition to the three basic skills of reading, writing and calculations, art and Art education should be considered as the fourth skill (Marfil-Carmona Chacon, 2017).

Art education seeks to flourish, artistic capabilities and sensitivities of people and teaches them how to see, hear, communicate and move towards growth and perfection. In artistic education, in addition to creating conditions for the development of creativity and imagination of people, familiarizing them with the ways of artistic expression and expression, designing and performing art, gaining knowledge of art and its history, appreciating artists and works of art and valuing them are also necessary, attention has been paid (Abaci, 2015). Art education requires the training of different senses, the development of sensory and tactile experiences, sensitivity and dealing with artistic visual effects and artistic criticism, which leads to superior awareness of visual experiences, creation and understanding of visual forms in painting, sculpture and decorative arts (Furst & Nylander, 2020).

At the beginning of the 20th century, educational thinkers took a step towards curriculum integration, but their approach was single-disciplinary and discipline-oriented. Integration means adapting and coming together, and it is contrary to the separation and specialization of subjects and lesson contents (Wong & Nguyen, 2019). In another definition, integration means trying to create connection, connection and integration in learning experiences and distancing from the traditional curriculum model, which by relying on independent areas of learning causes the dispersion of learning experiences (Suraydi, Ekayanti & Amalia, 2018).

Integration is based on a holistic and holistic approach that tries to connect education with inclusive daily life, and the success of the education system depends on the methods that are adopted and used to achieve educational or educational goals (Wei, 2020). Integrated curriculum means a set of planned learning experiences that not only provide learners with a set of common information and knowledge in a structured pattern or system with a comprehensive view, but also increase the learner's ability to receive or discover

new connections and from it. His way leads to the creation of new patterns, systems and structures (Lau & Grieshaber, 2018).

Integrated curriculum is an important aspect of learning to show the understanding and skills of students in different fields, with the aim of connecting meaningful content and combining concepts, themes and skills, which causes the search for valuable and deep knowledge by the learner and causes deep and sustainable education and learning (McPhail, 2018). Blended curriculum allows teachers to integrate course topics with everyday life issues so that learners do not consider studying the topics to be pointless and can apply them in their lives (Kneen, Breeze, Davies-Barnes, John & Thayer, 2020).

The orientation of the national curriculum is the flourishing, strengthening and development of the divine nature, which with a comprehensive view of man becomes the basis for his balanced growth in the four areas of communication with himself, creation, creation and God, and the curriculum approach of artistic education seeks to flourish the nature of students through creating an environment Azad is for strengthening the senses, imagination, creativity, hidden capacities of intelligence and thinking and increasing their sensitivity towards the characteristics and aesthetic dimensions of various objects and phenomena (Firuzi, et al, 2018). In general, there are three orientations about art education curriculum, including child-centered, disciplinary and cultural, as reported in Table 1 (Filani, 2003).

Table1. Three orientations about art education curriculum

Variables/Orientation	child-oriented	Discipline	cultural
The purpose of school education	Cultivating creativity, intellectual coherence and discovering artistic talents	Cultivating the ability to understand art and the ability to solve life's problems	Transferring the cultural heritage of society
General goals of the curriculum	Attention to personal interests of learners	The nature of art as a discipline and specialized knowledge with logical order and sequence	Meeting the needs of society
Curriculum content	Using different methods and combining the content of art with the content of other courses	Using art history and aesthetics, art criticism and art production belonging to different cultures	Focusing on the axis of heritage and cultural values of society
Curriculum structure	No predetermined structure	Appropriateness to predetermined age group and developmental characteristics	Regular and hierarchical in the form of predetermined courses and units
motivation	Supplying adult artworks and artworks from other countries	Non-involvement of students in the process of choosing the educational content of the art course	Designing activities in advance by the teacher
The teacher looks at the student	Belief in the inherent creativity of learners and their need for a favorable environment	Acknowledging the need for education and exposure to the works of adults to develop students' artistic understanding	Believing that the child's mind is an unwritten tablet that only the teacher has access to

