

**THE DEVELOPMENT AND IMPLEMENTATION OF A CREATIVITY
MODULE IN ART EDUCATION AMONG PRIMARY SCHOOL PUPILS IN
SAUDI ARABIA**

By

AHMED IBRAHIM AL-GHAMDI

**Thesis submitted in fulfillment of the requirements for
the degree of Doctor of Philosophy**

Universiti Sains Malaysia

October 2013

DEDICATION

To my parents may God bless them, the one who God ordered me to love and obey, who represent the continuous kindness and generosity, the one who supported me to reach this level, I ask God to protect them and give them long life in his obedience and bless them with health and prosperity.

To the one who showed me the true love in her eyes and overwhelmed me with her love and patience in spite of her suffering illness, the one who shared my difficult journey (my wife), who walked with me step-by-step towards the dream, we sowed and took care of it together until the end, and that we shall stay together, God willing.

To my sweetheart, the fountain of love, my life heaven, flowers of my life, the apple of my eyes, to my children (Ibrahim, Abdulrahman, Hanan, Sharifah, Suha, Raseel), to those faithful hearts full of purity, whose touch was the cure for all my hard time and sadness.

To them, I am dedicating this work ...Asking God Almighty to make it beneficial for all the people and to be purely seeking His generosity.

ACKNOWLEDGEMENTS

In the name of Allah, the most generous, the merciful, all praise to Him, the sustainer of the heavens and earth and all within it, who says "Wonderful Originator of the heavens and the earth", who also says " And when your lord made it known: If you are grateful, I would certainly give you more". May His blessings be upon the Prophet Mohammad, peace be upon him amen.

I am deeply thankful to my supervisor, Professor Dr. Nor Hashimah Binti Hashim, for her the fruitful guidance, encouragement, and support throughout this study. I am very proud to record that I had the opportunity to work with an exceptionally experienced supervisor like her. I have learned from her the value and meaning of success. May God bless her in her time, knowledge, family and children?

My deepest gratitude goes also to my co-supervisors Dr. Aswati Hamzah and Dr. Fadzilah Amzah for the productive advice, guidance and help throughout the study.

I would also like to thank the University of Al-Baha for the scholarship to obtain my doctorate degree, and to all my colleagues in the College of Education. Special thanks go to all my fellow faculty members in the Department of Art Education and the Department of Curriculum and Methodology. My sincere gratitude goes to the General Department of Education Al-Baha Area, for all the facility provided during the implementation of the study. Also my sincere gratitude goes to the employees of Saudi school in the city of Al- Baha who had cooperated with me during the implementation of the study.

I would also like to thank everyone who supported me and stood by me, including Prof. Abdullah Saleh, Vice President of Al-Baha University for Graduate Studies and Research, Prof. Ali Al-Uqlah, Vice President of Al-Baha University for academic development, Assoc.Prof. Abdullah Al-Zahrani, Vice President of Al-Baha University, Prof. Said Saleh, Dean of Scientific Research at Al-Baha University and Dr. Yahya Mohammed AL-Marrani.

I owe my deepest gratitude to my parents, who sincerely raised me with their caring and gentle love, and to my family, my beloved wife, my beloved children (Ibrahim, Abdulrahman, Hanan, Sharifah, Suha, Raseel), for being supportive, kind and patient. Finally, I would like to show my gratitude to Universiti Sains Malaysia, Penang, specifically, School of Educational Studies for giving me the opportunity to complete my studies.

TABLE OF CONTENTS

	Page
Dedication	ii
Acknowledgments	iii
Table of Contents	v
List of Tables	xiii
List of Figures	xvi
List of Abbreviations	xvii
Abstrak	xix
Abstract	xx
CHAPTER ONE: INTRODUCTION	
1.1 Introduction	1
1.2 Background of the Study	2
1.2.1 The Education System in Saudi Arabia	2
1.2.2 Structure and Organization of the Saudi Educational System	3
1.2.3 Education Goals in the Kingdom of Saudi Arabia	5
1.2.4 The Concept of Primary Education	9
1.2.5 The Importance of Primary Education	10
1.2.6 Primary Education Objectives	11
1.2.7 The Objectives of Art Education in the Kingdom of Saudi Arabia	12
1.3 The Statement of the Problem	14
1.4 Aims of the Study	17
1.5 Objectives of the Study	18
1.6 Research Questions	18
1.7 Conceptual Framework of the Study	19

1.8	Operational Definitions	20
	1.8.1 Creativity	20
	1.8.2 Creative Abilities	21
	1.8.3 Artistic Expression	23
	1.8.4 Module	23
	1.8.5 Fifth Grade Pupils	23
	1.8.6 Development	24
	1.8.7 Implementation	24
1.9	Significance of the Study	24
1.10	Limitations of the Study	26
1.11	Summary	27
CHAPTER TWO: LITERATURE REVIEW		
2.1	Introduction	28
2.2	Arts Education in General	28
	2.2.1 The Concept of Art Education	29
	2.2.2 The Importance of Art Education	30
2.3	Arts Education in Saudi Arabia	35
2.4	Creativity	37
	2.4.1 The Concept of Creativity	38
	2.4.1.1 Directions of Creativity	43
	2.4.1.2 Creativity as a Mental Process	43
	2.4.1.3 Creativity as a Productive Process	44
	2.4.1.4 Creativity Based on the Creative Circumstance or the Creative Environment	48
	2.4.2 Creative Thinking	49

2.4.3 Creative Abilities	49
2.4.3.1 Fluency	50
2.4.3.2 Flexibility	54
2.4.3.3 Originality	55
2.4.3.4 Details	57
2.5 Torrance’s Theory of Creativity	57
2.6 Dickie’s Expression Theory of Art and Emotion	60
2.7 Herberholz & Hanson’s Artistic Expression	63
2.8 The Assessment of Creativity	67
2.9 Creativity in Art Education	72
2.9.1 Role of Art Education Teacher	76
2.9.2 Roles of Primary School Teacher to Facilitate Creative Abilities	77
2.10 Artistic Expression	80
2.10.1 Artistic Expression in Art Education	81
2.10.2 The Motives of Artistic Expression among Children	84
2.10.3 Obstacles of Artistic Expression in Children	86
2.10.4 Factors Affecting the Growth of Artistic Expression among Children	90
2.10.5 The Forms of Artistic Expression	91
2.11 Related Research Conducted in Saudi Arabia	93
2.12 Theoretical Framework of the Study	99
2.13 Summary	104
CHAPTER THREE: METHODOLOGY AND RESEARCH DESIGN	
3.1 Introduction	105
3.2 Research Design	105

3.3	Sample of the Study	109
3.4	Research Instruments	112
3.4.1	Observation Checklist	112
3.4.2	Semi-structure Interviews	116
3.4.3	Observation Record	116
3.5	Pilot Study	117
3.5.1	Validity and Reliability of Instrument	118
3.5.2	Implementation of the Module	119
3.5.3	Observation Checklist	120
3.5.4	Semi-structured Interview	121
3.6	Data Collection Procedures	121
3.6.1	Observation Checklist	122
3.6.2	Semi-structured Interview	123
3.6.3	Observation Record	124
3.7	Data Analysis Procedures	124
3.8	Summary	126
CHAPTER FOUR: DEVELOPMENT OF MODULE		
4.1	Introduction	127
4.2	Construction of the Module (RQ1)	127
4.3	Creativity Module	131
4.3.1	Development of the Module	132
4.3.2	Guidelines for the Implementation of the Module	134
4.3.3	The Objectives of the Creativity Module	137
4.3.4	The Content of the Module	138
4.4	Validation of the Module	160

