

A Case Study on the Impact of Integrating Young Children’s Performances into the Curriculum on Learning Outcomes and Teacher Stress

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Abstract:

Preschools in Taiwan frequently organize various young children’s performance activities during festive periods, such as Christmas and graduation ceremonies. These events often coincide with enrollment periods, prompting many preschools to put in considerable effort to showcase the best performances of their children in order to attract more students. Typically, performance programs are not integrated with the curriculum, requiring a significant amount of additional time for practice. However, excessive reliance on mechanical practice often leads to frustration among children during the learning process and contributes to stress for both teachers and students. This study aims to explore how a public preschool in Taiwan integrated young children’s performances into its curriculum and to analyze the process and outcomes through a case study approach. The preschool in question was an affiliated class of an elementary school, consisting of one class led by three teachers, who cared for 30 children aged 4 to 6. The preschool employed a thematic teaching approach, with the theme for the semester being “Growing Up.” In preparation for the end-of-semester graduation performance, the teachers incorporated children’s performances into the curriculum and utilized the music learning center to promote autonomous learning among the children. Research data included teacher interviews, teaching journals, child interviews, and performance videos. The results indicated that integrating performances into the curriculum and incorporating activities in the music learning center significantly enhanced children’s engagement and motivation for learning, particularly as they explored, improvised, and created dance movements on their own. This teaching approach allowed teachers to move away from traditional, directive drills and reduced stress while improving teaching satisfaction. Throughout the teaching process, the teachers and children collaboratively developed the performance program, enabling the children to quickly become immersed in the context and achieve positive performance outcomes.

Keywords:

Music learning center, thematic teaching, young children’s performance.