The role of the teacher	Helping creative and gifted students	Directing and organizing the educational environment	Providing information needed by learners
Knowledge	Considering artistic skills	Scientific and documented education	Retention of material by students
learning	Based on individual feelings	Multimodal and based on cognitive processes	Progressive and from simple to complex
Creativity	Inherent and innateness and emergence and occurrence in the presence of conditions	Creation of creativity by understanding conventional works of art	The dependence of artistic skills on intelligence
Run the program	Requires coordination within each class	It requires coordination at the regional level	It requires coordination at the regional level
Use the template	Not using adult works	Using the works of adult artists	Attention to specific native works
Assessment of student learning	Basing the child's growth and artistic productions and not grading	Grading step by step	Grading based on the end of the year grade

Although there have been researches about the integrated curriculum and art education, no research was found on the integrated curriculum of art education and the most important researches found in this field are: Matinfar & Kian (2021) in their research, they came to the conclusion that the implementation of the integrated art curriculum plays an effective role in improving the academic performance of students.

Gillespie (2018) in a research concluded that the curriculum of the basics of art through imagining the classroom as an ecosystem, embracing the tension between contemporary curricular choices and traditional school structures and supporting culture and class time to focus on ideation, interesting play and Ambiguous space is strengthened to foster artistic projects.

The results of the research of Firuzi, et al. (2018) showed that the most used axes of art education included artistic production, aesthetics, and art criticism, familiarity with history and cultural-artistic heritage, and connection with nature, respectively. Other findings showed that the first to fifth priorities in the content structure of the books included visual arts, traditional arts, calligraphy, phonetic arts, and performing arts, and these contents in terms of the appropriateness of the activities with the educational content provided the form of integration, balance and variety of content, and lack of stimulation, and stimulating students' creativity need to be revised.

In another research, Karami & Abedi (2017) reported that the basic function of art is to influence various cognitive areas, spiritual education and the development of moral virtues, the development of feelings and emotions, the cultivation of creativity and creativity, the development of social communication and the formation of cultural identity in the audience. Wong (2013) conducted a research on the art curriculum development model and concluded that it narrates individual and external components through content, which are related to teachers' training, educational experience, and motivational forces, and external components are related to the impact of educational policies, students, colleagues, and the school related to. Other results showed that four factors are involved in the failure or success of the art curriculum development program, including school support, teachers' specialized knowledge, feedback, and redefinition of the curriculum plan.

The research results of Larkian, et al (2011) about the design and validation of the ideal model of the elementary school art curriculum showed that the principles governing the formal and public education system of the country and, accordingly, the principles governing artistic and aesthetic education can be applied with the approach of art education. Discipline oriented design.

From the point of view of specialists in formulating goals, it is necessary to choose the content and coherence of learners' experiences through integrated curriculum, and interdisciplinary systems play an important role in education and despite the criticism of this way of organization, most of the curricula of schools and universities in the world are based on it, Design and still standing. In addition, the rapid expansion of knowledge and information, the dispersion of traditional curricula, their lack of connection with the realities of the personal and social lives of learners, and the unfortunate consequences of existing curricula have led to more attention to the integrated curriculum, which motivates people for better and more durable learning, and It cultivates in them what is necessary for life in this century (Gholamian, et al, 2020).

Art education is one of the neglected areas of the curriculum in many educational systems, while if we understand the basic functions of art, we find that no educational system can be considered a comprehensive, complete and efficient system without paying attention to art and aesthetics. Today, the importance of intelligent combination of courses and content integration in improving the quality of education is not hidden to anyone, and for several decades the discussion about conceptualization, understanding and application of interdisciplinary studies in the curriculum has been going on. Another important point is that little research has been done on the fields of art education and no research has been found on the integrated curriculum of art education. As a result, considering the need to know the effective components in order to design and implement programs in this field, the present research was conducted with the aim of identifying the components of the integrated curriculum of art education from the perspective of experts, managers and graduates.