4.5	Summary	161
CHAPTER FIVE: ANALYSIS AND FINDINGS		
5.1	Introduction	162
5.2	Implementation of Creativity Module to Facilitate Creative Abilities of Fifth Grade Pupils (RQ 2)	162
5.2.1	Lesson One and Two (Fluency)	163
5.2.2	Lesson Three and Four (Flexibility)	169
5.2.3	Lesson Five and Six (Originality)	174
5.2.4	Lesson Seven and Eight (Details)	179
5.3	Aspects and Levels of Creative Abilities Accomplished by Fifth Grade Pupils through the Implementation of Creativity Module (RQ3)	183
5.3.1	Creative Abilities in the Aspect of Fluency	184
5.3.2	Creative Abilities in the Aspect of Flexibility	185
5.3.3	Creative Abilities in the Aspect of Originality	187
5.3.4	Creative Abilities in the Aspect of Details	188
5.3.5	Comparisons of Pupils' Performance across Four Creative Abilities (Fluency, Flexibility, Originality and Details)	190
5.4	Suitability of Module Based on Teacher and Pupils' Feedback (RQ4)	190
5.4.1	Art Education Teacher's Background Information	191
5.4.2	The Suitability of the Creativity Module Based on Teacher's Interview	191
5.4.3	The Suitability of the Creativity Module Based on Pupils' Interviews	195
5.43.1	Suitability of the Creativity Module (Q1)	196
5.4.3.2	Classes of Art Education and Pupils' Abilities (Q2)	197
5.4.3.3	The Role of the Art Education Teacher in Implementing the Module (Q3)	198
5.4.3.4	The Art Education teacher's behavior during Implementation of the Module (Q4)	199

5.4.3.5	The Module and Facilitating Pupils’ Abilities (Q5)	200
5.4.3.6	Teacher’s Performance and Facilitating Pupils’ Abilities (Q6)	201
5.4.3.7	Artistic Activities and Pupils’ Participation (Q7)	202
5.4.3.8	Art and Pupils’ life (Q8)	203
5.4.3.9	Presentation of the Lessons (Q9)	204
5.4.3.10	Benefits of the Module’s Lessons (Q10)	205
5.5	The Roles of Art Education Teacher and Pupils on the Implementation of Creativity Module (RQ5)	206
5.5.1	Teacher’s Role During Implementation of Creativity Module	207
5.5.2	Pupils’ Role in Lesson One and Two (Fluency)	209
5.5.3	Pupils’ Role in Lesson Three and Four (Flexibility)	211
5.5.4	Pupils’ Role in Lesson Five and Six (Originality)	212
5.5.5	Pupils’ Role in Lesson Seven and Eight (Details)	213
5.6	Summary	214
CHAPTER SIX: DISCUSSION AND CONCLUSION		
6.1	Introduction	215
6.2	Summary of Findings	215
6.2.1	Development Module (RQ1)	216
6.2.2	Implementation of Creativity Module to Facilitate Creative Abilities of Fifth Grade Pupils (RQ2)	216
6.2.2.1	Lesson One and Two (Fluency)	216
6.2.2.2	Lesson Three and Four (Flexibility)	216
6.2.2.3	Lesson Five and Six (Originality)	217
6.2.2.4	Lesson Seven and Eight (Details)	217

6.2.3	Aspects and Levels of Creative Abilities Accomplished by Fifth Grade Pupils through the Implementation of Creativity Module (RQ3)	218
6.2.4	Suitability of Creativity Module (RQ4)	219
6.2.5	The Role of Art Education Teacher and Pupils (RQ5)	220
6.2.5.1	The Role of Art Education Teacher on the Implementation of Creativity Module	220
6.2.5.2	Pupils' Role During Implementation of Creativity Module	221
6.3	Discussion	222
6.3.1	Development of the Module (RQ 1)	222
6.3.2	Implementation of Creativity Module to Facilitate Creative Abilities of Fifth Grade Pupils (RQ 2)	223
6.3.3	Aspects and Levels of Creative Abilities Accomplished by Fifth Grade Pupils through the Implementation of Creativity Module(RQ 3)	224
6.3.4	Suitability of Creativity Module (RQ 4)	226
6.3.5	The Roles of Art Education Teacher and Pupils (RQ 5)	227
6.4	Implication of the Study	228
6.5	Contribution of the Study	229
6.6	Recommendations for Further Research	230
6.7	Conclusion	232
	References	234
	Appendix A1: Observation Checklist – Fluency Ability	250
	Appendix A2: Observation Checklist – Flexibility Ability	251
	Appendix A3: Observation Checklist – Originality Ability	252
	Appendix A4: Observation Checklist – Details Ability	253
	Appendix B: Interview Questions for Teachers	254

Appendix C: Interview Questions for Pupils	255
Appendix D: Letter to Cultural Attaché in Malaysia	256
Appendix E: Letter to Cultural Attaché in Malaysia	257
Appendix F: Letter to Cultural Attaché in Saudi Arabic	258
Appendix G: Letter to Cultural Attaché in Saudi Arabic	259
Appendix H: Samples of Experts' Validation of the Module	260
Appendix I: Samples of Pupils Art Work	262

LIST OF TABLES

	Page	
Table 3.1	Observation Checklist	113
Table 3.2	List of Observation Record	117
Table 3.3	Implementation of the Lessons	123
Table 3.4	Method of Data Collection and Data Analysis	126
Table 4.1	The Aspects of Creativity Abilities in the Creativity Module	139
Table 4.2	Questionnaire of Validity and Reliability of the Module	160
Table 5.1	Pupils Scores on Lesson One and Two (Item 1 Fluency)	163
Table 5.2	The Range of Scores for the Ability of Fluency in L1 and L2	164
Table 5.3	Pupils Scores on Lesson One and Two (Item 2 Fluency)	164
Table 5.4	Pupils Scores on Lesson One and Two (Item 3 Fluency)	165
Table 5.5	Pupils Scores on Lesson One and Two (Item 4 Fluency)	166
Table 5.6	Pupils Scores on Lesson One and Two (Item 5 Fluency)	166
Table 5.7	Pupils Scores on Lesson One and Two (Item 6 Fluency)	167
Table 5.8	Pupils Scores on Lesson One and Two (Item 7 Fluency)	168
Table 5.9	Pupils Scores on Lesson One and Two (Item 8 Fluency)	168
Table 5.10	Summary of Scores on Pupils' Ability on Fluency	169
Table 5.11	Pupils Scores on Lesson Three and Four (Item 9 Flexibility)	170
Table 5.12	The Range of Scores for the Ability of Flexibility in L3 and L4	170
Table 5.13	Pupils Scores on Lesson Three and Four (Item 10 Flexibility)	171
Table 5.14	Pupils Scores on Lesson Three and Four (Item 11 Flexibility)	171
Table 5.15	Pupils Scores on Lesson Three and Four (Item 12 Flexibility)	172
Table 5.16	Pupils Scores on Lesson Three and Four (Item 13 Flexibility)	173
Table 5.17	Pupils Scores on Lesson Three and Four (Item 14 Flexibility)	173