2. Methodology

The present study was applied in terms of purpose and qualitative in terms of execution method. The research community of curriculum experts included specialists, managers and graduates of Farhangian University in 2020. According to the principle of theoretical saturation, the research sample was considered to be 28 people (9 experts, 6 managers and 13 students) who were selected by purposive sampling method after checking the inclusion criteria. In this sampling method, the researchers selected some of the people they knew as samples according to the criteria. The desired criteria for specialists and managers is at least a master's degree and bachelor's degree, willingness to participate in research, having physical health, not taking psychiatric drugs and not having stressful behaviors in the last few months, and the criteria for leaving the study is not participating in the interview and withdrawing. It was from continued cooperation.

To conduct the research, first, the documents and texts related to the integrated curriculum of art education were reviewed and based on them; questions for the interview were designed with the help of professors. After preparing the questions and identifying the eligible people, 28 people (9 experts, 6 managers, and 13 students) were selected as a sample and the time and place of the interview was coordinated with them. At the same time, they were told the importance and necessity of research and the commitment of the author to comply with ethical principles. The researcher and the interviewees were present at the specified time and place and the interviews were conducted individually according to the questions that were designed with the help of professors. During the interviews, the key points of the notes and in addition the audio of all the interviews were recorded for review. The recording of the interviews was made during the coordination to conduct the interview with the interviewees and all of them expressed their consent to the recording of the interviews. The duration of the interview with each person was about 40-50 minutes, and after the completion of the interviews, the interviewees were thanked and appreciated.

The tool used in this research was scanning documents and texts related to the integrated curriculum of art education and semi-structured interview. The validity of the interviews was evaluated and confirmed by the

optimal triangulation method. Triangulation methods include data source triangulation (using multiple sources of data in a study or research), researcher triangulation (using more than one researcher to collect, analyze, analyze, and interpret data) and theoretical or theoretical triangulation (using multiple perspectives to interpret data). The validity of triangulation in this study was that interview questions with two experts were used and at the same time the study of theories, information sources and documents were also used. The reliability of the interviews was calculated and confirmed by the agreement coefficient method between two coders ($r=0.76$). Finally, the data were analyzed using the content analysis method with a comparative approach.

3. Findings

There were 28 people present in this research, and the frequency and percentage of their demographic information was reported in Table 2.

Table2. Frequency and frequency percentage of demographic information of research samples

Variables	Dimensions	Abundance	Frequency
gender	Man	20	71/43
	Female	8	28/57
position	Expert	9	32/14
	the manager	6	21/43
	Educated	13	46/43
education	Masters	13	46/43
	Masters	4	14/28
	P.H.D	11	39/28

According to the results of Table 2, most of the research samples were male (20 people) and had academic positions (13 people) and bachelor's education (13 people). The results of content analysis with a comparative approach to identify the integrated curriculum components of art education from the experts' point of view were reported in Table 3.

Table3. The results of content analysis with a comparative approach to identify the integrated curriculum components of art education from the perspective of experts

Dimensions	Components	concepts
Cognitive competence	Specialized knowledge of the integrated curriculum of art education	1. Knowing the nature of the integrated curriculum of art education, 2. Knowing the status of the field in the educational system and society, 3. Knowing the university administrators about it, 4. Knowing the pure philosophies and mastering the philosophy of education and training, 5. Knowing the epistemological tools, 6. Knowing the related theories. With it, 7. Getting to know the internal system related to it, 8. Getting to know the vocabulary of this field and understanding their differences, 9. Getting to know its history in Iran and the world, 10. Getting to know the theories and famous people of this field, 11. Getting to know the psychological basics. , its sociological and political aspects, 12. Mastering the theoretical issues of its design, implementation and evaluation, 13. Its theoretical engineering principles, 14. Familiarity with its approaches and models, 15. Knowing its main elements, 16. The ability to use foreign texts about It, 17. Its ecology, 18. Patterns, approaches and theories of learning and