Table 5.18	Summary of Scores on Pupils' Ability on Flexibility	174
Table 5.19	Pupils Scores on Lesson Five and Six (Item 15 Originality)	175
Table 5.20	The Range of Scores for the Ability of Originality in L5 and L6	175
Table 5.21	Pupils Scores on Lesson Five and Six (Item 16 Originality)	176
Table 5.22	Pupils Scores on Lesson Five and Six (Item 17 Originality)	176
Table 5.23	Pupils Scores on Lesson Five and Six (Item 18 Originality)	177
Table 5.24	Pupils Scores on Lesson Five and Six (Item 19 Originality)	178
Table 5.25	Pupils Scores on Lesson Five and Six (Item 20 Originality)	178
Table 5.26	Summary of Scores on Pupils' Ability on Originality	179
Table 5.27	Pupils Scores on Lesson Seven and Eight (Item 21 Details)	180
Table 5.28	The Range of Scores for the Ability of Details in L7 and L8	180
Table 5.29	Pupils Scores on Lesson Seven and Eight (Item 22 Details)	181
Table 5.30	Pupils Scores on Lesson Seven and Eight (Item 23 Details)	181
Table 5.31	Pupils Scores on Lesson Seven and Eight (Item 24 Details)	182
Table 5.32	Pupils Scores on Lesson Seven and Eight (Item 25 Details)	183
Table 5.33	Summary of Scores on Pupils' Ability on Details	183
Table 5.34	Level of Creative Abilities in the Aspect of Fluency	184
Table 5.35	Level of Creative Abilities in the Aspect of Flexibility	186
Table 5.36	Level of Creative Abilities in the Aspect of Originality	187
Table 5.37	Level of Creative Abilities in the Aspect of Details	188
Table 5.38	Average Scores of the Aspects of Creative Abilities of Fifth Grade Pupils	189
Table 5.39	Comparisons of Pupils' Creative Abilities	190
Table 5.40	Suitability of the Creativity Module Based on Teacher's Interview	191
Table 5.41	Suitability of the Creativity Module (Q1)	196

Table 5.42	Classes of Art Education and Pupils' Abilities (Q2)	197
Table 5.43	The Role of the Art Education Teacher in Implementing the Module (Q3)	199
Table 5.44	The Art Education Teacher's Behavior during Implementation the Module (Q4)	199
Table 5.45	The Module and Facilitating Pupils' Abilities (Q5)	200
Table 5.46	Teacher's Performance and Facilitating Pupils' Abilities (Q6)	202
Table 5.47	Artistic Activities and Pupils' preference (Q7)	202
Table 5.48	Art and Pupils' Life (Q8)	204
Table 5.49	Presentation of the Lessons (Q9)	204
Table 5.50	Benefits of the Module's Lessons (Q10)	206

LIST O FIGURES

	Page
Figure 1.1 Conceptual Framework of the Study	19
Figure 2.1 Theoretical Framework of the Study	103
Figure 3.1 Research Design of the Study	109

LIST OF ABBRIVATIONS

RQ1	Research Question One
RQ2	Research Question Two
RQ3	Research Question Three
RQ4	Research Question Four
RQ5	Research Question Five
TTCT	Torrance Test of Creative Thinking
L1	Lesson One
L2	Lesson Two
L3	Lesson Three
L4	Lesson Four
L5	Lesson Five
L6	Lesson Six
L7	Lesson Seven
L8	Lesson Eight
L	Low
M	Medium
H	High
Q1	Question One
Q2	Question Two
Q3	Question Three
Q4	Question Four
Q5	Question Five

Q6	Question Six
Q7	Question Seven
Q8	Question Eight
Q9	Question Nine
Q10	Question Ten
P1	Pupil 1
P2	Pupil 2
P3	Pupil 3
P4	Pupil 4
P5	Pupil 5
P6	Pupil 6
P7	Pupil 7
P8	Pupil 8

PEMBENTUKAN DAN PELAKSANAAN MODUL KREATIVITI DALAM PENDIDIKAN SENI DALAM KALANGAN MURID SEKOLAH RENDAH DI ARAB SAUDI

ABSTRAK

Kajian ini bertujuan untuk membentuk dan melaksanakan modul kreativiti. Lima objektif kajian yang dibentuk ialah: 1) membentuk modul kreativiti yang menggabungkan ekspresi artistik, 2) melaksanakan modul kreativiti untuk memudahkan keupayaan kreatif dalam kalangan murid Gred Lima, 3) mengenal pasti aspek dan tahap keupayaan kreatif yang dicapai murid Gred Lima, 4) mengenal pasti kesesuaian modul kreativiti berdasarkan maklum balas guru dan murid, dan 5) menentukan peranan guru Pendidikan Seni dan murid terhadap pelaksanaan modul kreativiti. Secara teori, kajian ini berdasarkan Torrance's Theory of Creativity (1974), Dickie's Expression Theory of Art and Emotion (1997) dan Herberholz & Hanson's Artistic Expression (1985). Kajian ini merupakan kajian kes yang menggunakan kaedah penyelidikan kualitatif. Senarai semak pemerhatian, temu bual dan rekod pemerhatian digunakan untuk mengumpul data. Sampel kajian terdiri daripada lapan murid Gred Lima di sebuah sekolah rendah kerajaan di Bandar Al-Baha, Kerajaan Saudi Arabia. Analisis deskriptif digunakan untuk menganalisis data yang diperoleh. Dapatan kajian menunjukkan bahawa 1) modul kreativiti telah berjaya dibentuk dan disahkan, 2) pelaksanaan modul kreativiti dapat memudahkan keupayaan kreativiti murid dicapai, 3) ke empat-empat aspek dan tahap keupayaan kreativiti (kelancaran, kebolehsuaian, keaslian, perincian) dalam modul kreativiti dikenal pasti pada tahap tinggi, 4) modul kreativiti adalah sesuai mengikut maklum balas guru dan murid, 5) peranan guru Seni adalah sangat penting dan semua murid adalah interaktif semasa pelaksanaan modul kreativiti. Implikasi kajian ini menunjukkan bahawa pembentukan dan pelaksanaan modul dapat membantu guru untuk memudahkan keupayaan kreativiti murid sekolah rendah dicapai. Modul tersebut dapat dijadikan panduan untuk guru Pendidikan Seni di Saudi Arabia. Selain itu, modul ini membantu guru memberi penekanan tentang kepentingan Pendidikan Seni bagi murid mereka dan memberi motivasi kepada murid untuk menjadi kreatif. Selanjutnya, modul ini membantu guru yang berusaha untuk memperlihatkan keupayaan kreatif dalam menyediakan bahan pengajaran.

THE DEVELOPMENT AND IMPLEMENTATION OF A CREATIVITY MODULE IN ART EDUCATION AMONG PRIMARY SCHOOL PUPILS IN SAUDI ARABIA

ABSTRACT

The purpose of the study is to develop and implement creativity module. Five objectives of the study developed are to: 1) develop creativity module which incorporate artistic expression, 2) implement creativity module to facilitate creative abilities among Fifth Grade pupils, 3) identify the aspects and levels of creative abilities accomplished by Fifth Grade pupils, 4) find out the suitability of the creativity module based on teacher and pupils' feedback, and 5) determine the role of Art Education teacher and pupils on the implementation of creativity module. Theoretically, the study is based on Torrance's Theory of Creativity (1974), Dickie's Expression Theory of Art and Emotion (1997) and Herberholz & Hanson's Artistic Expression (1985). This is a case study which employs qualitative research method. Observation checklist, interview and observation record were used to collect the data. The sample of the study consist eight pupils of the Fifth Grade in one of the government primary school in Al-Baha City, Kingdom of Saudi Arabia. Descriptive analysis was employed to analyze the data obtained. The results of the study indicate that 1) the creativity module was successfully developed and validated, 2) the creativity module implemented was able to facilitate pupils' creative abilities, 3) the aspects and level of all four creative abilities (fluency, flexibility, originality, details) of the creativity module were identified as high level, 4) the creativity module was suitable according to the teacher and students' feedback, 5) the role of Art teacher was very important and all pupils were interactive during implementation of creativity module. The implication of the study shows that the development and implementation of the module would help teacher to facilitate creative abilities among primary school pupils. The module can be as a guideline for Art Education teachers in Saudi Arabia. It also helps teachers to highlight the importance of Art Education to their pupils and motivate pupils to be creative. Furthermore, it helps the teachers who endeavor to reveal creative abilities in preparing their teaching materials.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Art Education teaching and learning in Saudi Arabia schools face an urgent need for an innovative reformation. Ministry of Education in Saudi Arabia changed the art curriculum and attempted to establish new departments related to Art Education learning and teaching (AL-Zahrani, 1996). These changes seem to be heading in the same direction for more efficient teaching of artistic expression. Nevertheless, it appears that the Saudi Ministry of Education is hesitant on the proper way to meet the need for reform at this juncture, it is important to identify the problems that these teachers and /or pupils are facing.

The development of Art Education has been a fairly recent phenomenon that urging educational systems around the world to start a serious focus on the development of creativity, especially with young children. In the educational literature, creativity is frequently cited as essential components for pupils' success.

Art Education is fundamental for pupils and potentially transforming pupils' practices. Likewise, Art Education provides opportunities for pupils to express themselves in both creative and discursive ways to support criticism and, significantly produce shared meanings and cultural values. Increasingly, Art Education is seen as a vehicle to support the core curriculum, and the role of the curriculum is seen by many researchers as means of directing pupils' interest towards experiences, which they can communicate and share with others.

1.2 Background of the Study

In order to meet the essential economical and cultural needs of the country, Saudi educational policy is established the intention to ensure quality education for all Saudi school pupils. To ensure this educational quality, a collaboration of special educational authorities should be activated, to achieve this effective education, they should place due attention on pivotal aspects which are integral to the overall educational vision achievement such as the adherence of Education System in Saudi Arabia, structure and organization of the Saudi Educational System, Educational Goals at the Kingdom of Saudi Arabia, the importance of Primary Education, Primary Education Objectives and the Objectives of Art Education in the Kingdom of Saudi Arabia.

1.2.1 The Educational System in Saudi Arabia

Saudi Arabia, like other countries, has recognized the significant role of education in shaping the country's future development. Education is primary goal of the government in Saudi Arabia since the late eighteenth century, when the Saudis encouraged the spread of Islamic education in the whole world. In the past 100 years at the most primary level, education took place in Mosques and Koranic schools in the Kingdom of Saudi Arabia.

As a developing nation, the Kingdom of Saudi Arabia pays a great deal of attention to the field of education. Ministry of Education was established in 1952. The main purpose of education in Saudi Arabia as stated in the general principles of education is “to let pupils understand Islam in a correct and comprehensive way of life, to plan and spread Islam to develop the society economically, socially, and

culturally, and to prepare the individual to become a useful member in the building of his community” (Ministry of Education, 1974, p. 28).

The Islamic domination of the educational system in Saudi Arabia (Ministry of Education, 1974, p. 34) may be summarized as following:

1. The policy of the Kingdom of Saudi Arabia is based on Islamic rules and the educational system places emphasis on the Islamic religion. Islamic studies are basic in all primary, middle, and secondary schools.
2. Ministry of Education in Saudi Arabia controls all district schools in the country and provides all facilities, teachers, salaries, buildings, etc.
3. Boys and girls in Saudi Arabia attend separate schools for religious reasons. The Ministry of Education serves both boys’ schools and girls’ schools.

During the middle of the 20th century great attention was given to the educational system in Saudi Arabia. Al-Hakeel, (2003) elaborated that the establishment of the directorate of knowledge in the Kingdom of Saudi Arabia was in the year 1926. This history is considered as the basic block to begin a modern organized education in Kingdom of Saudi Arabia. In fact, the modern education started in Saudi Arabia when King Abdul Aziz Bin Abdul Rahman Al Saud (may Allah rest His mercy upon him) was entered Mecca. Scientists were invited by him where he urged them to disseminate science. In addition, he commanded in establishing the Directorate of Knowledge in the 19th century.

1.2.2 Structure and Organization of the Saudi Educational System

Education is the main indicator for the development of nations. Over the past decade, the government of Saudi Arabia was repeatedly acknowledged the need to

develop its human capital by revamping the existing educational system (Yamani, 2006). The major goal of education is to provide teachers as well as pupils with the necessary skills and knowledge, to enable them to reach their potential goals and to achieve the society needs.

Therefore, in the whole world, education becomes essential to improve societies that appreciate innovation and development. The role of education is to improve the quality of lives, facilitating social and economic productivity. Initiating the process of empowerment and redistribution of resources is well documented in the past hundred years of research. In particular, schools are seen as the best mean for developing children's personalities. Education in Saudi Arabia is obligatory for all pupils until they finish the sixth grade. As a matter of fact, education is free for all adults and pupils from kindergarten, primary, middle, secondary, and university levels. Education in Saudi Arabia is divided into four levels of education before the university level (Al-Sadan, 2000).

The system of education in Saudi Arabia contains several features, which operate under the aegis of different government agencies (Ministry of Education, 1974, p. 34). The first level is pre-school, a relatively small sector of educational activity which is found mainly in the large cities and towns. Next is the primary school level, which comprises pupils from the ages of 6 to 12. This is followed by intermediate school, which covers pupils from 12 to 15 years of age.

The primary school level is comprised of primary and intermediate schools. Secondary schools typically enroll pupils from 15 to 18 years of age. Both primary and secondary level schools are under the responsibility of the Ministry of Education (Saudi Arabia Information Resource, 2006). Public education, books, uniforms, and health services are provided free for all Saudi citizens. Since 2004, education is

compulsory for primary level school children, but not for pupils after the age of 15 (Ministry of Education, 2006).