		curriculum about it, 19. Patterns, methods and evaluation techniques, 20. Knowledge of the upper education documents of your society, 21. Familiarity with statistics and mastery of research methods, 22. Familiarity with psychology, sociology and philosophy, knowledge of the economics of education and 23. Knowledge of its input, process and output.
	General cognitive competence	1. Balance in the practical and theoretical view of the integrated curriculum of art education, 2. Skill in philosophical analysis, 3. Critical thinking, 4. Ideation and theorizing skills and 5. familiarity with data analysis software
	public knowledge	1. Familiarity with all kinds of art and 2. Familiarity with information and communication technology
Skill competence	The specialized skill of the integrated curriculum of art education	1. Designing integrated art education curriculum, 2. Lesson planning, 3. Teaching skills, 4. Ability to link educational ideals with the needs of society, 5. Analysis of structural issues and reflection in integrated art curriculum, 6. Application of integrated art education curriculum theories, 7. Compiling the integrated curriculum of art education, 8. Helping to implement and evaluate it, 9. Research skills, 10. Group and team work skills, 11. Textbook compilation skills, 12. Textbook validation and 13. Scientific report or article compilation skills. Scientific
	General skill	1. Understanding the problems of the society's educational system, 2. Localization skills, 3. The skills of integrating opinion and action, and 4. The skills of using information and communication technology.
Attitudinal and emotional competence	Attitudinal competence of integrated art education curriculum	1. Belief in the learner's will and discretion, 2. Interested in the integrated curriculum of art education, 3. Scientific view of it, 4. Having an interdisciplinary attitude, 5. Interested in the growth and development of the integrated curriculum of art education, 6. Interested in pursuing issues Related to its implementation, 7. Curiosity towards education, 8. Interested in continuing and pursuing studies about the integrated curriculum of art education, 9. Interested in updating our information about it, 10. Interested in promoting the field of integrated planning of art education, 11. Belief in the importance of its evaluation and 12. Belief in the participation of stakeholders in its evaluation
	General attitudinal competence	1. Belief in revelation as a source of knowledge, 2. Belief in the effectiveness of localization, 3. Spirit of research, 4. Commitment to education and 5. Respect for science and knowledgeable people

According to the results of Table 3, from the point of view of experts, the integrated curriculum of art education had three dimensions of cognitive, skill, attitudinal and emotional competencies, which cognitive dimension includes specialized knowledge of the integrated curriculum of art education (23 concepts), general cognitive competence (5 concepts) and general knowledge (2 concepts). the skill dimension included the specialized skill of the integrated curriculum of art education (13 concepts) and general skill (4 concepts) and the attitudinal and emotional dimension included the attitudinal competence of the integrated curriculum of art education (12 concepts) and general attitudinal competence (5 concepts). The results of content analysis

with a comparative approach to identify the integrated curriculum components of art education from the perspective of administrators were reported in Table 4.

Table4. The results of content analysis with a comparative approach to identify the integrated curriculum components of art education from the perspective of managers