1.2.3 Educational Goals of the Kingdom of Saudi Arabia

Arabic and Islamic subjects take the most school time in Saudi primary level schools and leaving little time for math, science, social studies, artistic education, or physical education (Al-Sadan, 2000). In 1995, Ministry of Knowledge has shown that the issued educational document of the High Committee for Educational Policy in the Kingdom of Saudi Arabia has determined the goals of primary stage which are: 1) implanting the right Islamic beliefs in the child's feeling and nourishing him with a complete Islamic education in his upbringing, his body, his mind, his language and his allegiance to the Islamic nation, 2) training the child to perform the prayer and raising with the proper manners and virtues, 3) developing essential and various skills, especially the verbal skill and the numerical and physical skills, 4) providing pupil with the right amount of information of various subjects, 5) making him familiar with Allah's blessing on him and in his social and geographical environment, so he could make use of these blessings to his advantage where he could benefit himself according to his situation, 6) upraising his creative site, implanting his creative activities and developing his sense of skilled labor 7) developing his senses to realize the duties that he must fulfill, the rights he deserves in the level of his age, the properties of the levels he is going through, implanting love of his country and the loyalty to his guardians, 8) increasing his desire towards the proper education and the good work, as well as, training him how to use of his spare time, and 9) preparing the pupils to the next stage of his life.

Al-Hakeel, (2003) pointed out that in the year 1927, a decision to form the first council for knowledge was issued in the Kingdom of Saudi Arabia. The goal of this council was to put an educational system from Al Hejaz based on a number of foundations which are: 1) unifying education in Al Hejaz and making primary education compulsory and free, and 2) education consists of four phases which are Preparatory Stage, Primary Stage, Secondary Stage and the High Stage.

Al-Ghamdi and Abdul-Jawad (2002) classified the goals of education that were issued in the high commission of educational policy in the Kingdom of Saudi Arabia into general and private goals. Firstly, general goals that are divided into Islamic goals, knowledge goals, skills goals and directions, values and tendencies goals. In terms of the Islamic goals, the Kingdom of Saudi Arabia is considered to be Islamic country that judges the laws of Allah in all aspects of life.

Besides, the educational policy has been set up on the teachings of our Islamic religion that emphasizes faith in Allah as a lord, in Islam as a religion and in Mohammad (May peace be upon Him) as a prophet and a messenger. Secondly, knowledge goals have emerged due to the importance of studying this whole wide world to discover the hidden secrets that show the ability of God almighty, and to provide those individuals with the proper amount of ideas, job experiences and develops their skills.

Thirdly, skills goals were viewed as a necessity for the individual to gain scientific, behavioral and practical skills that enable him to do the task perfectly, and prepare him to face life demands, whether it's in the present or in the future. Fourthly, goals that were related to directions values and tendencies that were designed to inspire and enlighten pupils with the historical and cultural glories of the Islamic nation and making them aware of the problems that face the society. Also,

the Saudi Arabian educational system aspires to let youth gain the right tendencies, the proper functional interests, discipline, respecting work, encouraging interests, and supporting social cooperation.

On the other hand, a number of private goals were taken under consideration representing educational goals in kinder gardens, primary level, middle school level, high school level, higher education, artistic education, private education, and senior education. Al-Hakeel (2003: 81-107) mentioned the public goals for the Saudi Arabian education in light of the document of education which is issued by the higher committee of education and politics (1971) and it was as follows:

1. educational strategy - the public guide lines that performing the duties in educating the individual towards his God, religion, legislation, cater to the society's needs and achieving the nation's goal,
2. the origin is the Arabic language which is considered as the educational language,
3. providing the pupil with suitable amount of cultural information and different experiences that make him a good member in the community,
4. concerning universal achievements in particular fields, such as, sciences, literature and legal arts,
5. developing skills of reading and inculcating habits in order to increase knowledge,
6. developing language ability in various methods that feeds Arabic language realizing the side of beauty in terms of ways and ideas,
7. understanding the environment based on its different types,
8. providing pupils with another language in order to understand knowledge, arts and beneficial developments,

9. ensuring the dignity of the individual and providing suitable opportunities to develop his abilities so that he could efficiently contribute in improving the nation,
10. acquiring the individual of the ability of the right expression in conversing and writing in a proper language and in a regular thinking,
11. acquiring pupils of the skills that depend on mathematical and health basis that could efficiently build a proper body so that the individual will have the ability to perform his entire duties on serving his religion and society in a robust and a firm way,
12. training the human energies and diversifying education with special concern of handicraft education, and
13. encouraging and developing the spirit of research, the scientific thinking and improving abilities.

From what has been previously elaborated, it can be observed that the educational goals in the Kingdom of Saudi Arabia as mentioned in the educational political document were given significance to the individual and society together. Accordingly, the individual was given a big significance for his spiritual and social growth, as well as, refining his behavior and constructing his social skills including his tendencies. These were the causes that make him a useful member who is cooperating in achieving the goals and to be a loyal citizen to his religion and country.

These goals were not ignored the other aspects, such as, mental, physical, emotional stability and psychological maturity growth. On the matter of fact, the growth in all of these aspects is considered to be significant to form a good citizen. The goals of education aim for the social progress, maintaining the heritage and

transferring it to the future generation after developing it based on the educations of our Islamic religion. Furthermore, these goals aim to achieve unity, cohesion among members of the community.

In addition, these goals also aim to strengthen the patriotic feeling and the honest loyalty towards Allah at first, then the loyalty to the country and the loyalty to the future generation. Also, they aim to prepare employees with an expertise and professional qualifications to achieve progress and economic development.

Likewise, other educational aspects such as artistic education was given due emphasize in the country's educational development process rather than emphasizing artistic as opposed to intellectual subjects. It is argued that such an artistic education in this sense leads to strong conceptual powers in the adolescent and adult stage.

1.2.4 The Concept of Primary Education

Education policy document in the kingdom of Saudi Arabia has identified that the meaning of the primary school stage is; the essential base for the preparation of young people to the next stages of lives, which is a general stage that includes all the people without discrimination to provide them with the basics of the correct belief, correct trends, experiences and information skills.

Al-Hakeel (2003:26), defines the primary stage as the stage that the school's pupil join when they reach the age of six, where the pupil move from one class to a higher class at the end of each year.

Al-Shehri (2010:119) defines the primary stage as the stage that plays a role for the establishment of the other educational stages, and accepts a specific age of the pupil. It is also comprehensive educational in nature, which takes care of the pupil. Furthermore, AL-Ghamdi and Abduljawad (2002) point out that the primary

education as the kind of formal education that takes care of the pupil from the age of six until the age of twelve, maintained him by intellectual, physical and social care in a consistent manner with its nature as a child, and with the objectives of the society where the child lives in.

1.2.5 The Importance of Primary Education

Al-Shehri (2010:120) affirms that primary school stage has gained great importance on a preliminary basis, and is considered as an important stage in the educational system in any country in the world in recent years. It offers for the child skills, values and habits that have a positive impact on the country. Therefore, this stage has gained the attention of the educators and thus the education has become compulsory at this stage in many countries in the world.