Dimensions	Components	concepts
Cognitive competence	Specialized knowledge of the integrated curriculum of art education	1. Getting to know the old and revised documents of the integrated curriculum of art education, 2. Getting to know the stakeholders of that field, 3. Getting to know the historical structure of the field, 4. Getting to know needs assessment, 5. Terminology and terminology about it, 6. Mastering educational psychology, learning theories, famous educational approaches and paradigms, 7. Getting to know pure philosophy and mastering the philosophy of education and training, 8. Integrated curriculum patterns of artistic education and curriculum, 9. How to adopt and situate in the use of theories and models, 10. General knowledge in non-science fields. Education like art, 11. Knowing the educational design patterns, 12. Knowing the content selection criteria, 13. Knowing the traditional and modern active and passive teaching methods and models, 14. Interdisciplinary studies, 15. Knowing the types of thinking, 16. Knowing the latest findings of the field The integrated curriculum of artistic education, 17. Its evaluation, 18. The evaluation of educational progress, 19. The evaluation of the effectiveness of educational courses, 20. The recognition of the types of integrated curriculum of artistic education, 21. The recognition of its internal and external reference sources, 22. The recognition of the educational system and the education system. Excellent, 23. Knowing the national ideology of the integrated curriculum of art education and 24. Knowing its political dimensions
	General cognitive competence	1. Understanding and analyzing the political conditions of the society, 2. Intellectual comprehensiveness, 3. Partiality, 4. Systemic thinking, 5. Metacognitive skills, 6. Analytical thinking, 7. Critical thinking, 8. Holistic thinking, 9. Creative thinking, 10. Deductive and inductive thinking and 11. Systemic thinking
	public knowledge	1. Knowing the ecological features of the society and 2. Knowing the culture of the society
Skill competence	The specialized skill of the integrated curriculum of art education	1. Teaching skill, 2. Researcher skill, 3. Skill to identify the labor market situation in the integrated curriculum field of art education, 4. Educational need assessment skill, 5. Skill to recognize jobs related to the field, 6. Ability to transfer the specialized learning to others, 7. The skill of adjusting the methods based on the goal and content, 8. Designing, implementing and evaluating it in two theoretical and practical dimensions, 9. The ability to criticize the course lessons and 10. The ability to diagnose it.
	General skill	1. Having managerial experience, 2. The ability to combine opinion and action, 3. Leadership skills, 4. Communicating with others, 5.

			Knowledge transfer skills, and 6. creating a balance between opinion and action
Attitudinal and emotional competence	Attitudinal competence of integrated education curriculum	of art	1. Looking at higher education as a capital institution, 2. Scientific socialization in the field, 3. Internalizing the importance of the integrated curriculum field of artistic education and 4. Having a clear position in it.
	General attitudinal competence		1. Criticism and 2. Responsibility

According to the results of Table 4, the integrated curriculum of art education from the perspective of managers had three dimensions of cognitive, skill, attitudinal and emotional competencies, which cognitive dimension includes specialized knowledge of the integrated curriculum of art education (24 concepts), general cognitive competence (11 concepts) and general knowledge (2 concepts), the skill dimension included the specialized skill of the integrated curriculum of art education (10 concepts) and general skill (6 concepts), and the attitudinal and emotional dimension included the attitudinal competence of the integrated curriculum of art education (4 concepts) and the general attitudinal competence (2 concepts). The results of content analysis with a comparative approach to identify the integrated curriculum components of art education from the perspective of graduates were reported in Table 5.

Table5. The results of content analysis with a comparative approach to identify the integrated curriculum components of art education from the perspective of graduates

Dimensions	Components	concepts
Cognitive competence	Specialized knowledge of the integrated curriculum of art education	1. Getting to know the educational role of the school, 2. Getting to know the roles of the teacher, 3. Getting to know the principles, approaches and patterns of educational design, 4. Getting to know the lesson planning processes, 5. Getting to know the developmental characteristics of students, 6. Mastering the topics of educational psychology, 7. Familiarity with learning theories, 8. Knowledge of research methods, 9. Getting to know the principles of the philosophy of education and training, 10. Getting to know different teaching methods, 11. Getting to know the subject of elementary to secondary courses, 12. Getting to know the organizations related to the Iranian curriculum, 13. Getting to know the theories and principles of curriculum planning, 14. Getting to know the principles of setting goals, and content selection and editing, 15. Staying up-to-date in theoretical topics, 16. Knowledge of the internal and external history of the integrated curriculum of art education, 17. Knowing the comprehensive features, 18. Familiarity with philosophy, 19. Knowing the social foundations of the integrated curriculum of art education, 20. Needs assessment, 21. Good teaching, 22. Familiarity with various research methods, 23. Understanding the needs of Farhangian University administrators and beneficiaries of the integrated curriculum of art education, 24. Its design, 25. Class management, 26. Knowing the content and criteria for its selection and organization, and 27. Knowledge of the latest findings of the field