Al-Hakeel (2003:118), considers primary education in all countries of the world as the base of the other stages of education and the stronger this stage, the more effective it is. Moreover, the more attention is given by the government to expand this stage and improve it, the better and higher the outcomes of the education.

Al-Hakeel (2003:122) also confirms that psychologists and educationalists agreed to the fact that primary education is the most important stage of a human. In terms of identifying the child trends, features of personality, inclinations, and in identifying patterns of behavior and actions. Therefore, the importance of primary school comes from what the children are facing from events and situations, what information, skills and abilities they have acquired.

Shafshak (1989:21) sees that the importance of primary education comes from the fact that it is considered as the real beginning for the intellectual development of children, and it develops their first cognitive tool to acquire

knowledge. As in this stage they discover themselves, they understand what is happening around them, within their large community, value, customs and traditions.

Abdul-Aziz (1994:37) argues that the importance of Art Education is not limited to the educational part only, but, it goes beyond that to include different health and psychological aspects. Moreover, researchers dealing with psychological studies perceive that physical and mental diseases originates in the first years of childhood, health care and appropriate guidance in this period helps to reduce problems and diseases.

Al-Shehri (2010:28) mentions that the primary stage plays a significant role in the emotional and educational process, since it offers for the pupils many skills and capabilities to assist them in their future life.

Zeidan (1985:150), confirms that primary school is considered as the most important educational and career periods in a pupil's life. In fact, it is the most important period of all others stages, as the child joins it at very early age. This period is contributes to the mental, physical and emotional growth.

1.2.6 Primary Education Objectives

Ministry of education, (1974:18) clarifies that Saudi Arabia's educational policy document that was issued by the higher Committee for educational policy included the objectives of the primary education which is as follows:

1. pledged the correct Islamic faith in the child soul, maintaining the children's nature, taking care of their moral, mind, language and body growth in compatible with Islamic requirements, and encourage the feeling of belonging to the Nation of Islam.
2. trained to establish prayer and have good behavior and virtues ethics.

3. development of different essential skills.
4. provide appropriate information in various topics.
5. define God's gifts, in particular for individuals and for the geographical and social environment.
6. encouraging their esthetic taste and innovative activities, and facilitate the appreciation of handcraft pieces.
7. generate the desire to increase knowledge and good deeds, and to be trained how to use of their spare time.
8. the development of consciousness to realize the duties and rights for each individual, according to the age and the phase properties, and instilling the love of their homeland, and fidelity to the Government.

1.2.7 The Objectives of Art Education in the Kingdom of Saudi Arabia

Fadhle (2000:107) affirms that educational goals is an important element that help us to determine the outcome of the education that we are looking for. Thereby, we can measure how much we have achieved and what we have failed to achieve in our educational plan. Therefore, every educational program must contain specific goals and general goals that have to be clear, inclusive, balanced and measurable.

El-Bassiouni (1985:25) suggests that educational goals should be derived from different resources such as the society's philosophy and its orientation, as the educational goals in any international system reflects the philosophy and artistic beliefs of that society. Al-Al-Shehri (2010:34) believes that the goals of Art Education in the Kingdom of Saudi Arabia match the general educational goals that have to build the individual in all aspects and help him to develop his personality through improving his talents, abilities, thoughts, relations, interests and trends. In

the Kingdom of Saudi Arabia, the artistic education is considered to be one of the important subjects in the syllabus for primary school and it has its own goals which have to be achieved. These goals were assigned in the education syllabus for primary pupils that were issued by ministry of knowledge in the Kingdom of Saudi Arabia in (1974: 115:127) and they are as follows:

1. giving the opportunity to pupils to express about any topic they chose whenever they have the desire to do so.
2. encouraging the pupils to express their feeling by letting them use drawing or handicrafts so that it becomes a way to express their emotions and art production.
3. giving the teacher the opportunity to know the desires of his pupils how to do some simple projects that fit their level of expression and artistic production, as it is a rich source to improve their talent on many aspects of design and construction work, installation, photography, and decoration.
4. helping pupils to use some local raw materials according to their choice to express about liable subjects concerning the society.
5. accustom the pupils to acquire good characteristics such as hygiene, perseverance, patience, trust, paying attention and taking responsibility.
6. highlighting the special nature of artistic expression, which might have a positive impact in improving the personality, as Art is a process of renewal and innovation and it cannot be copied or taught.
7. developing the spirit of team work and cooperation by dividing the pupils into groups.
8. developing the taste and artistic sense of pupils and teaching them to enjoy the aesthetic values and beauty of the things that they see.

Al-Ghamdi (1997:25) also mentions that there are many goals for Art Education that can be achieved: 1) to raise the spirits of creativity of the pupils, 2) providing the pupils with the artistic culture, 3) providing practical skills and scientific expertise for pupils, and 4) developing good behavior trends for the pupils. Al-Zahrani (2009: 80) adds that Art Education goals for the individual are pupil's social development through group drawing, and contribute to build a good citizen. Filimban (2001:46) determines some of the Art Education goals as follows:

1. developing precise muscles (fingers) to give the pupil some hand skills through artistic activities.
2. encouraging the pupils on free speech aesthetically, through his thoughts, emotions, needs to freedom without affecting others.
3. developing aesthetic sense and artistic taste of pupils.
4. developing the ability of pupils to create artistic expression.
5. teaching the pupils the skill to help them to use different tools and raw materials.

Al-Shehri (2010:37) confirms that the Art Education was not implemented in syllabus. Moreover, the Art Education is semiotic message in the educational process, and this message requires those who are working in the artistic education to trust it, and work harder to develop it, and that's to build a personality which is effective in guiding to the right direction within and outside the school.

1.3 Statement of the Problem

Recently, the developments in the fields of Art Education has viewed the growth of a number of studies that concentrate on pupils' creative abilities. In Saudi Arabia, it can be observed that the curriculum of Art Education suffer from a lack

of development during the recent decade to follow with the educational development plan in the country (Abdul-Aziz, 1994). In addition, Art Education becomes an essential subject for every pupil to develop them artistically in most of the third world countries. According to AL-Ghamdi (2009), in Saudi Arabia, Art Education curriculum needs to develop in order to be useful for pupils. AL-Zahrani (2009) states that teaching Art Education is one of the biggest problem that Saudi teachers face in their teaching process. This may be due to the lack of suitable curriculum for Art Education.

Moreover, AL-Zahrani (1996) states that the lack of effective training for Art Education teachers make their achievements unseen in real life. In addition, FoKhaa (2005:47) adds that the main obstacle to the development of creativity in artistic expression among pupils at the present time is the teacher of Art Education and his performance in the classroom. Althakah (2001) states that teaching methods of Art Education which are used by the Art Education teacher are inconsistent and do not meet the objectives of the Art Education that were specified in the kingdom policy of education. In addition, Faisal (2009:23) said that our schools are not given any importance for the development of creative skills of pupils, and therefore, it has general weakness in all subjects and particularly in Art Education. The reason is that the usual methods of teaching in Saudi schools focuses on the scientific material and neglects the learner in terms of developing his creative abilities and making him inactive.