Skill competence	General cognitive competence	1. Problem solving thinking, 2. Critical and analytical thinking, 3. Reasoning power, 4. Understanding aesthetics, 5. Creative thinking, 6. Problem solving and criticism, and 7. Recognizing issues related to the integrated curriculum of art education.
	public knowledge	1. Getting to know the English language, 2. Knowing the basic skills of thinking and 3. General knowledge in fields other than educational sciences.
	The specialized skill of the integrated curriculum of art education	1. Designing educational assessment and measurement tools, 2. Ability to evaluate the integrated curriculum of art education, 3. Content analysis skills, 4. Creating a link between learning and the world of work, 5. Researcher, 6. Ability to formulate goals, 7. Goal analysis, 8 The ability to design, implement and evaluate the program, 9. The ability to formulate behavioral goals, 10. The skill of content compilation and 11. The skill of writing reports.
	General skill	1. Basic computer skills, 2. Skills in information and communication technology, 3. Decision-making skills, 4. Communication skills, 5. Ability to innovate, 6. Leadership and teamwork skills, 7. Ability to adapt to important changes in the integrated curriculum of education. Art, 8. The skill of communicating with others, 9. The skill of following internal and external events of the integrated curriculum of artistic education, 10. Team work, 11. The skill of presentation, 12. The skill of knowledge management, 13. The skill of statistical analysis, 14. The skill of research methods, 15. Team building skills and 16. search skills
	Attitudinal competence of integrated education curriculum	1. Interested in working in the integrated curriculum of art education, 2. Looking for success in it, 3. Respecting the students, 4. Appreciating the philosophical foundations of the field, 5. Interested in researching about it, 6. Believing that it is a science. 7. Its concern for the country, 8. Interest in its interdisciplinary dimension, 9. Believing that the philosophy of education is based on it, 10. Having a philosophical view and attitude and 11. interest in participating in specialized discussions
Attitudinal and emotional competence	General attitudinal competence	1. Respecting the pluralism of culture and national and religious values, 2. Having the spirit of artistic education, 3. Having the spirit of criticism, 4. Being responsible in educational affairs and 5. Respecting different religious beliefs.

According to the results of Table 5, from the point of view of graduates, the integrated curriculum of art education had three dimensions of cognitive, skill, attitudinal and emotional competencies, which cognitive dimension includes specialized knowledge of the integrated curriculum of art education (27 concepts), general cognitive competence (7 concepts) and general knowledge (3 concepts)), the skill dimension included the specialized skill of the integrated curriculum of art education (11 concepts) and general skill (16 concepts), and the attitudinal and emotional dimension included the attitudinal competence of the integrated curriculum of art education (11 concepts) and general attitudinal competence (5 concepts).

4. Conclusion

Although the integrated curriculum is criticized, it is the dominant program of most schools and universities in the world, and the integrated curriculum of art education can play an effective role in improving the quality of teaching and learning. Therefore, the current research was conducted with the aim of identifying the integrated curriculum components of art education from the perspective of experts, managers and graduates. The findings showed that, according to all three groups of experts, managers and graduates, the integrated curriculum of art education included three dimensions of cognitive, skill, attitudinal and emotional competences, which cognitive dimension includes the components of specialized knowledge of the integrated curriculum of art education, general cognitive competence and general knowledge. The skill included the specialized skill components of the integrated curriculum of art education and general skill, and the attitudinal and emotional dimension included the components of attitudinal competence of the integrated curriculum of art education and general attitudinal competence. Although the number of concepts of each component differed from the perspective of the three groups of experts, managers, and graduates, the overall concepts were largely the same. The results of studies by Matinfar & Kian (2021), Gillespie (2018), Firuzi, et al. (2018), Karami & Abedi (2017), Wong (2013) and Larkian, et al. (2011) were in some ways aligned with the results of the present study.