Art Education in Saudi Arabia suffers from a shortage of the allotted classes in the basic stage. This fact is highlighted by (AL-Shahry, 1993). According to Abu al-Kheir (1997), Art Education in Saudi Arabia has not received sufficient attention, either in the plan of study or the development of curricula and

attributed to several factors including lack of research in education development centers in the field of Art Education. Al-Shahry (1993) estimated that the lack of research and studies disabled the Saudi experts from detecting problems and obstacles that facing the development of Art Education curricula and the development of appropriate teaching methods. According to Kharboush (2006), the Ministry of Education does not emphasize due attention to the approach of Art Education in the various stages of education, and those who pursue the technical education curriculum for all levels cannot locate a clear approach verdict in a scientific way.

FoKhaa (2005:45) confirms that granting the pupils of primary school the opportunity to artistic expression through giving subjects of painting plays that have an important role in the development of their creativity and facilitates their knowledge of orientation. Moreover, it allows them to vent their feelings and what is going on in their minds and hearts. As the active learning focuses on the learner to make him more active participant in the class and seek for the use of creative ability. Al-Shehri (2010) points out that the most important challenges that faced in the development of education at the elementary level are the rule of memorization. Moreover, less attention has been given to build the creativity needed by the pupil. Therefore, more attention is needed to be given for the teaching of creative capacities skills that contribute to create a spirit of creativity among pupils.

Mohammad (2010:86) confirms that paying attention for the development of creative capacity must be a fundamental objective of education in the future because it will remain with the learner as a supplement that assist in the present and future problems.

Nora, (2008:18) assures that our schools do not provide opportunities for pupils to carry out their educational missions to help develop their creativity and in particular at the primary level, which is the basis of education for these pupils.

The above relevant researches indicate a lack of studies that investigate the challenges in Saudi Arabian educational growth such as the effects of creativity on developing pupils' abilities in the artistic expression. The fact that pupils from different cultures react towards learning in different ways implies different modules, learning styles, self-expressions and communication styles Al-Quraiti (2005). The question of how cultural differences affect Saudi pupils' Art Education and the learning process in Saudi schools requires closer investigation.

Therefore, the current study attempts to develop a creativity module to foster creative abilities through artistic expression for Fifth Grade pupils at the primary schools in Saudi Arabia. The creativity module will explain the role of Art Education for teacher and will provide suggestions how to implement the creativity module that helps to facilitate creative abilities of pupils.

1.4 Aims of the Study

The aim of the current study is to develop creativity module which incorporate artistic expression for Fifth Grade pupils at the primary schools in Saudi Arabia and to implement the creativity module to find out to what extent this module facilitate creative abilities of Fifth Grade pupils. This module assessed by experts to confirm the suitability to facilitate creative abilities of Fifth Grade pupil. Hence, the aspects and levels of creative abilities accomplished by Fifth Grade pupils through the implementation of creativity module would be identified. Besides, the suitability of

the creativity module and the roles of Art Education teacher and pupils on the implementation of creativity module would be examined.

1.5 Objectives of the Study

To achieve the above aims, the following specific objectives have been identified.

1. To develop the creativity module which incorporate artistic expression facilitating creative abilities of Fifth Grade pupils in Saudi Arabia.
2. To identify to what extent the implementation of creativity module facilitate creative abilities of Fifth Grade pupils.
3. To find out the aspects and levels of creative abilities accomplished by Fifth Grade pupils through the implementation of creativity module.
4. To assess the suitability of the creativity module based on the teacher and pupils' feedback.
5. To examine the roles of Art Education teacher and pupils on the implementation of creativity module.

1.6 Research Questions

The following research questions have been formulated for this study:

1. How will the creativity module that incorporate artistic expression be developed in facilitating creative abilities of Fifth Grade pupils in Saudi Arabia?
2. To what extent does the implementation of creativity module facilitate creative abilities of Fifth Grade pupils?

3. What are the aspects and levels of creative abilities accomplished by Fifth Grade pupils through the implementation of creativity module?
4. Is the creativity module suitable based on the teacher and pupils' feedback?
5. What are the roles of Art Education teachers and pupils on the implementation of creativity module?

1.7 Conceptual Framework of the Study

The conceptual framework of the current study is based on objectives and research questions as presented in Figure 1.1 as follows.

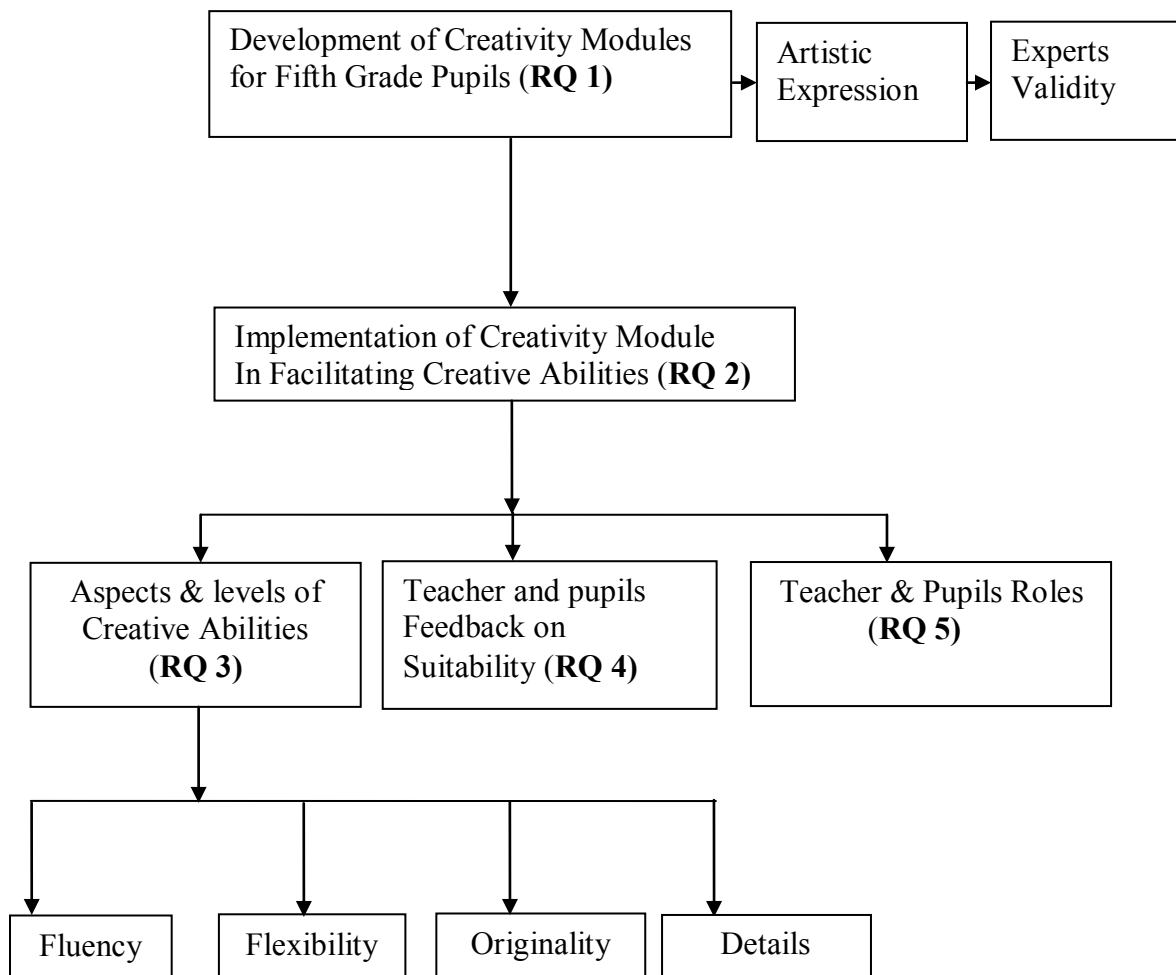


Figure 1.1 Conceptual Framework of the Study

The conceptual framework is designed to make clear direction of the study, and to show the relationships of the different variables that the researcher wants to investigate. The conceptual framework combined all the essential features or variables that are related to the creative abilities of the pupils in Art Education subject. The variables studied are based on the research questions of the current study in which the first research question indicated the development of the creativity module that incorporate artistic expression which intends to facilitate the pupils' creative abilities. The second research question showed that the creativity module was implemented in order to facilitate creative abilities of Fifth Grade pupils. In the third research question, the implementation of creativity module helps the researcher to observe the aspects of creativity module (fluency, flexibility, originality and details) that is accomplished by Fifth Grade pupils through the implementation of creativity module. The fourth research question indicated the suitability of the creativity module which is based on the teacher and pupils' feedback. The Art Education teacher and pupils were asked during interviews to give their opinions about the suitability of the module after being implemented. In the fifth research question, the researcher observes the roles of Art Education teacher and pupils on implementation of creativity module.

1.8 Operational Definitions

There are few terms used in this study which need to be defined.

1.8.1 Creativity

Creativity is defined as the ability to produce creative skills and new ideas targeted to facilitate pupils' creative performance and solve problems in creative

ways. In addition, different definitions of creativity were highlighted over the past few years. Each of these definitions dealt with creativity in different manner but all of these definitions share the same traits. According to Fawcett and Hay (2004, p.235), “The word ‘creativity’ is often used loosely and with varying meaning”. Guilford (1986) defined creativity as preparation characteristics that include fluency of intellect, authenticity, awareness of problems and redefining a problem by making it clear with details. Furthermore, Guilford (1986) defined creativity by saying that it is a mental process which includes fluency, flexibility, originality, and the enrichment of details and producing new data from old given information. This type of creative thinking allows pupils to surpass the available and creating solutions and results through their expertise. In this study, creativity refers to the ability to make brilliant ideas in art expression and the ability to produce drawing which is fluent, flexible, original and full of details.

1.8.2 Creative Abilities

Creative ability is defined as the ability to present oneself freely without inhibitions, limitations or anxiety. It also related to one’s preparedness to function at the maximum level of competence and free from self-consciousness (de Witt, 2005). Jarwan (2002) points out that creative ability can be measured through one of the products of intellectual creativity that holds certain qualities such as fluency, flexibility, originality and details.

Fluency: Jarwan (1999) defined fluency as “the ability to generate a large number of alternatives, synonyms, ideas, problems or queries while responding to the particular stimulus, as well as the speed and ease of generating it”. It is the process of remembrance and an optional call for information or concepts already

learned. In this study, fluency is operationally defined as the ability of pupils to produce paintings characterized by abundant fine expressive values. In other words, fluency in this study means the ability of the pupil to give different and diverse solutions for the figures to have an icon and clear meaning featuring abundance of fine expressive values.

Flexibility: Al-Kahtany (2003) defined flexibility as “the reference to the ability to change the state of mind change of position, it is a reverse process of mental inertia”. In this study, flexibility is operationally defined as the child’s ability to produce fine art value multiple and diverse and reflect what it does in the teaching unit. In addition, flexibility means the pupils’ ability to give multiple different and diverse solutions for the figures and they should have several and various fine artistic values.

Originality: Ali (2002) defined the originality as “the ability to produce original responses (i.e. low frequency) in the statistical meaning within the group which the individual belongs to”. So, if the degree of authenticity increased, the degree of prevalence of the idea will be less. Specifically, originality in this study means the ability of the pupil to draw the largest number of pictures and it should be new and not-duplicate within a group of pupils.

Details: Zayton (2003) defined details as “the ability to add new miscellaneous details of an idea or a solution of a problem”. In this study, a detail is operationally defined as the ability of pupils to add details during drawing, and how pupils reflect what he has learned from the syllabus. More specifically, detail refers to the ability of pupils to add different various details within a limited time.

1.8.3 Artistic Expression

Herberholz & Hanson (1985) point out that artistic expression is an important aspect of Arts Education. It refers to the feeling that are evoked and the ideas which are expressed through works of art. It does not only provide an opportunity for pupils to express themselves artistically, but also it provides pupils with an opportunity to become aware of how artists have expressed about themselves through their achievements. In addition, Dickie (1997) states artistic expression is considered as a personal production individual or collective translate somehow emotions or feelings into artworks.

1.8.4 Module

Module refers to educational endeavor, lessons and activities that can be used to facilitate individuals' abilities in a short period of time (Clawar & Rivlin, 1991). Module is defined as a set of instructions, statements or accurate plan that prepares and organizes the educational situation for limited period of time with certain objectives planning and evaluation that show desired integration and child's growth. In this study, module is operationally defined as a unit of education or instructions that facilitate pupils' creative abilities (fluency, flexibility, originality and details) and help them to express their feelings, emotions, thoughts and sensations. It is developed in the form of educational activities which is practiced by the teacher in order to develop pupils' creative abilities within a specific period of time.

1.8.5 Fifth Grade Pupils

The researcher defines the Fifth Grade of primary school in the Kingdom of Saudi Arabia as one of the primary school class that a pupil enters at the age of 11,

and is considered as the second last grade in primary school. Khalil (2003:160) also mentioned that the age eleven is the ending of the late childhood, which begins at the age of nine.

1.8.6 Development

Mahdi (2012) defines development as “process of improvement as much as possible to achieve a particular goal.” In this study, development refers to the ability of improving a creativity module in order to achieve particular aims during the learning process.

1.8.7 Implementation

Belghith (2013) defines implementation as “using ideas that are prepared by researchers in practical and concrete situations. In the current study, implementation refers to the use of a unit of module that contains four skills (fluency, flexibility, originality and details) in Art Education at primary school pupils to facilitate their creative abilities.

1.9 Significance of the Study

A number of researchers concerned with pupils’ creativity had identified some of the problems influencing pupils’ performance at the schools in Saudi Arabia (Al-Ghamdi, 2009; Abu al-Kheir (1997) and Al-Ghamdi; Abdul-Jawad, 2002). It is evident from the plentiful research literature that Saudi pupils face many difficulties while learning art topics at their schools.

Constructing a creativity module to develop creative abilities through artistic expression in Saudi Arabia will provide means by which pupils can express their