In explaining these results, it can be said that according to all three groups of experts, managers and graduates of Farhangian University, the integrated curriculum of art education had three dimensions and seven components (and each component has a number of concepts), according to their opinion, this program is a program that It improves the performance of people in the work environment and plays more relevant and better roles with the field of study. The first dimension i.e. cognitive competence had three components of specialized knowledge of the integrated curriculum of art education, general cognitive competence and general knowledge, which was more important than the other two dimensions i.e. skill competence and attitudinal and emotional competence. In line with the results of the current research, Momeni Mahmouei & Shariatmadari (2009) in a research to identify the competency-based curriculum for the bachelor's degree in elementary education in the classification of the curriculum in the cognitive field classified the curriculum of this field in two dimensions of general knowledge and educational knowledge. Despite the fact that their research was done in the field of elementary education, but often the curriculum of the cognitive field of the current research is aligned with their research. In another study, Yadegarzade, et al (2014) while analyzing the analysis of job roles and professional activities, curriculum experts classified this variable into two areas of special features and general features, and the curriculum extracted from the interviews also divided the dimensions into two parts of special features and they showed the public. In another research, Valica & Rohn (2013) while compiling professional competencies in teacher ethics in the cognitive dimension aligned with the results of the current research, to be aware of students' growth patterns, the ability to recognize students' characteristics, accept students' individuality and individual differences, recognize students' learning styles and be aware of They emphasized the concept of integrated curriculum of art education and its elements.

Also, from the point of view of all three groups of experts, managers and graduates of Farhangian University, the second dimension i.e. skill competence had two components of specialized skill of the integrated curriculum of artistic education and general skill. In line with the results of the present study, Yousefi Afrashteh, et al (2014) while researching the expected learning achievements of experimental science graduates from the point of view of employers in four areas of skills, professional attitude, communication and teaching and learning they did In another study, Martinez (2014) identified competencies such as effective communication, teamwork and self-evaluation in the skill dimension for school managers. The research results of Blaskova, et al (2015) also emphasized on teaching programs and methods, professional curriculum and communication curriculum in the skill dimension of the curriculum. In another research, Valica & Rohn (2013) while compiling professional competencies in teacher ethics in the skill dimension emphasized the ability to recognize the characteristics of students, the ability to choose content, the design of an integrated curriculum of art education and classroom management.

In addition, according to all three groups of experts, administrators and graduates of Farhangian University, the third dimension, namely attitudinal and emotional competence, had two components: attitudinal competence of the integrated curriculum of artistic education and general attitudinal competence. In line with the results of the present study, Yousefi Afrashteh, et al (2014) while researching the expected learning achievements of experimental science graduates from the point of view of employers in four areas of skills, professional attitude, communication and teaching and learning they did. In another study, Blaskova, et al. (2015) introduced the most important characteristics of university professors in the attitudinal and emotional dimension, including ethical action, respect for scientific effort, honesty and having a motivating personality. The results of the research of Ezquerra, De-Juanas & Ulloa (2014) introduced the feeling of responsibility and accountability towards teacher duties as the most important dimensions of attitudinal and emotional competence of the curriculum.

In the way of conducting this research, there were limitations, among the most important of which the following can be mentioned. The most important limitation or challenge was the difficulty of conducting interviews and collecting data. Another limitation was the little background about the integrated curriculum of art education both inside and outside the country, which made it difficult to compare and describe the results; although there were researches about the integrated curriculum of social studies and so on. Considering the role of the integrated curriculum and especially the integrated curriculum of art education on the success and academic performance and even management, it is suggested that this program be explored from different angles and other aspects of it so that, based on the sum of these researches, appropriate programs can be developed to improve the integrated curriculum of education. Henry designed and executed. Another research proposal is to examine the integrated curriculum elements of art education according to the four sections of goal, content, teaching and learning methods and its evaluation methods. As a last suggestion, we can mention the design of different patterns and models based on different theories and approaches or even based on different people, including specialists, managers, planners, professors and graduates. According to the results of this research, experts and curriculum planners need to consider the three dimensions of cognitive, skill, attitudinal and emotional competences and their components in order to design the integrated curriculum of art education. Another suggestion is that it is necessary to use the results of this research to revise the integrated curriculum elements of artistic education.

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